
EDUCATION

Characteristics of the Studies

The doctoral studies are conceived as a preparatory programme for scholars and researchers whose creative endeavours contribute to the development of theory and research in the field of education sciences. The programme aims preferably to enhance their relevant expertise, to disseminate relevant research findings and trends in the field of education and to cultivate methodological competences of doctoral students.

General focus of the study programme offers students the chance to get acquainted more deeply with the pedagogical disciplines. The focal point of the doctoral study is a doctoral dissertation/thesis, defined as an original scholarly work whose findings enrich the respective field of study within the broader context of developing the discipline.

Individual Study Plan (ISP)

Ph.D. student in the cooperation with his/her supervisor draws up the ISP where the student plans and specifies study obligations. The main accent will be put on the controlled self-study and on the individual scientific-research activities. The ISP, approved by the Doctoral (Subject Area) Board, includes: compulsory subjects, study obligations, other obligations and recommended activities. It has to include the planned terms of exams and the time line of the work on the dissertation.

Study obligations for newly admitted students

List of courses and codes for the study major Education

Obligations for student:

- the ISP has to be submitted no later than two months after the start of study
- the Report on fulfilling of the study plan has to be submitted after the end of each academic year, no later than the end of September

Compulsory subjects finished by examination:

- 1 course of Methodology
- 3 courses from the proposition of the field of study of Education (academic writing etc.)
- for students **without previous major in education** - have to include at least 1 additional course education/methodology related

Study obligations with the output: confirmation of the fulfilment of the study obligation:

- The work on the extended annotation of the dissertation and its submission at the end of the first year of study
- The offer of subjects and seminars relevant for particular categories

Other obligations which the student has to satisfy during the studies:

- Conference activities - at least three participations; the active participation at 1 conference in the residential country – the programme and the abstract of the paper in English have to be submitted; and the active participation at 2 international scientific conferences with English as the official language - the programme and the abstract of the paper in English have to be submitted
- Publication activities – minimum 3 essays in English in the scientific journal or peer-reviewed proceedings
- Participation at the scientific and pedagogical activities of the training workplace
- State doctoral examination
- Defence of the dissertation

Study obligations

Course title: **Introductory theoretical and methodological course in pedagogy** [OD0133021](#)

Lectures: Introductory theoretical-methodological course

garant Jana Straková, vyučující: J.Straková, D.Greger, D. Dvořák

Lecturers: J.Straková, D.Greger, D. Dvořák

Contact details: jana.strakova@pedf.cuni.cz

Venue: Institute for Research and Development of Education, Charles University – Myslíkova 7, Prague 1

Course structure: 8 lessons

Course completion: The course will conclude with an extended dissertation annotation.

Objectives: The aim of the course is to provide a deeper insight into the scientific discipline and its contexts, to clarify the development and profile of pedagogy, interdisciplinary relationships, the internal structure of the discipline, its methodology and terminology. The aim is to acquaint students with the principles of empirical research in social sciences and methodological procedures used in the dissertation.

Content:

- Pedagogy as a discipline (pedagogy profile, research paradigms, strengths and weaknesses of pedagogy). The role of pedagogy and educational research in the transformation of education systems in the Czech Republic and other countries (bases, key concepts). Current issues of educational policy.

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- Methodology of education research. Quantitative and qualitative methodology. Empirical research. Formation of educational terminology and its use in scientific communication, key terms. Forms of scientific communication, scientific writing. Selected techniques of empirical research.

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- Research proposal and presentation of the results (project creation and grant submission, doctoral thesis as a research project, scientific conference, scientific communication).

Related study obligations: In the summer semester, PhD students are required to complete one methodological course, ie a course focused on quantitative or qualitative methodology. Within the course they submit abstract of their work and present the project of their dissertation. They will receive detailed feedback on the abstract and presentation. Based on the feedback, they complete the extended annotation.

Readings:

BRAY, M.; ADAMSON, B.; MASON, M. (Eds.) Comparative Education Research. Approaches and Methods. Hong Kong: Springer, 2007.

DENZIN, N. K.; LINCOLN, Y. S. The Sage Handbook of Qualitative Research. Thousand Oak: Sage, 2005.

HUSÉN, T.; POSTLETHWAITE, T.N. International Encyclopedia of Education. Pergamon Press, 1994.

CRESWELL, J. W. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. 2nd edition. New Persey: Pearson, 2005.

KRATHWOHL, D.R. Methods of Educational and Social Science Research. An Integrated Approach. 2nd edition. Long Grove, IL: Waveland, 2004.

