

## TOPICS

1. Concept of science and research, philosophy of science in relation to pedagogy. Ethical principles research and publications.
2. Theoretical research: The relationship between research questions and the chosen design and the overall linking of the theoretical background to the proposal of the research project with respect to the ethical principles.
3. History and current state of quantitative research in education, theoretical background. Advantages and disadvantages of quantitative methodology and choice of quantitative methodology with regard to the conceived focus of the dissertation thesis
4. The history and the current state of qualitative research in pedagogy, the theoretical basis and the choice of qualitative methodology, the advantages and disadvantages of qualitative methodology with regard to the conceived focus of the dissertation thesis, the mixed research design, its advantages and disadvantage.
5. Changing views on aims and content of education in the context of social development.
6. Educational means in the context of social development with regard to the Central European and Anglo-Saxon tradition and their possibilities and application at present. Traditionalism versus Innovation.
7. Discourse analysis of the influence of various philosophical trends of the 19th and 20th centuries on the development of pedagogy as a scientific discipline.
8. Theory of values in the history of philosophy and its reflection in educational theory and practice. Ethics of social consequences as the theoretical basis of teacher ethics
9. Identification of social influences on the educational process from various points of view: relations between the individual and social in education, cultural crisis, problem of value education, sense and purpose of education.
10. The essence of education and its management in different societies based on the formation of their culture.
11. Current problems of psychological research of the educational reality in the Czech Republic and abroad.
12. Theories of learning and their reflection in the educational approaches.
13. Interindividual differences in the learning process. Main approaches to cognitive development.
14. The theoretical grounding of the pupil's learning styles from the theory of learning point of view.
15. Motivational and emotional factors of education.
16. Psychosocial aspects of education.
17. Psychological aspects of access to pupils with specific educational needs in our country and abroad.
18. Changes in the paradigm of curricular discourse, determinants and theoretical context of the curriculum
19. Didactic mediation of the subject (transformation, simplification, elementarisation, reduction, reconstruction of the subject), didactic (and microdidactic) analysis of the subject (demands on textbooks and other educational media)
20. Contemporary transformation of educational profession.
21. Concept of teaching quality
22. Dimension of teacher professionalism.