Strada Transilvaniei, nr. 6, sector 1, București, ROMÂNIA
E-mail: fsi@unibuc.ro | Website: fsi.unibuc.ro

DISCIPLINE SHEET
Academic year 2025-2026

1. About the program

1.1 Higher education institution	University of Bucharest
1.2 Faculty	Faculty of Interdisciplinary Studies
1.3 Department	Interdisciplinary School of Doctoral Studies – ISDS-UB
1.4 Field of study	-
1.5 Study cycle	Doctorate
1.6 Study program / Qualification	***Broad Ingterdisciplinarity***

2. About the discipline

2.1 Name of the discipline				***Methodology of scientific studies***			
2.2 Holder of the course				**Assoc. Prof. Phd. Habil. Radu-Daniel PINTILII**			
2.3 Holder of the seminar				**Assoc. Prof. Phd. Habil. Radu-Daniel PINTILII**			
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	E	2.7 Discipline regime	Opt.

3. Total estimated time

3.1 Number of weekly hours		3.2 out of which course:		3.3 seminar/laboratory	
3.4 Total hours in the curriculum	12	3.5 out of which course:	6	3.6 seminar/laboratory	6
Distribution of time:					**hours**
Study according to the textbook, course material, bibliography and notes					30
Additional documentation in the library, on specialized electronic platforms and in the field					70
Preparation of seminars/laboratory, assignments, papers, portfolios and essays					10
Tutoring					-
Examinations					3
Others……					-

3.7. Total hours of individual study	**113**
3.8. Total hours per semester	**125**
3.9. Number of credits	**5**

4. Preconditions (where applicable)

4.1 curriculum	Not applicable
4.2 skills	Not applicable

5. Conditions (where applicable)

5.1 course delievery	Room with multimedia equipment (video projector, smart board)
5.2 conducting the seminar/laboratory	Face to face

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6. Learning outcomes

Knowledge	LO1. Demonstrate understanding of the principles and strategies of effective scientific communication, including the ability to tailor messages to diverse audiences and platforms. They will be familiar with the conventions of academic writing, publishing processes, and the use of various communication tools in disseminating research findings.
Skills	LO1. Demonstrate the ability to complete the independent research process within given time frames: a) Review and place the research issue (question/problem/performance practice) in relation to the existing literature; b) Select appropriate research methodology and methods from the wide variety of approaches c) Identify, locate, and collect sufficient body of evidence/data d) Analyse and interpret findings/evidence e) Draw appropriate conclusions; write about research in the field using clear and effective written expression of evidence-based analytical reasoning and successfully defend the research in front of a panel of experts. LO2. Demonstrate the capacity for analysis of gaps in existing scholarship in the field and identify an original question/problem for study worthy of peer-review/examination. LO3. Demonstrate the capacity in various contexts to present and discuss research findings with the scientific community using clear and effective oral expression of evidence-based, analytical reasoning as well as to adapt the discussion depending on varied audience.
Responsibility and autonomy	LO1. Identify independently seek opportunities to communicate their research, adapt their communication style to different contexts, and continuously improve their skills based on feedback.

7. Contents

8.1 Course	**Methods**	**Observations**
1. How to write the PhD. Thesis.	Explanation, conversation	2 hours
2. How to write a Scientific Paper.	Explanation, conversation	2 hours
3. Specific methods to disseminate the scientific personal results in a conference.	Explanation, conversation	2 hours

References:

- Booth, W.C., Colomb, G.G. , Williams, J. M., Bizup, J., & FitzGerald, W.T.. (2016). *The craft of research.* University of Chicago Press.
- Creswell, J/W. &J. Creswell. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches.* Sage.
- Gee, James Paul. 2005. An Introduction to Discourse Analysis: Theory and Method. New York: Routledge.
- Gee, James Paul. 2011. How to Do Discourse Analysis: A Toolkit. New York: Routledge.

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- Iser, Wolfgang. 2006. *How to Do Theory.* Oxford UK: Blackwell Publishing.
- Kalantzis, Mary and Bill Cope. 2012. *New Learning: Elements of a Science of Education* (Edn 2). Cambridge UK: Cambridge University Press.
- Krathwohl, D.R. (1993). *Methods of educational research: An integrated approach.* Longman.
- Pérez, NL; Nelson, RVE; Fernández, ML; de la Rosa, MAH. 2023. *Innovative Ideas for Local Development from the Subject Methodology of Scientific Research,* Revista Universidad and Sociedad, vol 15, Issue 1, p. 588-595.
- Stevenson, Robert B. and Susan E. Noffke, eds. 1995. *Educational Action Research: Becoming Practically Critical.* New York NY: Teachers College Press.

8.2 Seminar / laboratory	**Methods**	**Observations**
1. Identifying the International Databases. Scientometry.	Free discussions	2 hours
2. How to avoid plagiarism.	Free discussions	2 hours
3. How to cite a scite a scientific work.	Free discussions	2 hours

8. Correlating the content of the discipline with the expectations of representatives of the epistemic community, professional associations and representative employers in the field related to the program

The content of the discipline is useful for future graduates to understand the territory at different levels of scale.

9. Assessment

Type of activity	Assessment criteria	Evaluation methods	Weight in the final grade
Course	Contribution to discussions	Discussions	50%
Seminar / laboratory	Portfolio – project report	Presentation /Discussions/Project report	50%
Minimum performance standard	30% project report and 20% contributions to discussions during the course		

Fill in date:
16.10.2025

Holder of the course,
Assoc. Prof. Phd. Habil. Radu-Daniel PINTILII

Director ISDS-UB,
Conf. Dr. Habil. Mihaela MATACHE