National Research Council. 2002. Scientific Research in Education. Washington, DC: The National Academies Press. <https://doi.org/10.17226/10236>.

SHAWELSON, R., TOWNE, L. (Eds.) Scientific Research in Education. Washington, D. C.: National Academy Press.

Course title: Comparative Education OD0133013

Lecturer: PhDr. Vít Šťastný, Ph.D.

Contact details: telephone: 221 900 527, email: vit.stastny@pedf.cuni.cz

Venue: Institute for Research and Development of Education, Charles University – Myslíkova 7, Prague 1, room M209 (2nd floor)

Dates: TBD

Course structure: 25 lessons

Applications: Participants will submit their application for the course via following [link](https://forms.gle/4Uog7rMrNh99Sr3k7) (<https://forms.gle/4Uog7rMrNh99Sr3k7>) **before 30 January 2024**

Prerequisites: the course is open to doctoral students in 2nd or higher year of their studies

Course completion: Assessment is based on (a) active participation in the course, discussions based on reading assignments and continuous coursework (b) presentation and defense of a course final paper.

Students are required to attend at least 80 % of the compulsory course sessions.

Objectives:

This aim of the course is to deepen the theoretical knowledge of the comparative education as a field of study and develop practical skills related to the evaluation, design and conduct of comparative studies. At the end of the course, students should be able to:

1. Demonstrate the knowledge of the evolution of comparative education as a field along with its changing orientations in the history, explore and critically examine the role of various stakeholders who use, broker, and produce knowledge in comparative education.
2. Critically evaluate the quality of comparative education research studies with a reflective understanding of the role of context and limitations of the chosen methods and data for comparison.
3. Apply knowledge, skills and understanding to produce their own small-scale comparative study within a theme covered in the course or related to one's own dissertation thesis.

Course content:

1. Research field, basic terms and concepts, structure and functions of comparative education. Development of comparative education as a field, comparative education in different times and regions of the world, institutional infrastructure of comparative education.
2. Globalization and de-globalisation, stakeholders that produce or use comparative education knowledge, (mis)use of comparative education knowledge, risks and benefits of policy lending and policy borrowing, large scale international assessments of student achievement.
3. Types of comparative studies. Ways and methods of making (appropriate) comparisons. Selection of units and criteria for comparison. Criteria of quality of comparative education research. Cultural and typological differences in educational systems, tools of comparison (ISCED 2011, quality indicators), sources of information and data for the comparative education and education system.
4. Selected issues and trends in education (systems), education around the world and in Europe.

Recommended literature:

Bray, M.; Adamson, B.; Mason, M. (Eds.) (2014). *Comparative Education Research. Approaches and Methods*. Hong Kong: Springer.

Philips, D., & Schweisfurth, M. (2014). *Comparative and International Education: An Introduction to Theory, Method, and Practice*. Bloomsbury, New York.

Manzon, M. (2011). *Comparative education: The construction of a field*. Springer Science & Business Media.

Suter, L., Smith, E., & Denman, B. (2019). *Handbook of comparative studies in education*. Sage.

Course title: **Comparative Education** [OD0133013](#)

Lecturer: prof. PhDr. Eliška Walterová, CSc.

Contact details: telephone: 221 900 530, email: eliska.walterova@pedf.cuni.cz

Venue: Institute for Research and Development of Education, Charles University – Myslíkova 7, Prague 1

Dates: taught in the academic year 2020/2021 and then every second year

Course structure: 25 lessons

Course dates: **7.11., 14.11., 21.11. 28.11. and 2.12. in M209 from 13,00 to 17,00.**

Course completion: The course will conclude with an examination and discussion on the topic of the seminar paper.

Objectives: To deepen the theoretical and methodological foundations of comparative education, and to understand the historical and contemporary contexts, processes, strategies and trends in the development of education around the world and, particularly, in Europe. To provide an introduction to the study of various types of educational systems and to improve the skills necessary for working with international databases, to critically reflect and to analyse the educational systems from a comparative perspective.

Content:

Research field, structure and functions of comparative education. Types and methods of comparative studies.

Development of comparative education and international studies, comparative education in different regions of the world. Globalization as a context for the development of comparative education, global issues and consequences of globalization in education.

Global actors (UNESCO, OECD, World Bank, EU) and the international association (WCCES), their contribution and influence on educational policy.

Cultural and typological differences in educational systems, tools of comparison (ISCED 2011, quality indicators).

Education in Europe, European value paradigm, integration process as a context of education.

