

DOCTORAL STUDY PROGRAMME

75-01 Education

This programme is regulated by Law on Universities No. 111/1998 and Study, Examination and Organizational Code of Doctoral Study Programme at the Faculties of Palacky University in Olomouc, which is a part of the Palacky University regulations. The departmental committee is the professional and scientific guarantor of study quality.

The aim of the study

To prepare scientific researchers and specialists for working in each of the educational disciplines.

Length of study

Length of study is three years. It can be up to five years. (Change of length study must be approved by the dean.)

Preconditions for admission

1. University education - master degree (Mgr., M.A., PhDr., RNDr., PaedDr. etc.),
2. The capacity for scientific work.
3. Practise in education.
4. Passing the entrance examination.

Requirements for the entrance examination

1. Submit a list of published works, active presentations at scientific conferences etc.
2. Submit a list of studied educational literature.
3. Present a general view of the branch of education during an academic discussion.
4. Specify the sphere of a personal academic interest and an expected field of a scientific research.
5. To be able to prove knowledge of one international foreign language on advanced level.

Individual study plan

The content of doctoral study is determined by an individual study plan, which must be, after submission by the supervisor, approved by the departmental committee. The individual study plan is obligatory for all persons and organizations who participate in the doctoral study. (Any changes must go through the same process as the approval.) The education is provided in the form of courses, lectures, seminars and individual consultations.

The individual study plan contains:

- the title of the dissertation thesis,
- the list of obligatory disciplines and restricted elective disciplines in which students have to pass the examinations (usually during the 1st and 2nd year of study) and terms of their examinations.
- the term of planned state doctoral examination,
- the term of Ph.D. thesis defence,
- lists of publications, active presentations at conferences, reviews and other academic activities concerning education.

Evaluation of courses in the doctoral study – end of year's report

1. At the end of every school year (31.8.), the Ph.D. student has to make an end of year's report about his/her previous activities. This report is decisive for continuing the studies and for any possible alterations to the individual study plan. The report must be recommended by the supervisor, discussed and approved by the departmental committee and passed to an appropriate vice-dean. A copy of the report is kept with the supervisor.
2. In the case of a positive end of year's report evaluation by the departmental committee, the student will be allowed to advance next year of the doctoral study.
3. The departmental committee can suggest a change of supervisor on the basis of the end of year's report or at the student's request. The change must be approved by the dean.
4. The departmental committee can make a proposal to the dean to prematurely terminate the doctoral study on the basis of the end of year's report.

A OBLIGATORY DISCIPLINES

Obligatory disciplines (finished by examinations in front of committee) can be chosen in a random order respecting the time limits set by the individual study plan. The passed examinations is valid solely during the course of the doctoral study.

- Methodology of education
- Philosophy of education
- Psychology of education
- Foreign language I
- Foreign Language II

Annotation of obligatory disciplines

At each of the bellow listed disciplines (Methodology of Education, Philosophy of Education and Psychology of Education), the Ph.D. student is supposed to present a list of studied literature and to demonstrate the knowledge of the main theoretical issues with taking into account current trends in each of the disciplines. He/she should also be able to show the use of each discipline in his/her scientific work.

METHODOLOGY OF EDUCATION

Guarantors: prof. PhDr. Miroslav Chráska, CSc.
prof. PaedDr. Milan Valenta, Ph.D.

Scientific Research in Education

Methods of human cognition (Ch. Peirce). The concept and phases of scientific educational research. Educational research in the Czech Republic and research in the world. Contemporary trends of educational research in the world. Qualitative and quantitative research.

Sampling (selection of items into research samples)

Kinds of samples, their characteristics and acquisition. Parameters and sample characteristics. The extend of a sample. Estimating sample extend for nominal and for metrical data.

Type of Educational Research

Ex-post-facto research, experimental research and educational survey. Experimental techniques and designs. Qualitative educational research. Basic and applied educational research. Theoretical and empirical research. Longitudinal and cross-sectional research. Comparative research. Historical research.

Measurement in Educational Research.

Levels of measurement and characteristics of a good measurement. Concepts of measurement's validity and reliability. Relations between quality and quantity in educational research. Normal distribution and its characteristics. Manipulating and dealing with the table of standard normal distribution.

