**Doctoral Study Programme**

**P7538 Education**

**Study programme: P7538 Education**

**Type of programme: doctoral**

**Form of study: full-time, combined**

**Length of study: four years**

**Contact: doc. Mgr. Štefan Chudý, Ph.D. email: stefan.chudy@upol.cz**

**Description of the study field (study programme)**

DSP Education study programme is implemented in the system of credits. It consists of three basic parts:

1. **study part** (lectures, seminars, attending courses and seminars for the students of DSP Education, independent study), in particular within compulsory and elective courses,
2. **scientific research** (including project activities) resulting in publishing activities, attending conferences in our country and abroad,
3. **pedagogical part** focusing on the implementation of topics corresponding with the topic of the dissertation in teaching at university.

During the studies in the doctoral study programme, the student must obtain a total of 240 credit points. Out of the total number of 240 credit points, 221 credit points are allocated to obligatory activities within the DSP Education progamme: the student must obtain 56 credit points for attending six obligatory and two elective courses, 84 credit points for obligatory scientific research and publishing activities, 20 credit points for passing the state doctoral exam, 40 credit points for a successful dissertation defense, 7 credit points for pedagogical activities, 7 credit points for project and grant activities and 7 credit points for international student mobility abroad. The remaining 19 credit points may be obtained by the student for recommended activities offered by us on top of the obligatory framework. The activities the student may choose from are as follows: further publishing activities, further pedagogical activities, further project and grant activities

**Graduate profile for the study field (study programme) & study goals**

After a successful graduation in the doctoral study programme of education, the graduate will be able to:

* + approach the topic of his specialisation systematically and from an interdisciplinary point of view,
  + present, reflect critically and interpret in a broader context of social reality the current domestic and foreign trends in education as a scientific discipline, in particular in relation to his/her professional specialization,
  + in the context of the development of related scientific disciplines and in relation to his professional specialisation, interpret, reason and apply current theories of education and schooling and the changing paradigm of curricular discourse
  + observing the principles of ethics, draft and implement independently empirical research aiming at extending and enriching the state of scientific knowledge in accordance with the relevant discourses of educational fields of study,
  + present, reason and defend the results of his own research activities and to compare the results thereof with the output of scientific work of Czech and foreign scholars, e.g. through publishing activities in internationally recognized journals with a demanding peer-review procedure,
  + participate in scientific research, project and grant activities also within larger scientific teams.
  + actively and professionally communicate in regard to the topics of his specialization in one foreign language on C1 level, in another foreign language on at least B1 level,
  + implement the topic of in which he/she specializes in the teaching at university.

The graduate can work in particular as an academic and research worker in educational sciences.

**Entrance requirements**

Completing university studies – master or a follow-up master study programme

Prerequisites for studying DSP Education in the form of reaching the level of knowledge of a graduate   
of the study programmes of 7501 Education, 7503 Teaching at primary schools, 7504 Teaching at secondary schools. Applicants for studying DSP Education who completed their master studies in other study programmes than listed above, are required to complete their knowledge up to the level described above through self-study.

Passing successfully the entrance proceedings where the following skills will be tested:

a) prerequisites for scientific research activities,

b) presenting and defending the project of the disseration (related to the research focus of the workplace),

c) the ability to communicate in at least one foreign language (English, German or Russian), in particular on the topic of the project of the dissertation submitted.

**Courses**

**A) Obligatory courses**

Theory and metodology of science

Foreign language - English

Philosophical aspects of education

Psychological aspects of education

Curriculum and theory of teaching

Foreign language – German and Others

**B) Elective courses**

School climate, its humanization

Educational policy in national and international context

Educational evaluation and school management

Current trends in the theory and practice of lifelong education

Social education

Psychological aspects of dealing with the demands of today’s school

Historical aspects of the theory of education and teaching

Trends in pre-primary and primary education

**Further obligations**

During the study, a student of DSP will develop his/her:

**a) scientific research** skills, e.g. attending yearly courses of doctoral seminars, participating in project and grant activities, participating in international student mobility programmes (research stays abroad)... all of which will result in publishing activities in periodicals with demanding peer-review procedure (in accordance with the methodology of evaluation of science and research at universities – ERIH, SCOPUS etc.), in peer-reviewed proceedings of conferences, participating actively in conferences both in the Czech Republic and abroad etc.,

b) **pedagogical skills** focused on the implementation of topics corresponding with the topic of the dissertation in the teaching at university. This aim may be achieved by:

- participating in the teaching of the tutor (teaching workshops and seminars),

- drafting and implementing new study disciplines or enriching the existing form of teaching the study disciplines within the bachellor and follow-up master study programmes in education

creating study supports or parts thereof.

**State doctoral exam equirements**

Within the final state exam, the student is obliged to prove the knowledge acquired in the area of compulsory and elective courses, mainly through the analysis, synthesis, evaluation of the knowledge acquired and by demonstrating the possibilities of applying such knowledge in the area on which the dissertation of the student is focused. The knowledge will be examined based on the following topics for the state doctoral exam (as a part of the oral exam, the student will be assigned at least 2 topics).