Cultural identity, languages and language policy, minority education, language teaching in Europe.

Education policy of the EU, priorities and principles, forming a common European education area.

Trends and selected issues in educational systems, specific aspects of the transformation of education.

Recommended reading:

Bray, M.; Adamson, B.; Mason, M. (Eds.) *Comparative Education Research. Approaches and Methods*. Hong Kong: Springer, 2007.

Dale, R.; Robertson, S. (Eds.) *Globalisation and Europeisation in Education*. Symposium Books: Cambridge University Press, 2009.

Hörner, W.; Döbert, H.; Kopp, B.von; Mitter, W. *The Education Systems of Europe*. Dordrecht: Springer, 2007.

Course title: **Quantitative Research Methods in Education** [OD0133014](#)

Lecturer: PhDr. David Greger, Ph.D.

contact details: telephone: 221 900 528, email: david.greger@pedf.cuni.cz

the course will take place during summer semester 2022/23

Course objectives: This course will introduce the students to the basics of quantitative research methods in education, and more broadly in social sciences. The students will be presented with the most common errors in the creation, analysis and interpretation of data from questionnaires, based on specific examples of educational research. Other quantitative research methods (e.g. observation, experiment, semantic differential) will be discussed on an individual basis with the students interested in their use. The students will also be presented with the available paid collections of e-resources (EBSCO, Proquest, JSTOR, Willey InterScience e-journals, Science Direct, Sage fulltexts, ERIC) and their use in formulating research problems and the design of questionnaires. The course aims to introduce doctoral students to the practical aspects of the preparation, implementation and analysis of quantitative research. The practical demonstrations will also contain a basic introduction to the statistical processing of research data (with a demonstration of processing using the SPSS statistical software), including multivariate methods; however, an introduction to statistics is neither the aim nor the content of the course. The students will design their own research tools and carry out their own pilot studies. Both in personal meetings and in the e-learning environment, the course participants will hold a systematic discourse about their research experience, which will culminate in a final conference.

Topics:

1. Logic, benefits and limitations of quantitative research (compared with qualitative research), quantitative research designs, formulation of research questions and hypotheses, reviewing literature.
2. Representativeness (concepts of sample, population, etc.), types of probabilistic and non-probabilistic sampling techniques, selection error and response rates – concrete examples and demonstrations of sampling techniques typical for educational settings.
3. Designing the questionnaire (the role of theory, retrieval of research information, use of standardized scales and questionnaires), construction and structure of questionnaires, formulation of questions, order of questions.

4. Thinking beyond the horizon of individual questions – using summative rating scales, reliability and validity of summary indices.

5. Possibilities of the pilot study and its evaluation, questionnaire adjustment and choice of data collection methods, data file preparation, data cleansing, data analysis and interpretation.

Readings:

Creswell, J. W. Educational Research: Planning, Conductiong, and Evaluating Quantitative and Qualitative Research. 2nd edition. New Persey: Pearson, 2005

Krathwohl, D.R. Methods of Educational and Social Science Research. An Integrated Approach. 2nd edition. Long Grove, IL: Waveland, 2004.

Saris, W.E. & Gallhofer, I.N. Design, Evaluation, and Analysis of Questionnaires for Survey Research. New Jersey: John Wiley & Sons, 2007.

Course title: **Sociology of Education** [OD0133015](#)

PhDr. David Greger, Ph.D. contact details: telephone: 221 900 528, email: david.greger@pedf.cuni.cz,

doc. RNDr. Jana Straková, Ph.D., contact details: telephone: 221 900 526, email jana.strakova@pedf.cuni.cz

the course will take palce during summer semester 2022/23 (once every 2 years)

Course structure: 25 lessons (5 five-lesson sessions)

Objectives: This course will introduce the students to the basic theories of sociology of education and findings of major sociological research on education. The emphasis will be on understanding the relationship between education (as a process and as a result) and society, in both directions: how society affects the form of school education and how education may contribute to the development of society and employment of the individual. We will particularly focus on equal opportunities in education, mechanisms of reproduction of educational inequalities and the possibilities of intervention in the support of disadvantaged students.

Content:

1. Education and society – role of education for individuals and for society, political, economic and social functions of educational systems, past and present, current issues: competitiveness vs. social cohesion, preparation for labour market vs. citizenship education, globalization, individualization.

2. Theoretical approaches in sociology of education – functionalism, conflictualism, interactionism, contemporary theories and systemic approach in sociology of education, school as an institution and organization (neo-institutionalism).