Methods of Statistical Description Research Data Set

Construction of frequency tables (intervals, midpoint of intervals, absolute frequency, relative frequency, cumulative frequency). Calculation of arithmetical average from frequency tables. Calculation of median (in the case of interval frequency distribution). Calculation of mode (in the case of interval frequency distribution). Interrelation among mean, median and mode. Geometric mean. Calculation of variance and standard deviation from frequency table. Calculation of quartile deviation and its interpretation. Methods of graphic representation (frequency histogram, frequency polygon, exploratory data analysis – “Box-and-Whisker Plot”, “Stem-and-Leaf Display”).

Statistical Tests

Basic concepts and principles, parametric and nonparametric tests, one-sided and two-sided tests. Goodness-of-fit test Chi-square. Chi-square test for contingency table. Chi-square test of independence for tetra-field table. Fisher's test for small sample sizes. Sign test and its application. Wilcoxon test and its application. U test. Student's t-test in educational research. Snedecor F-test. Paired t-test and its application.

Detecting the Power of Relationships between Two Variables

Detecting interrelations among nominal variables (contingency coefficient, standardized contingency coefficient, Phi-coefficient). Spearman's rank order correlation. The interpretation of correlative coefficient. Testing statistical significance of Spearman's coefficient. Kendall's coefficient of conformity. Pearson's coefficient and its calculation. Biserial correlation and its application.

The Principle of Factor Analysis

Factor matrices, factor charges, communality, orthogonal rotation. Opportunities for factor analysis use in educational research.

Principle of One-way Analysis of Variance

Variance within groups and variance among groups. The sum of squares “among” groups, sums of squares “within” groups, the total sum of squares. Interpreting the results from the analysis of variance in educational research.

Methods of Data Collection in Educational Research

Educational observation and its kinds. Subjective factors in observation. Techniques of standardized observation (Bellack’s technique, the technique of frequency and sequential analysis, the technique of transmission qualitative data to graphic record – by Slavomír Rys). Interviews in educational research. Questionnaires in educational research. Possible kinds of items in questionnaires. Construction of a questionnaire. Conducting questionnaire investigation and results interpretation (sorting of the first and second degree, the interpretation of sign scheme in contingency tables). Measurement in a field of social relationships (sociometrics). Case study. Measurement of concepts meaning by semantic differential. Q-methodology in educational research. Meta-analysis in educational research. Science-metric methods.

Planning the Educational Research

Specification of research problems and the evaluation of present scientific knowledge about explored problems. Fixing the objectives, hypothesis and outcomes of research. Material and financial support of a research. Possible ways of using research results.

Information Basis of Educational Research

Libraries and information centres. Czech and foreign professional journals. Educational dictionaries and encyclopaedias. Bibliographical systems for educational research. Techniques of work with literature. Kinds of approaches towards text reading, bibliographical cites, quoting of used literature. Outcomes of research (research report, paper in professional journal, professional monograph etc.).

PHILOSOPHY OF EDUCATION

Guarantors: doc. PhDr. Iva Jedličková, CSc.

Mgr. Jana Vašátková, Ph.D.