1. Ethical principles of scientific, research and publishing work.
2. Theoretical research: the relationship of research problems and the design chosen and the overall relation of theoretical grounds with the proposed research project, observing the ethical principles.
3. The history and current state of quantitative research in education, theoretical grounds. Advantages and disadvantages of quantitative methodology and the selection of quantitative methodology with regard to the topic of the dissertation (the propositions of the dissertation).
4. Mixed research design (its advantages and disadvantages) in view of the topic of the dissertation (the proposition of the dissertation).
5. The history and current state of qualitative research in education, theoretical grounds and the selection of qualitative methodology, advantages and disadvantages of qualitative methodology with regard to the topic of the dissertation (the propositions of the dissertation). Mixed research design, its advantages and disadvantages.
6. Changing opionions on the aims and contents of education in the context of the social development.
7. Educational means in the context of social development with regard to Central-European and Anglo-Saxon tradition and their possibilities and use nowadays. Traditionalism versus innovation.
8. Discourse analysis of the influence of different philosophical trends in 19th and 20th centuries on the development of education as a scientific discipline.
9. Values theory in the history of philosophy and its refection in the theory and practice of education. Ethics of social consequences as the theoretical grounds for teacher’s ethics.
10. Identification of social influences on the process of education from different perspectives: relationships between the individual and the social in education, cultural crisis, the problem of value education, the meaning and purpose of education.
11. The essence of education and its management in different societies based on the formation of their culture.
12. Current issues of psychological research of education reality in our country and abroad.
13. Theories of teaching and their reflection in different lines of thought in education.
14. Interindividual differences in the process of learning. Main approaches to the cognitive development.
15. Theoretical anchorage of the styles of a pupil’s learning from the point of view of the theory   
    of cognition and the theory of learning.
16. Motivational and emotional factors of education.
17. Psychosocial aspects of education.
18. Psychological aspects of approaching pupils with specific educational needs in our country and abroad.
19. Changing paradigm of curricular discourse, determinants and theoretical context of curriculum.
20. Didactic mediation of the teaching matter (transformation, simplification, elementarization, reduction, reconstruction of the curriculum), didactic (and microdidactic) analysis of the curriculum (demands on the textbooks and other educational media).
21. Contemporary changes in education and the teaching profession.
22. The concept of quality of teaching.
23. Dimensions of teacher’s professionalism.

An important part of the state doctoral exam is the defense of the propositions of the disseration which represent the concretized and finalized project of the dissertation. The propositions of the dissertation are the student’s summary of knowledge gained not only within the compulsory and elective courses, they also relate to the output of the scientific research activities of the student. The propositions of the disseration are based on the aims determined and contain the synthesis and evaluation of the current state of research in the relevant area of education, making a fundament for an elaborated design of empirical research.

Within the state doctoral exam, the student will present a list of relevant resources studied (at least 1/3 of which will be foreign sources) and will be able to answer questions concerning the topic of his/her dissertation in the chosen foreing language.

**Suggested topics for disserations**

1. The perception of the climate at a selected faculty (university) by the academic employees (teachers).
2. The influence of the global culture on the system of primary (secondary, university) education in the Czech Republic.
3. Social contexts of the manifestations of risk behaviour in primary and secondary school pupils and university students.
4. The profession of a teacher (not only in international comparison)
5. The profession of a headmaster with the focus on its contents and contexts.
6. Evaluation in the environment of different educational institutions/organisations.
7. The problems of experiencing the purpose in life in educational workers (and workers in assisting professions)
8. The risks of burnout syndrome in educational workers (in assisting professions).
9. Historical aspects of the theory of education and teaching.
10. The development of social competences in pre-school children in children institutions outside the school system.
11. Evaluation and management of school stress by adolescents.
12. Changing discourses of education and teaching and their reflection in primary school readers.
13. Integration of mathematics and English teaching using CLIL methodology (Content and Language Integrated Learning) at secondary schools.
14. Teacher’s concept of creative dramatics in the conditions of a contemporary kindergarten.
15. Teaching in activities with sophisicated artefacts.
16. Virtual school environment.
17. Possibilities and limitations of distance learning.
18. Seniors as objects of education.
19. Changing picture of childhood and adolescence in chidren and youth literature.
20. Current problems of reading literacy development in primary school pupils.
21. The influence of solving graded mathematic problems on the development of competences of primary school pupils

**Recommended distribution of credits in four-year doctoral degree programme**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Year 1 | Year 2 | Year 3 | Year 4 | **Total** |
| Type A disciplines | X  min. 7  min.28\*\*\*\*\* | X  min.14\*\*\*\*\* |  |  | min. 35  42\*\*\*\*\* |
| Type B disciplines | X  min. 5  min.0\*\*\*\*\* | X  min.14\*\*\*\*\* | X  min.0\*\*\*\*\* |  | min. 15  min.14\*\*\*\*\* |
| Scientific, publication and artistic activity\*\*\*\*\* | X | X | X | X | min. 80  min.110\*\*\*\*\* |
| Educational activity \*\*\* | X | X | X | X | min. 50  min. 14\*\*\*\*\* |
| State Doctoral Examination |  |  |  |  | 20\* |
| Dissertation Defence |  |  |  |  | 40\*\* |
| **Total** | 60 | 60 | 60 | 60 | **240** |

X – this activity must be undertaken in the respective year

\* State Doctoral Examination.

