
Educational Psychology

Characteristics of the Study

The PhD studies in Educational Psychology are training the student in scientific research work in educational psychology, i.e. in psychology applied to educational topics. The studies are not to compensate for the pre-gradual (Master Degree) instruction in Psychology, if requested by Chambers or Associations of Psychologists as the condition for the psychology practice or for further studies (especially in medicine). They add researchers' competence in the field of education by means of psychology and by grasping the context of other sciences of education.

Entrance Examination

Discussion of the applicant's research projekt proposal up to 10 pages including bibliography, which demonstrates their depth of focus in the research theme they would like to address in their doctoral studies. The research project must be sent together with the application to the Department of Science, Faculty of Education, Charles University. The project should include the characteristics of the research problem, the basic idea of the objectives and structure of the issue and the considered methods from theoretical, research and professional literature. Preferably, the project would be co-signed by the mentor in spe, specialist in the topic.

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

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

Graduate Profile

The graduate is trained for scientific work in two professions:

1) as psychologist-university teacher and 2) as psychologist-practitioner (counseling psychologist, school psychologist, and psychologist in other institutions with any educational concern).

As psychologist-university teacher they are able to elaborate theoretically a topic and to carry out an empiric research upon it; to discuss its results with their scientific peers at the international level; to lecture it in the context of the educational psychology as a whole to the students; to apply with his project for a scientific grant.

As psychologist-practitioner they are able to carry out a research ad hoc for their practice in the educational institution and to submit it to a discussion to the administration and to their professional colleagues.

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