1. The impact of philosophical movements on development of educational theory and practise in the period of old eastern philosophy boom (China, India). Buddhism's, Taoism's, Confucianism's. The reflection of philosophical streams in antic culture on education. Sophists. Democritus, Sokrates, Platon, Aristoteles. Helenism. Stoicism (Seneca, Aurelius). Quintilianus. Antithesis of antic and Christian clerical attitudes in men's life. Christian spiritual thinkers (Saint Klement, Saint Origenes, Saint Basil, Saint Jeronym, Saint Ambrož). The impact of scholastic period on medieval scholarship - T. Akvinský. Medieval Arabic and Jewish philosophy and their reflection in medieval educational ideals.
2. The importance of humanism and renaissance in human education. T. Morus, T. Campanella, F. Bacon, D. E. Rotterdamský, F. Rebelais, J. A. Komenský, P. Chelčický, J. Blahoslav. The impact of religious reformation on the development of educational concepts. M. Luther, J. Hus, P. Chelčický, J. Blahoslav. The philosophy of Jesuits' education. Philosophical and educational concepts in the Age of Reason. J. Locke, J. J. Rousseau, C. A. Helvétius, D. Diderot, F. M. A. Voltaire, J. B. Basedow.
3. The reflection of the main philosophical streams of 19th and 20th century in education. Socio-economical and country-focused philosophical thinking with regard to the nationalistic, cultural and socialistic tendencies, gradual development of industry, boom of natural and technical science. H. Pestalozzi, L. N. Tolstoj, C. H. Saint-Simon, F. Fourier, R. Owen, J. F. Herbart, H. Schopenhauer, F. Nietzsche, A. Comte, J. Dewey, W. James, K. Jaspers, H. L. Thorndike, A. Lindner, J. Hendrich, F. Drtina, O. Kádner, T. G. Masaryk, J. L. Fischer, J. Patočka, R. Palouš.
4. Concepts of human being and its education in pedagogical movements; social movements, pragmatism, existencialism, religion, experiment, culture and values in education. Personal identity and individuality in education.
5. The theory of value in the history of philosophy (from antics up today) and its reflection in educational theory and practise. Problematics of the core of human being, its biological, mental and social endowment. Cognition and understanding oneself. Philosophy of values (freedom, morality, conscience, reverence of oneself and others).
6. The virtue and scope of education. Concepts of possibilities towards educability and scholarship in philosophical movements from the period of Renaissance up today. Application of humanitarian ideals in school life.
7. Aims and objectives of education in philosophical movements during 19th and 20th century. Categorization of aims and objectives in education and philosophy.
8. Historical and comparative analysis of educational categories in relation to particular concepts of philosophical movements (pragmatism, positivism, existencialism, dynamical pedagogy, religious pedagogy etc.).
9. Categories: education, upbringing, instruction, aim of education, objective of education, branch of education, learning, teacher, pupil, educational means, educational principles.
10. The impact of philosophical movements on teacher's social position, his/her tasks in society and commission. The importance of teacher's value orientation in his/her practise.
11. Philosophical views on pupil's position, his/her tasks and duties in educational process. The impact (importance) of pupil's value base in his/her attitude towards educational process.

12. Views of particular philosophical movements towards human personality and his education as a resource for transformation processes of Czech schools.
13. Radical criticism of current schools as a worldwide issue. Philosophical principles of school humanisation. Philosophical base of educational innovations.
14. Position of pedagogy in democratic society. Humanistic, philosophical base in current pedagogy. Human incorporation into the pluralistic world of nature and culture.

PSYCHOLOGY OF EDUCATION

Guarantors: doc. PhDr. Josef Konečný, CSc.
PhDr. Pavel Dařilek, CSc.

Object and Methods of Psychology of Education

Origin and historical overview of schools of thoughts connected with theories of development with regard to educational opinions towards issues of education. The relationship towards other psychological disciplines, developmental and social psychology in particular. Methods of psychology possibly applicable in school practise and in research.

Psychological Development

Biological and social determination of mind and behaviour. Learning and maturation, socialization of human beings. Forming cognitive and social learning, the importance of social determination within social development of individual, cultural factors.

Problematics of Normality of Development

Main concept and criterion of normality of an individual. Historical and social interdependence. Psychological needs, psychological deprivation and subdeprivation. External and internal conditions of deprivation, its expressions at certain age. The importance of social interaction, verbal and nonverbal communication, interactive processes.

Learning – Concept and Structure.

Learning according various authors. Brief overview of theories and kinds of learning. Cognitive learning, characteristics of knowledge and skills. Laws of learning – application at school.

Psychological Aspects of Learning at School,

Emotional and social factors. Anxiety and stage fright, the influence of emotions on psychological processes and performance. Social perception and social attitudes, emotions in the dynamics of social affiliation. Stress, conflicts, frustration.

Education as a Teacher's Activity,

Managing of pupils' behaviour and learning, forming of new behaviour. Individual approach, prevention and retrieval of developmental dissensions, anxious, aggressive pupil. Social attitudes, their forming and determination.

Motivation in Human Behaviour

Motivation towards learning in general. Development of motivation in pre-school and school age, motivation of adults towards learning. Success, failure and aspirations as motivational factors. Individual needs as a source of motivation. Ways of strengthening motivation towards learning. Incentives.

School Classroom and Family as Social Groups.

Categorisation of social groups, their forming and dynamics. Role, position, status and prestige. Types of leading group. Current issues of family, Romany family and Romany child at school. Social perception.

Teacher and Pupil

Basics pieces of knowledge about individuals, personality of a teacher and a pupil, typology-Teacher's interaction with pupil. Teacher's assessment of a pupil in different age groups, teacher's assessment. Misrepresentation of perceptive views, stereotypes. Style of teacher's activities.

Individual Uniqueness of Pupils During the Whole Period of Compulsory School Education.

