Post-Doctoral Fellowships (JUNIOR FUND) at the Faculty of Education CUNI

Newly created web for post-doc applicants and info related to post-doc agenda is:  https://cuni.cz/uk-11118.html
Faculty of Education
Department for Research and Scientific Activities
contact person: Mgr. Filip Lothar Rudorfer (filip.rudorfer@pedf.cuni.cz)

• Important UPDATE!
  CUNI rules for issuing the ITIC card: "A card with an ITIC license can be issued to a maximum of one employee for a given period." If you are accepted as a post-doc - researcher (according to the project Assessment of Student Teachers at the End of Undergraduate Teacher Training) you are not eligible for this type of a card since you are not an academic staff. You therefore managed as a scientific - non-academic worker, due to the fact that you did not pass the selection procedure according to the Rules of the VŘ UK, post-docs cannot vote in the academic senate, or are not entitled to the ITIC card. Already issued rules and measures seen e.g., from the Rector since September 1, 2021 to define the term postdoc, which implies that postdoc can be both academic and non-academic staff (eg accepted for a project): Introduction and definition of the term "postdoctoral student" at Charles University https://cuni.cz/UK-11154.html

Postdoctoral positions are open at Charles University from January 1st, 2022 to December 31st, 2023.
The candidates have to respect the deadlines given in the propositions of the research centre/institute. Deadline Faculty of Education: 23. 7. 2021
Application form + annex send to contact person Faculty of Education
The applicant should provide the following documents:
• Application for Junior Grant at Charles University (.docx)
• Letter of Reference (.docx)
• Detailed CV
• List of publications
• Copy of university diploma (PhD.) *note that applicants must submit the sueprlegalised/verified/apostle copy of PhD diploma before the faculty deadline!

Schedule for JUNIOR FUND (post-doc researchers)
23.7.2021 - Deadline for submitting application documents to the faculty coordinators/supervisors of projects. The exact date is specified at each project. The candidates must respect the deadlines given in the propositions of the faculty in the list of post-doc positions.
October 2021 - The definitive allocation of funds (results of the University committee's session) is approved by the Rector. Faculties are informed about the final results of the committee selection and inform their candidate (planned week 11.10.-17.10.2021)

winning candidates for 2022-2024:
duration of stay 1. 1. 2022 – 31. 12. 2024
Gamze Korbek, Ph.D.

Research Topics:
1. Contextualized secondary data analysis of international large scale assessment data (e.g. PISA, TIMSS)
Workplace: Institute of Research and Development in Education (Faculty of Education, Charles University)
Supervisor: David Greger, Ph.D. - IRDE director  david.greger@pedf.cuni.cz
International large-scale assessments (ILSAs - namely PISA, TIMSS, PIRLS, ICCs, TALIS, PIAAC) provide a unique source of data freely available for analysis and allowing international comparisons. Handling such data requires a
substantive methodological knowledge, e.g. how to work properly with complex designs, use replication weights, properly work with plausible values, etc. We look for a postdoc with experience and good knowledge of working with such data, ideally using Mplus or R software for multilevel and/or structural equation modelling. Yet substantive quantitative knowledge needs to be backed up with knowledge of educational policy and country specific information, which allows to formulate policy-relevant research question for comparison. We offer the high knowledge of Central and Eastern European Countries and context for analysis of policy relevant issues based on the available ILSAs data which shall be the main emphasis of postdoc work. Also, data from ILSAs in post-Socialist countries are often not sufficiently analysed due to lack of researchers and methodological knowledge. The analysis could be oriented, but is not limited to, the following topics: the effects of early tracking, Big Fish Little Pond Effect, relationship between motivation and self-concept and achievement, socio-economic inequalities, rural-urban differences, gender inequity, class composition and peer effects, teacher quality and teacher beliefs. Applicant shall choose one or two topics to specify in their postdoc application project proposal.