3. School as an organization and institution – Neo-institutionalism and World Culture Theory and its critiques. Sociology of curriculum and the hidden curriculum; relationship of power and curriculum, organization of education (early selection, tracking/streaming).

4. Social stratification and educational inequalities – social inequalities and education, educational mobility, theory of social and cultural reproduction (P. Bourdieu, B. Bernstein), Rational Action Theory, the concept of equal opportunities in education and the theory of justice. Overview of the basic foreign and domestic research into educational inequalities. Race, ethnicity and gender in education. International and national indicators of equity in education.

5. Education of disadvantaged students – fair educational systems, positive discrimination / affirmative action – its defence and criticism, policy measures to support education of socio-culturally disadvantaged students, education of Roma.

Venue: Myslíkova 7, Prague 1 – classrooms M209 or M204

Course organization: The course will be provided in the form of block teaching, consisting of five sessions per semester. The students will be required to read the assigned English literature as preparation for the session (“readings”). The lectures and discussions will assume knowledge of the assigned readings.

Course completion: The course will conclude with an examination. The examination will be based on the discussion on the presented seminar paper dealing with a selected topic (the topic will be discussed and approved after consultation with the teachers).

Please register for the course by telephone or electronically at the IRDE office (P. Vnuková), telephone: +420221900530, email: petra.vnukova@pedf.cuni.cz.

Readings:

Arum, R., Beattie, I.R., and Ford, K. (2011) The Structure of Schooling: Readings in the Sociology of Education. (2nd Ed). Thousand Oakes, Sage.

Ballantine, J.H. (2001) The Sociology of Education. A Systemic Analysis. (5th Ed.). New Jersey, Prentice Hall.

Sadownik, A.R. (2010) Sociology of Education: A Critical Reader. (2nd Ed.) New York, Routledge.

Course title: **Qualitative Methods in Educational Research** [OD0133016](#)

Lecturers: RNDr. Dominik Dvořák, Ph.D.

contact details: telephone: 221 900 535, email: dominik.dvorak@pedf.cuni.cz

the course will take palce during summer semester 2022/23 Venue: Institute of Research and Development of Education, Myslíkova 7, Prague 1, M209, 2nd floor (in case of unfavorable epidemiological situation meetings will take place online - ZOOM)

Objectives:

Following the Introductory Theoretical-Methodological Course, the students will be introduced to the basic theoretical and methodological foundations of qualitative research. The course will specifically focus on the case study strategy, explaining the main methods of data collection – observation and interviews, including methods of making records.

During the distance part of the course, the participants will conduct their own data collection. The course will also include data processing and analysis. The students will be presented with the procedures of text encoding in the software environment for qualitative analysis (MAXQDA).

Topics:

1. Characteristics of the strengths and weaknesses of the qualitative approach in comparison with quantitative research, combined research possibilities; planning process of qualitative research (objectives, conceptual and theoretical frameworks, formulation of research questions).
2. Ensuring the quality of research (credibility and validity, transferability, reliability, dependability); ethical questions and their solutions (ensuring the safety of research participants, confidentiality, informed consent).
3. Specifics of different strategies of qualitative research (grounded theory, case study, ethnographic and biographical approaches); multiple case studies of school as a concrete example of the application of one of the strategies of qualitative research.
4. Data collection methods (field notes; participant and non-participant observation; in-depth interview, focus groups; technical aspects of data collection).
5. Qualitative data analysis (transcription, various approaches to coding, using software tools; categorization and interpretation of results); writing research reports (interim records, database creation, quoting the participants' opinions, preparation of reports for publication).

Form and structure of instruction: The instruction will be provided on the specified dates in the form of full-time block teaching and distance learning in the Moodle e-learning environment. Both in personal meetings and in the e-learning environment, the course participants will hold a systematic discourse about their research experience.

Course completion:

Presentation and discussion of the students' own qualitative research at the final meeting.

Readings:

Denzin, N. K., Lincoln, Y. S. The Sage Handbook of Qualitative Research. Thousand Oak : Sage, 2005.

Huberman, A. M., Miles, M. B. Qualitative Data Analysis. An Expanded Sourcebook. Thousand Oak : Sage, 1994.

Maxwell, J. A. Qualitative Research Design. An Interactive Approach. Thousand Oaks,: Sage, 1996.

