
Mathematics Education

Characteristics of the Studies

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

- how 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 (including tentative research questions, methodology and theoretical background and a list of references).

Program without specialization.

Entrance Examination

Discussion about applicant's research projekt proposal. The research project up to 10 pages must be sent together with the application to the Department of Science, Faculty of Education, Charles University. 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. Discussion about the references from the candidate's list of scientific literature on mathematics education (must be sent together with the application).

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

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