2. Combining theory and practice at teachers' training

Workplace: Department of Primary and Pre-primary Education (Faculty of Education, Charles University)

Supervisor: doc. Jana Stará, Ph.D. – head of department  jana.stara@pedf.cuni.cz

Combining theory and practice at teachers’ training Pedagogical practices that combine theory with practice are necessary in order to promote a high-quality teacher education. Although this is a well-known fact in educational theory, students often identify practice only regarding the teaching practice classes. The Department of Pre-primary and Primary Education is on its path to improve classes and assessment methodologies and is looking for a postdoc researcher with teaching and researching experience to enhance its efforts. It will be the task of the postdoc employee to deeply analyze the current situation from teachers’ and students’ perspectives and design and conduct an intervention study to embed the effective combination of educational theory and practice.

3. "Good question" in mathematics and science education

Workplace: Department of Mathematics and Mathematical Education (Faculty of Education, Charles University)

Supervisor: doc. Antonín Jančařík, Ph.D. – antonin.jancarik@pedf.cuni.cz

Communication plays a crucial role in mathematics and science education. One of the methods to support creative and analytical thinking is the Good questions method. Good questions are a specific type of open question that must meet the following criteria (Sullivan and Lilburn, 2010): a) there exist several answers that can be accepted; b) more than a mere reference to known facts is required; c) discussion is provoked; c) includes a motivational function in lifelong education; d) students may learn something when they answer it and/or discuss it; and, e) teachers can learn something about their pupils from the pupils’ answers. The method of Good Questions is developed by a team of experts from the Department of Mathematics and Mathematical Education and the Department of Biology and Environmental Studies. We look for a postdoc with experience in qualitative research.

winning candidates for 2021-2022:
• Juliana Crespo Lopes, PhD.
• Samet Okumus, PhD.

Onboarding seminar 2021

winning candidate for 2020-2021:
duration of stay 1. 1. 2020 – 31. 12. 2021
• Jo-Yu Lee, PhD.

Research Topics:

Title of the research project:

1. Professional vision of future teachers (noticing and knowledge-based reasoning)

Pre-service teachers must develop a range of skills, including a certain type of noticing skill that is different from lay people's skills. When observing a lesson, either live or on video, they are expected to notice aspects of the lesson that are deemed important for the development of pupils' knowledge. Yet the complexity of a lesson is such that if they direct attention to something, they do so at the expense of something else. Much research has been undertaken in recent years focusing on what it is that student teachers do and do not notice in a lesson, how they make sense of it and how their professional vision (noticing ability and knowledge-based reasoning) can be developed. We have used and investigated an impact of reflection-based programmes such as Lesson Study and video-clubs. Thus, we offer a cooperation on research aimed at reflection-based teacher education in general and on the possibilities of video-based courses for the development of professional vision in particular. Possible subjects are mathematics, English language teaching as a second language, art teaching, biology, elementary science etc.

Workplace: Department of Mathematics and Mathematical Education (Faculty of Education, Charles University)

winning candidate: Samet Okumus, PhD.

Title of the research project:

3. Assessment of Student Teachers at the End of Undergraduate Teacher Training
Undergraduate teacher training plays an important role in the long-term process of becoming a teacher. At the end of the training, it is necessary to assess the qualification of individual students for the teacher profession and simultaneously provide students with formative feedback to help them continue with their further education in the desired direction. The Department of Pre-primary and Primary Education has long been asking itself how to adequately combine these two needs. On the one hand, we develop and verify tools for assessing students during their final continuous practice, and on the other hand, we verify innovated methods of testing in state final examinations. It will be the task of the post doc employee to find out how the actors themselves (both examiners in state final exams and students) and independent experts evaluate assessment models that are currently used. Concurrently, a longitudinal study will be established with the intention of finding out how the evaluation at the end of the studies at the Faculty of Education corresponds to the subjectively perceived success of teacher graduates after two and five years of practice in education. We have so far organized a series of professional seminars concerning the topic and furthermore we consulted the topic with Dr. Jane Jones (King's College London), who has been dealing with the evaluation of students and students in teacher training for a long time and will collaborate on the research.

winning candidate: Juliana Crespo Lopes, PhD.

winning candidates for 2018-2020:
* Hasan Selcuk, Ph.D.