Prepubescence, pubescence, adolescence – cognitive and social development. The development of feelings, self-confidence. Creating of individual self-system, self-assessment, self-perception, personal identity.

Psychological Diagnostics and Counsultancy

Diagnostics of gifted and talented pupils, diagnostics of pupils with special educational needs. Immaturity, mental retardation, retardation in psychomotoric development and the defect of intelligence, psychological deprivation. Indications for special schools.

Creativity in School

Creativity as a komplex of abilities, individuals' characteristic features. The relationship of gift and kreativty, relationship between teacher and pupils towards a creative pupil. Methods of creative instuction and pupils' creativity development.

Current Psychological Issues of Education

Children socially endangered, neglected, abused, tortured. Children living outside their own families (an overview of institutional and substitutional family care). Current issues in the field of malfunctions of children and the youth.

B RESTRICTED ELECTIVE DISCIPLINES

The Ph.D. student, with the help of his/her supervisor, is to choose three restricted elective disciplines out of the following:

- Andragogy
- Children's rights and syndrom CAN.
- Child and childhood - development of views on children's education.
- Environmental education in primary school.
- Evaluation of school work.
- School climate and humanistic education.
- Communication and classroom communication.
- Organisational forms of instruction.
- Communication in primary school.
- Educational psychological assessment.
- Counselling psychology.
- Reform movements in education, alternative schools.
- Sex education in nursery school and primary school.
- Social skills in teacher profession.
- School leadership.
- Educational technology.
- Theory and construction of achievement tests.
- Teacher profession - theory and practice.
- Education process in primary school.
- Methodology of English language, morphology of contemporary English language.
- Methodology of English language, contemporary English language in the view of sociolinguistics.
- Methodology of English language, structural and functional analysis of English texts.
- Methodology of English language, linguistics streams of 20th century.
- Methodology of Czech language, Czech and world literature for children and the youth.
- Methodology of Czech language, Czech literature from clasicism to the emergence of Czech modern.
- Methodology of Czech language, morfological characteristic contemporary Czech language.
- Methodology of Czech language, stylistics characteristic of contemporary Czech language.
- Methodology of Czech language, basic developmental streams in Czech literature of 20th and beginning of 21th century.
- Methodology of mathematics, geometry.
- Methodology of mathematics, algebra and theoretical arithmetic.
- Methodology of mathematics, mathematics analysis.
- Methodology of mathematics, theory of sets.
- Social education and social andragogics.
- Social education and social pathology.
- Social education and leisure time education.
- Methodology of technical and information technology education, information technology.
- Methodology of technical and information technology education, professional basis instruction about materials.

- Methodology of technical and information technology education, professional basis instruction of technology.
- Methodology of technical and information technology education, technical systems with electrotechnical nature.

C SCIENTIFIC ACTIVITIES AND PUBLICATION ACTIVITIES

During the course of the study, the duties of the Ph.D. student are:

1. To publish at least five texts in professional journals or proceedings, that are registered thus have the international code.
2. An active presentation at three professional conferences, at least one of them abroad.
3. To write two reviews of contemporary educational publications.

THE STATE DOCTORAL EXAMINATION

1. The state doctoral examination will be taken by the Ph.D. student in the term set by the individual study plan. Its content will be from a broader scientific basis of the appropriate field of study, and possibly from each part of the other fields of study. During the state doctoral examination it is verified, whether the student has the appropriate knowledge needed for scientific work, whether he/she is able to combine his/her findings from related study fields and apply them into practice. Subsequently, whether he/she has a general knowledge about methodological procedure in the appropriate field of study of his/her doctoral study. The content of the state doctoral examination is proposed by the appropriate departmental committee and approved by the dean of Faculty of Education, Palacky University in Olomouc.
2. The state doctoral examination is taken in the presence of an examination committee approved by the departmental committee. This committee is set up from professors and associate professors of relevant or related fields of study. If needed, academic workers with degree CSc., Dr. or Ph. D. can also be members of this committee. The committee consists of a chairman and at least two members. Opponents of the thesis (chosen ad hoc) become members of the committee, provided they are not members of the permanent committee.
3. The state doctoral examination is oral.
4. The state doctoral examination is public. It is directed by the chairman of the examination committee.

Retaking the examination

The examinations, including the state doctoral examination, can be retaken only once and no sooner than three months after the date of the failed examination at the earliest.

