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# Didactics of Chemistry

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Programme of study: **Didactics of Chemistry**

Guarantor of the programme of study: prof. PhDr. Hana Čtrnáctová, CSc.

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## **Characteristics of the Studies**

The goal of the doctoral study program Didactics of Chemistry is to prepare specialists to improve the quality of chemical education in the Czech Republic in accordance with current social needs and in accordance with the educational programs of advanced European countries based on scientific research results. The doctoral program is focused on the preparation of specialists in the field of chemical education theory in accordance with current knowledge of chemistry, pedagogy, psychology, sociology, informatics and other disciplines. It is a program without specialization. Program without specialization.

## **Entrance Examination**

Oral discussion on the written work and together with the application submitted to the research project. In the admission exam, the applicant must prove relevant knowledge in chemistry didactics, chemistry and pedagogical-psychological disciplines, information and language literacy (verifying knowledge of English or other world language) and prerequisites for research work (verifying deeper knowledge of the topic, which the candidate wants to study in doctoral studies).

## **Evaluation Criteria:**

The applicant can get a maximum of ten points, the number of points for the admission to study is getting at least seven points.

## **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.

## **Graduate Profile**

The PhD study grants integrated education that allows its graduates, thanks to their high erudition, to do conceptual and research activities in the area of chemistry education. The PhD study graduates will be ready for the independent scientific, pedagogic and management work in this area. They will be able to assert themselves at the colleges' didactical workplaces, in the Education ministry research institutes that concern themselves with the problematics of chemistry education, at the secondary schools as highly-qualified chemistry teachers, at the workplaces which are dealing in further teacher training, and in the international and European institutions and organizations focused at the countrywide and international research in the area of chemistry or science education.