Title of the research project:
The anchoring vignette method in educational research

Self-assessment questions are used often in survey research. A direct comparison of countries or different socioeconomic groups based on answers to such questions may lead to an incorrect conclusion about the respondents’ actual situation. One of the reasons may be that respondents from different groups use the response scale in different ways (for example, two pupils with the same knowledge can assess their knowledge differently, one as excellent and another only as good).

The anchoring vignette method solves the problem by letting respondents evaluate both their situations and hypothetical situations of other people (anchoring vignettes). Since the hypothetical situations is invariant over respondents, the differences in their evaluations of the hypothetical situation may be interpreted as the differences in their use of response scale. This is then used to adjust (anchor) their self-assessments. Currently, the anchoring vignette method starts to have an increasing importance in international education research.

This project for post-doctoral applicants will be focusing on the use of anchoring vignette methods in the field of digital literacy of students.

We are looking for individuals with outstanding research potential and a strong commitment to excellence in educational research. The post-doc applicant is expected to have expertise in statistical data processing, educational research methodology, and preferably also professional competency in information and communication technology.

Important living costs for applicants

Salary deductibles
The social insurance rates for employees are 6.5%, for employers 24.8%, a total of 31.3% of gross wages. The insurance is paid monthly. The employer is obliged to pay health insurance for the employee. The employer's health insurance rates are 9%, the employee pays 4.5%, a total of 13.5% of the gross salary.
For approximate calculation of your nett salary n the Czech Republic you can use this online calculator.

Accommodation
All Charles University students can live at Charles University Dormitories (approx. CZK 80 - 180 per night, CZK 290 per night for high standard rooms). For reservation you can contact directly the Reservation department at: accommodation@kam.cuni.cz.

Average Living costs per year
Food (2,000 – 3,000 €)
Accommodation (dormitory - 1,770 €)
Books (university libraries for free) (158 €)
Public transportation (135 €)
+ Health insurance
+ Visa, admin fee, student ID card, recognition of secondary education
+ Entertainment, winter clothes etc.

Total (average): 5,100 € per year

Private housing
The prices of accommodation vary considerably according to size, occupancy, quality and location. It is not difficult to find private accommodation in our university cities. For a 2-bedroom flat (two rooms and kitchen) situated in the centre of Prague you can pay about CZK 12,000 – 20,000. It can be half as expensive in Pilsen and Hradec Králové.
However, please take into account that it is not so easy to find short-term rentals. Not all landlords are willing to sign tenancy agreements for less than 12 months, but many agencies are providing living units for a short stay (renting a room - *pronájem pokoje* / renting an apartment - *pronájem bytu*).

more information regarding admissions/onboarding

**Tax returns**

Anyone living and working in the Czech Republic, Czech or foreigner, is required to pay income tax. Tax returns (daňové přiznání) must be filed by those with an active trade licence (self-employed), employees with other income in an amount over CZK 6,000 and unemployed persons with capital gain, rent or other income in an amount over CZK 15,000 per year. To be eligible for a yearly tax refund just simply fill in your personal data in the form below and tick the "Personal tax allowance (letter a)" option. After filling the form you simply have to submit the signed original to Ms. Průšová of the economy department at daniela.prusova@pedf.cuni.cz, or your officer at the department of Science lotharfilip.rudorfer@oedf.cuni.cz

form to submit to the economy department
advanced instructions
general information about Czech Republic tax return system

*Students are in Czech Social security system regarded as citizens up to 26 years of age only. Your work/student status as a postdoc can be internationally recognised in other ways than in social security deductible.*