
Didactics of Mathematics

Characteristics of the Studies

Candidates for doctoral studies in Didactics of Mathematics are expected to:

- show interest in mathematics education in general (for example, by taking part in scientific conferences and conferences for teachers),
- have an overview of the most important scientific journals and books related to mathematics education,
- have an idea of the area of mathematics education they are willing to focus on in their studies and be able to specify it in a written project of up to 8 pages (including tentative research questions, methodology and theoretical background and a list of references).

Entrance Examination

1) Discussion about the thesis project. The project (up to 8 pages) must be sent together with the application to the Department of Science, Faculty of Education, Charles University in Prague. The quality of the project is important in order to be assessed by the entrance committee, which will evaluate the candidate's readiness to do research in mathematics education.

2) Discussion about the references from the candidate's list of scientific literature on mathematics education (must be sent together with the application).

Candidates are admitted to study if they meet all admission requirements

- a) officially-verified certification of completed undergraduate degree (Master's degree programme)
- b) to pass an entrance examination, reach minimum number of point determined by the Dean,
- c) to meet any other requirements specified by a given field of study.

Evaluation Criteria will be rated from 1 to 10 points, with a maximum score of 10 and a minimum score of 7.

Graduate Profile

The graduate of the PhD studies in mathematics education is prepared to deal with both theoretical and application problems in the mathematics education of children and adults and carry out both scientific and pedagogical activities. They contribute to the improvement of mathematics education of pupils and to the professionalization of teachers. They can work at universities, in scientific institutes and as a highly qualified teacher-mediator between research and practice. They are able to: recognize up-to-date key topics of the field; propose, realize and evaluate research bringing original results; follow scientific literature systematically and appraise it critically; publish results of their work in refereed journals, at international conferences, in textbooks and possibly in monographs.

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