\*\* Submission and successful defence of the dissertation.

\*\*\* If a student does not obtain the required 50 credits for educational activity, the same amount of credits can be obtained for scientific, publication or artistic activity.

\*\*\*\* Only if credits were not obtained in the previous year of study.

\*\*\*\*\* The specified data apply to the students of the doctoral degree programme Education (four-year study) and correspond with applicable accreditation. During the first year of study a student can submit a written application to move one examination of type A discipline to the second year.

\*\*\*\*\*\* A maximum of 15 credits can be recognised throughout the whole study.

**Annex 1 – Awarding credits to various activities of students in doctoral degree programmes**

**1 Study**

|  |  |
| --- | --- |
|  | **Number of credits** |
| Completion of a mandatory discipline (A) from the faculty offer | 7 |
| Completion of a core elective discipline (B) from the faculty offer | 5 - 7 |
| Completion of the State Doctoral Examination | 20 |
| Submission and defence of the dissertation | 40 |

**2 Scientific-research and publication activity**

|  |  |
| --- | --- |
| Professional book (type of result B - according to applicable methodology \*) | 30 (co-authorship share) |
| Chapter in a professional book (type of result C - according to applicable methodology \*) | 15 (co-authorship share) |
| Article in a professional periodical (type of result J, i.e. Jimp, Jsc, Jnon-imp., Jrev.  - according to applicable methodology \*) | 15 (co-authorship share) |
| Article published in a collection registered in the SCOPUS database or indexed in the Conference Proceedings Citation Index database (according to applicable methodology \*) | 10 |
| Peer reviewed article in the Czech language published in a journal from the list of reviewed non-impacted journals\*) | 5 |
| Peer reviewed article in a foreign language published in a journal from the list of reviewed non-impacted journals\*) | 7 |
| Peer reviewed article beyond the list of creditable outcomes; | 3 |
| Review | 3 |
| Each citation of an own paper by a different author | 2 (in a foreign country 4) |
| Active participation in a scientific conference involving nationwide participants | 7 |
| Active participation in a scientific conference involving international participants held in the Czech Republic | 10 |
| Active participation in a scientific conference involving international participants held abroad | 15 |
| Poster at a conference held in the Czech Republic | 2 (co-authorship share) |
| Poster at a conference held abroad | 5 (co-authorship share) |
| Involvement in a research project in the Czech Republic | 10 |
| Involvement in an international research project. | 15 |

Credits awarded for specific scientific-research and publication activity undertaken by students of the doctoral degree programme Education (four-year study) shall be governed by the accreditation of this field of study.

\* Methodology for assessing the results of research organizations issued by the Research, Development and Innovation Council, applicable for the respective year.

1. With respect to possible delays caused the long publication process, students are permitted to obtain respective credits by submitting their papers for publication and submitting a written confirmation of the editorial office. No credits shall be re-awarded for the actual publication.
2. If a presentation is also published, no credits are awarded again.
3. **Artistic activity – Music and fine arts segment**

|  |  |
| --- | --- |
| Artistic outcome of A category according to RUV methodology | 15 |
| Artistic outcome of B category according to RUV methodology | 10 |
| Artistic outcome of C category according to RUV methodology | 5 |
| Artistic outcome of D category according to RUV methodology | 3 |

**4. Educational activity[[1]](#footnote-1)**

|  |  |  |
| --- | --- | --- |
| University courses | 1 for 1 lesson a week, maximum of 10 per semester |  |
| Development of a teaching aid or study material | 5 |  |
| Work in a counselling centre or a similar facility | 5 per semester | applies only to full-time study |

Credits awarded for specific educational activity undertaken by students of the doctoral degree programme Education (four-year study) shall be governed by the accreditation of this field of study.

1. A student of the doctoral degree programme can obtain a maximum of 20 credits (three-year study) or a maximum of 50 credits (four-year study) for this category. An exceptional share in educational activity will be settled by means of extra scholarship, which will be, on the supervisor’s proposal, assessed and proposed by the President of the Subject Area Board based on the table of recommended amounts of extra scholarship granted to students of the doctoral study proposed by the Vice-Dean for science, research and foreign affairs. Final approval and granting of the scholarship is fully at the Dean’s discretion. [↑](#footnote-ref-1)