Course title: **Educational Evaluation and Assessment** OD0133017

Lecturers: doc. RNDr. Jana Straková, Ph.D. contact details: telephone: 731 191 980, email: jana.strakova@pedf.cuni.cz

Venue: Institute for Research and Development of Education, Charles University – Myslíkova 7, Prague 1, classroom M209

Course structure: 25 lessons (5 five-lesson sessions)

Objectives: The course will introduce the students to the framework of educational evaluation and assessment at all levels of the education system. It will focus on purposes of evaluation and assessment, performance criteria and the reference standards, forms and instruments, and the use of the results. The evaluation and assessment practices and quality assurance measures will be studied from a comparative perspective. Special attention will be devoted to international assessment surveys and their impacts on curriculum and national evaluation and assessment practices.

Topics:

1. Evaluation and Assessment Framework: Overview of components of the system of educational evaluation and assessment: student assessment, teacher appraisal, school evaluation, education system evaluation. Relationships between particular components; challenges faced by developed countries with respect to educational evaluation and assessment.
2. Student assessment: Summative and formative assessments and their different formats in different countries. National assessments, national examinations, longitudinal assessments; knowledge and skills assessed; performance criteria and the reference standards; use of the results, effects for students.
3. Appraisal of teachers and school heads: Internal and external evaluation; improvement and accountability functions; performance criteria and the reference standards; instruments: e.g. classroom observation, self-evaluation, teacher portfolio, interview, student results or learning outcomes, teacher tests.
4. School evaluation: Internal and external evaluation; improvement and accountability functions; performance criteria and the reference standards; evaluation processes and evaluators; methods; use of the results; school inspectorates.
5. Education system evaluation: Approaches; objectives; responsibilities; reference standards; data sources: e.g. educational statistics, national and international student assessments, school assessments, policy reviews, ad-hoc reports commissioned on specific topics.
6. International comparative assessment surveys: History of international assessment surveys; IEA surveys, OECD PISA, adult literacy surveys, cycles of studies; assessment domains; methodology and its developments; challenges. Future perspectives; measurement of 21st century skills.
7. Quality Assurance: Quality assurance as the process through which systems try to ensure that quality is achieved and continuously improved: policies, systems, procedures and practices that are designed to achieve, maintain or enhance quality in the school sector, and that rely on an evaluation and assessment process.

Course completion: Presentation of an in-depth study of the selected topic.

Readings:

OECD. (2013). Synergies for Better Learning. An International Perspective on Evaluation and Assessment. Paris: OECD.

Morris, A. (2011). Student Standardized Testing: Current Practices in OECD Countries and a Literature Review, OECD Education Working Paper No. 65, OECD Publishing.

Looney, J. W. (2011). Integrating Formative and Summative Assessment: Progress Toward a Seamless System? OECD Education Working Paper No. 58, OECD Publishing.

Course title: **Academic writing Ústavu pro jazyk český (analogy of OPDQ1P118B)**

New course academic writing opened for PhD students:

<http://cap.avcr.cz/en/academic-writing-course/>

Lecturers: RNDr. Dominik Dvořák, Ph.D.

Contact details: dominik.dvorak@pedf.cuni.cz

Course title: **Theory of Teaching as a Profession** OD0115007

Lecturers: doc. Anna Tomková, Ph.D., vyučující: Anna Tomková, Tereza Krčmářová, prof. Vladimíra Spilková, CSc., doc. Petr Urbánek, CSc.

Course title: **School management** OPDQ1P125B

Lecturers: prof. PhDr. Jaroslav Veteška, Ph.D.

Contact details: jaroslav.veteska@pedf.cuni.cz

Course title: **Primary Education** OD0133018

Lecturers: prof. PaedDr. Radka Wildová, CSc.

Contact details: radka.wildova@pedf.cuni.cz; radka.wildova@pedf.cuni.cz

Course title: **Comparative education on the field of preschool and primary education and teacher training** OD0133019

Lecturer: prof. PaedDr. Radka Wildová, CSc.

Contact details: radka.wildova@pedf.cuni.cz

Course title: **Reading literacy - theory, researches, trends of development at schools** OD0133020

Lecturer: prof. PaedDr. Radka Wildová, CSc.

Contact details: radka.wildova@pedf.cuni.cz

Course title: **Education Assessment and Evaluation**

Lecturer: doc. RNDr. Jana Straková, Ph.D.

Contact details: jana.strakova@pedf.cuni.cz

Other voluntary courses:

Sociology of Education - OPDZ1Z004B - supervisors: PhDr. David Greger, Ph.D., doc. RNDr. Jana Straková, Ph.D

Philosophical and Educational Antropology	OPDZ1P003B
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- supervisor: doc. PhDr. Naděžda Pelcová, CSc..