DISSERTATION

1. The student aims to solve a specific research topic that is in accordance with the research aim of the training base. The aim must be approved by the departmental committee and his/her supervisor who is responsible for the quality of the chosen topic. The student is to process the results obtained during his/her research and include the findings into his/her dissertation that will be submitted to the supervisor. He/she will then pass this work with the accompanying assessment to the departmental committee of the respective field of study.
2. The extent and the form of the dissertation is set by the departmental committee, taking into account the requirements for each of the scientific disciplines. The dissertation verifies not only the ability to work creatively and independently, but it must bring new scientific findings. The dissertation has also to contain author's original and published results or results accepted for publishing.
3. The dissertation and its requirements:
 - The dissertation has to be submitted for defence in the Czech language or in the English language (for students which study in English language).
 - The dissertation is divided into following parts:
 - an overview of contemporary state of art of the topic the becomes the subject of the dissertation and an overview of specialized literature,
 - aims and objectives of the dissertation,
 - chosen methodology, methods of processing the data and information,
 - results of the dissertation itself with an introduction of new findings,
 - discussions and conclusions,
 - summary (in Czech and English language),
 - a list of resources (books and others) used as the basis or the object of a student's response,
 - a list of publications or manuscripts printed or approved by the press (a certificate signed by the editor is needed) on the appropriate topic.
4. The dissertation can also be submitted as a collection of publications or manuscripts printed by the press for publication with a brief commentary added.
5. The title page must show where the dissertation was written and when it was finished.
6. The dissertation must be printed or copied and bound together. The number of copies that must be supplied at the defence will be specified by the departmental committee.
7. If the student's work is a result of a collective scientific work, and the student is a co-author, the parts that have been written by the student as the main author have to be highlighted. At the same time, the student must attach a declaration from other co-authors, confirming the student's authorship of the highlighted parts and recognizing his/her part in the complete work.
8. Textbooks, university textbooks, dictionaries and other educational aids are not possible to consider as the dissertation and they can not be submitted for the defence.
9. The student is obliged to publish his/her thesis of his/her dissertation in the form of a special publication titled „Summary of the dissertation“ in the extent of at least 10 pages. The number of the copies is determined by the appropriate vice-dean.

Recommended timetable of full-time studies

1st year

- To learn information systems of the university and faculty, and the organization of scientific work at the university and faculty.
- Information gathering for the examination topics and dissertation, to create a necessary database (continual assignment).
- Computer literacy according to requirements.
- Participation of scientific research activity – grants (continual assignment).
- Examination: Methodology of education.
- Examination: Philosophy of education.
- Examination: Foreign language II.
- Exam from the restricted elective discipline (1x).
- Review of a contemporary educational publication.
- An active presentation at a professional conference (1x).
- Publication of an article in a professional journals (1x).

2nd year

- Publication of an article in a professional journals (2x).
- Review of a contemporary educational publication.
- An active presentation at a professional conference (1x).
- Participation in teaching at the department.
- Examination: Educational psychology.
- Examination: Foreign language I.
- Examination from the restricted elective disciplines (2x).

3rd year

- Publication of an article in a professional journals (2x), including part of the dissertation.
- Active participation at a conference abroad.
- Participation in teaching.
- State doctoral examination.
- Defence of the dissertation.

End of year´s report

School year:

Surname, name:

1. The passed examinations from the obligatory disciplines; restricted elective disciplines
2. The passed examinations from the restricted elective disciplines:
3. Published works:
4. Active presentation at profesional conferences:
5. Review of an educational publication:
6. Other scientific educational activities:

Date:

Student´s signature:

Supervisor´s report on fulfilling the study timetable:

The timetable is – is not* fulfilled

Reasons for not fulfilling the timetable:

Proposal for the adjustment of the timetable: is submitted – is not submitted*

Recommended – not recommended* for continuing studies

Supervisor´s signature:

*delete as necessary

Individual study plan
and a summary report of study in doctoral study programme
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Student:

Supervisor:

Form of study:

Beginning of study:

Expected end of study:

Theme of academic research:

Progress of study

Examinations	Planned term	Achievement	Result
<i>Obligatory disciplines</i>			
Methodology of Education			
Philosophy of Education			
Educational psychology			
Foreign language I			
Foreign language II			
<i>Restricted elective disciplines</i>			
1.			
2.			
3.			
State doctoral examination			
<i>Defence of Ph.D. thesis</i>			

Publications

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Active presentations at conferences

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Reviews

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2.
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Other academic activities concerning Education

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