

Education - Doctoral study programme, Ph.D.

Length of study: 4 years

Deadline for applications: 30 April 2022

Tuition fee: EUR 2500 per academic year

Contact person:

doc. Mgr. Stefan Chudy, Ph.D.
e-mail: stefan.chudy@upol.cz
Institute of Education and Social Studies
Palacký University Olomouc, Czech Republic
www.upss.upol.cz

Admission 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 dissertation (related to the research focus of the workplace),
 - c) the ability to communicate in at least one foreign language.

The applicant must prove his/her fitness for study in a motivation letter (in English).

Language competence:

The standard English language requirement is level B2 in accordance to the Common European Framework of Reference for languages (CEFR).

Minimum language requirements in the Test of English as a Foreign Language (TOEFL): Internet based Test (IbT): 61, Computer based Test (CbT): 173, Paper based Test (PbT): 500 or an International English Language Testing System (IELTS) overall band score of at least 6.0.

The applicants are required to upload the following documents to the [application system](#) by 30 April 2022.

- motivation letter;
- CV;
- [proof of recognition](#) of applicant's previous education (i.e. foreign certificate as equivalent to a certificate of education issued in the Czech Republic);
- certificate of language competence
- dissertation proposal/project (see information below – p.3);

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, all of 240 credit points are allocated to obligatory activities within the DSP Education programme: the student must obtain min. 50 credit points for attending obligatory and elective courses, 80 credit points for obligatory scientific research and publishing activities and for international student mobility abroad, 20 credit points for passing the state doctoral exam, 40 credit points for a successful dissertation defence, 50 credit points for pedagogical 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.

Courses

A) Obligatory courses

Theory and methodology of science
Foreign language I
Philosophical aspects of education
Psychological aspects of education
Curriculum and theory of teaching
Foreign language II

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

DISSERTATION TOPICS

for doctoral degree programme **Education**

Applicants should pick up one of the topic listed below or prepare their own topic which will be similar to those in the list. For the admission procedure they are required to produce a dissertation proposal 1-2 pages long.

1.	Dr. Pavla Andrášová <i>Current trends in undergraduate teacher training</i> <i>Current trends in postgraduate teacher training</i>
2.	Doc. Iveta Bednaříková <i>Possibilities and limitations of distance learning in universities</i>
3.	Doc. Martina Cichá <i>Ethical aspects of multicultural education in the current school environment</i>
4.	Doc. Tomáš Čech <i>Prevention and intervention strategies and their effectiveness in the context of risk behaviour and behavioural disorders</i>

5.	Doc. Jiří Dostál <i>Acceptance of exploratory tasks by pupils</i>
6.	Doc. Ludvík Eger <i>School culture and management in the implementation of educational strategies in schools in the Czech Republic</i>
7.	Doc. Martina Fasnerová <i>Development of pre-literacy in pre-primary education</i>
8.	Doc. Miroslav Chráska <i>Identification of risks of social networks and computer games for pupils</i> <i>Massive open online courses (MOOC) and their potential application in Czech universities</i>
9.	Doc. Štefan Chudý <i>Development of professional beliefs of beginning teachers</i>
10.	Doc. Kamil Kopecký <i>Current problems of media education in the system of teacher training</i>
11.	Dr. Pavel Kopeček <i>The development of Czech secondary general education in the period of the Nazi occupation in 1939-1945</i>
12.	Dr. Pavel Krákora <i>Czech education in Austrian Silesia in 1848-1914</i> <i>Civic education and its concept in the period of the First Czechoslovak Republic</i>
13.	Doc. Jitka Laitochová <i>Analysis of classroom situations in teaching mathematics</i>
14.	Doc. Ludmila Mikláňková <i>Level of motor skills as one of the determinants of cognitive abilities in preschool-aged children</i>
15.	Dr. Pavel Neumeister <i>Reflection of undergraduate teacher training</i> <i>History of education as part of educational sciences and undergraduate teacher training</i>
16.	Doc. Irena Plevová <i>Coping with school stress situations in pupils/students</i>

17.	Dr. Jitka Plischke <i>Education as a value in pupils from various social and cultural environments</i>
18.	Doc. Michaela Prášilová <i>Roles of teaching initiatives in the transformation of Czech education after 1989</i>
19.	Doc. Miluše Rašková <i>Health education in younger school-aged children</i>
20.	Prof. Karel Rýdl <i>Transformations of curricular applications (preschool institutions) under the influence of individualization theories</i> <i>Development of theory and practice of institutions providing protective education for children and youth since 19th century</i> <i>Historical roots of contemporary educational “innovations”</i>
21.	Dr. René Szotkowski <i>Educational technologies and preschool teachers</i>
22.	Prof. Eva Šmelová <i>Social readiness of children for compulsory education</i> <i>Principles of Montessori education in preschools</i>
23.	Doc. Petra Šobáňová <i>Analysis of the aspects of long-term school-gallery cooperation</i>
24.	Dr. Alena Vavrdová <i>Regional education in the theory and practice of primary education</i>
25.	Doc. Tomáš Zdráhal <i>Effects of technologies on the educational process</i>
26.	Doc. Radka Dofková <i>Components of metacognition as part of effective educational process</i>
27.	Doc. Karel Konečný <i>Czech/Czechoslovak education in the period of state socialism (1948-1989). Research possibilities and limitations. Primary and secondary sources, methodology, central and regional perspectives</i>

28.	Doc. Karel Pastor <i>Play as a means of education</i>
29.	Doc. Eva Maria Hrdinová <i>The so-called “Privatunterricht” in the Hlučín region and its position in the history of (not only) German education in Czechoslovakia</i>
30.	Doc. Antonín Staněk <i>Professional teacher training in civic education and basics of social sciences with a focus on the thematic field of philosophy</i>