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UNIVERSIDAD PONTIFICIA

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FICHA TÉCNICA DE LA ACTIVIDAD FORMATIVA

Datos básicos de la Actividad Formativa	
Título	Publicación en Revistas Científicas
Carácter	Transversal
Tipo	Optativa
Duración	1 ECTS
Planificación temporal	A realizar a lo largo de la duración de los estudios de doctorado, preferiblemente a partir del segundo año
Contenidos	El objetivo de esta actividad formativa consiste en que el alumno presente de forma sistemática los principales apartados de un artículo científico. <i>Contenidos</i> – El proceso de escritura académica – Normas de redacción científica el método IMRD (Introducción, Método, Resultados y Discusión) – El envío de artículos a revistas científicas y las respuestas a los evaluadores – Formatos de difusión directa e indirecta
Resultados de aprendizaje	Los contenidos de este módulo contribuirán principalmente a la adquisición de las siguientes competencias: – CB14: capacidad de realizar un análisis crítico y de evaluación y síntesis de ideas nuevas y complejas. – CB15: capacidad de comunicación con la comunidad académica y científica, y con la sociedad en general, acerca de sus ámbitos de conocimiento en los modos e idiomas de uso habitual en su comunidad científica internacional. Al finalizar esta actividad formativa se espera que el alumno: – Justifique teóricamente el trabajo de investigación. – Formule hipótesis de investigación contrastables. – Describa de forma correcta y en los aspectos sustanciales las características metodológicas del estudio realizado. – Presente adecuadamente los resultados del estudio de investigación realizado. – Discuta los hallazgos encontrados en el contexto del encuadre teórico de referencia y presente las conclusiones y aportaciones relevantes del estudio realizado. – Conozca como enviar un artículo a una revista científica y como responder a un evaluador
Lengua	Inglés



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Procedimiento de control

Para obtener la calificación de apto es preciso haber asistido al 75% de las sesiones y aprobar el ejercicio de escritura pautado por el profesor.

El profesor entregará el acta con las calificaciones a la comisión académica del programa con la evaluación de los estudiantes en escala 0-10. Calificaciones superiores a 5 serán Apto e inferiores No apto. Si la evaluación fuera "No Apto", el doctorando tendrá que consensuar con su tutor la realización de un nuevo curso en función de la oferta.



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Política de uso de IA

El uso de IA para crear trabajos completos o partes relevantes, sin citar la fuente o la herramienta o sin estar permitido expresamente en la descripción del trabajo, será considerado plagio y regulado conforme al Reglamento General de la Universidad. Sobre el uso indebido por parte del alumnado del Chat GPT y/o cualquier otra IAG en todas las actividades de evaluación: será considerado como falta grave, según el Reglamento General de la Universidad, art. 168.2.e: “realización de acciones tendentes a falsear o defraudar los sistemas de evaluación del rendimiento académico”. Las consecuencias de ello serán “la expulsión temporal de hasta tres meses o la prohibición de examinarse en la siguiente convocatoria a la imposición de la sanción, en una o en varias asignaturas de las que se encuentre matriculado el alumno, [...] aparte de suponer la calificación de suspenso (0) en la respectiva asignatura, [...] [y] la prohibición de examinarse de esa asignatura en la siguiente convocatoria”.

Para las entregas de los trabajos de la AF se requiere al doctorando lo siguiente: Que indiquen de forma explícita y clara para qué ha usado IAG (ChatGPT). Todo contenido creado con IA generativa deberá estar etiquetado como tal. Todo contenido que emplea IA generativa y es adaptado deberá estar etiquetado como tal, al igual que se citan autores. Que incluyan como material adicional (anexos) el prompt completo (preguntas y respuestas) de su conversación con IAG (ChatGPT) para generar la tarea. Si se detectara un uso indebido de IA generativa, se podría solicitar que se defiendan de manera oral los trabajos para comprobar la veracidad de la autoría y asegurarse el aprendizaje del alumnado.

Siguiendo la escala de valoración del uso de IA de Perkins y compañeros (2024), se permitirá un uso de la IA generativa del **Nivel 2**, es decir, la IA puede utilizarse para actividades previas a la tarea, como lluvias de ideas, esquemas e investigación inicial. Este nivel se centra en el uso eficaz de la IA para la planificación, la síntesis y la ideación, pero las evaluaciones deben hacer hincapié en la capacidad de desarrollar y perfeccionar estas ideas de forma independiente.

The AI Assessment Scale

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.



Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale



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COURSE (AF) DESCRIPTION

OVERVIEW	
Title	Publishing Academic Work
Type	Transveral
Compulsory or Elective	Elective
Contact Hours	1 ECTS
Schedule/required	To be completed during Ph.D program, preferably in the last years
Contents	The objective of this course is that the student learns the nature of academic writing by examining how different individuals tackle the task; <i>Contents</i> – The process underlying academic writing – Requirements in the academic writing the IMRD approach (Introduction method, Results and discussion) – The process of publishing an article: how to respond to a referee report – Other channels of research diffusion: academic and non-academic
Learning objectives	This course will allow the student to achieve the following objectives: – CB14: learning to be critical their analysis by simplifying new complex ideas – CB15: learning how to communicate with the academic community and society in general by articulating the purpose and contributions of their research Once the course is completed the student is expected to be able: – Justify the academic relevance of their research project. – Formulate a research hypothesis that can be tested. – Describe rigorously and justify the adequacy of the research methodology that is used in their project. – Develop sound and articulated research presentations. – Discuss the main findings and contributions of the research work. – Know how to send an article for publication to a scientific journal and to reply to a referee.



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Language of
instruction

Inglés

Procedure of assessment

To obtain the pass rating, it is necessary to have attended 75% of the sessions and pass one written assessed exercise.

The professor will deliver the transcript with a score of 0-10. Scores greater than 5 will receive the grade "Pass", and below "Fail". In the event that the evaluation is "Pass", the activity will be included in the individualized record of student activities. If the evaluation is "Fail", the doctoral student will have to agree with his tutor to take a new course depending on the offer.



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IA policy

The use of AI to create complete works or relevant parts, without citing the source or the tool or without being expressly allowed in the description of the work, will be considered plagiarism and regulated according to the General Regulations of the University. Misuse by students of the GPT Chat and/or any other IAG in all assessment activities: it will be considered a serious misconduct, according to the General University Regulations, art. 168.2.e: 'carrying out actions aimed at falsifying or defrauding the academic performance assessment systems'. The consequences of this will be 'temporary expulsion for up to three months or the prohibition to sit the exam in the following exam session after the imposition of the sanction, in one or several subjects in which the student is enrolled, [...] apart from a failing grade (0) in the respective subject, [...] [and] the prohibition to sit the exam in that subject in the following exam session'.

For the submission of the AF's assignments, the PhD student is required to do the following: That they explicitly and clearly state what they have used IAG (ChatGPT) for. All content created with generative AI must be labelled as such. All content that uses generative AI and is adapted must be labelled as such, as well as citing authors. Include as additional material (attachments) the complete prompt (questions and answers) of your conversation with IAG (ChatGPT) to generate the task. If misuse of generative AI is detected, students may be asked to orally defend their work in order to verify the veracity of authorship and ensure that students are learning.

Following Perkins and colleagues' (2024) scale of assessment of AI use, Level 2 use of generative AI will be allowed, i.e. AI can be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis and ideation, but assessments should emphasise the ability to develop and refine these ideas independently.

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Perkins, Furze, Roe & MacVaugh [2024]. The AI Assessment Scale