

## **International Cooperative Cross-Border Interdisciplinary Doctoral Programme in Educational & Communication Sciences**

<b>Year 1</b>	<b>ECTS</b>
Theoretical concepts in the Field of Education	5
Educational & Communication Research	5
Doctoral Seminar I and II	5
Contemporary Trends in Research in the field of Educational Sciences/or *Contemporary Trends in Research in the Field of Communication Sciences	5
Writing Scientific Articles and Presenting Research Results	5
Theories of Communication and Culture	5
Pedagogy of Higher Education	5
Advanced Research Approaches in the Field of Educational Science	5
Thesis work/Research credit	20
Publication credits	10

### **Theoretical Concepts in the Field of Education**

Intended learning outcomes:

Knowledge and understanding:

1. Participants in this module gain an insight into the diversity of theoretical concepts underpinning the research work in the field of teacher education and educational sciences, as well as the ability to inter-, multi- and transdisciplinary approach to research problems.
2. The module helps participants to deepen some specific disciplinary perspectives, and to build upon the orientation to the broader problem perspective.

Application:

1. The participants learn to identify broader problems and dilemmas that are associated in this perspective with the larger context of his/her doctoral dissertation topics, while also looking for new conceptual solutions to the problems.
2. The participants will be able and skillful to apply the concepts they obtain through this course within their professional careers.

Reflection:

1. uses gained knowledge for critical thinking with regard to applying knowledge in practical situations, to critically analyse ethical issues in research, reflect their own identity within the university and research area and master in the issues of professional ethics.

Transferable skills:

2. being able for conducting research work and for evaluating research findings, transferring research findings to practice, dissemination of research findings to wider public, student uses gained knowledge for writing seminar tasks in other subjects and for writing other reports on theoretical or empirical research.

## **Educational & Communication Research**

Intended learning outcomes:

Knowledge and understanding:

1. know and understand the difference between quantitative, qualitative and mixed methods research paradigms.
2. know and understand the various methods for conducting empirical research.
3. be able to select a research topic, state a research objective and research question and propose a method of study to answer the question.
4. be able to conduct a review of relevant literature that synthesizes the knowledge from several research studies around the central idea or research question including identifying the existing gaps in the literature.
5. will be able to identify and describe the measurement and data collection procedures including instrumentation and methods for determining reliability and validity.
6. be able to describe the types of quantitative and qualitative validity and methods for establishing them.

Application:

1. be able to perform independent scientific investigation by applying various quantitative, qualitative and mixed methods.
2. be able to analyze qualitative data using software such as MAXQDA and quantitative data by SPSS.

Reflection:

1. be able to use obtained knowledge and experience for evaluation of existing studies.
2. be able to self-reflect on own research studies.
3. be able to reflect on social and ethical views of scientific studies

## **Doctoral Seminar I and II**

Intended learning outcomes:

Knowledge and understanding:

1. knows and understands: how to conduct research, criteria for identifying the quality of scientific results of qualitative and quantitative research;

2. understands the relationships and interdependencies between data and their analysis, and the application and rules of each data analysis procedure.

Application:

1. doctoral students use the acquired knowledge in methodology for research a given problem from practise, to write a report on their own conducted research, and to analyse and self-reflect on their own practise.

Reflection:

1. doctoral students use the acquired knowledge for critical analysis of already conducted research, for self-reflection on their own research process and for reflection on social and ethical perspectives of their own research work.

Transferable skills:

1. ability to conduct research and evaluate research results, transfer research results into practise, disseminate research results to the public, use acquired knowledge for writing seminar papers in other courses and for writing other reports on empirical research.

## **Contemporary Trends in Research in the Field of Education**

Intended learning outcomes:

Knowledge and understanding:

1. knows and understands: how to find, select and use theory in the field of their research area; how to select and use existing research in the field of their research area; how to integrate their research ideas and knowledge into the appropriately interconnected structure of their research plan;
2. understands what a scientific contribution is and how to build the scientific contribution in her/his own scientific research.

Application:

1. student uses theoretical sources and existing empirical findings in the broad area of education science and narrow area of her/his research to build her/his own research plan.

Reflection:

1. uses gained knowledge for critical analyses of theoretical sources and already conducted empirical research for self-reflection of own research process and for reflecting social and ethical views of own research work.

Transferable skills:

1. being able for conducting research work and for evaluating research findings, transferring research findings to practice, dissemination of research findings to wider public, student uses gained knowledge for writing seminar tasks in other subjects and for writing other reports on theoretical or empirical research.

## **Contemporary trends in Research in the Field of Communicational Sciences**

Intended learning outcomes:

Knowledge and understanding:

1. to know and to understand how to conduct qualitative and quantitative research, criteria for identifying the quality of scientific findings of qualitative and quantitative research
2. to understand the correlation and dependence between data and analyses of that, and also usage and rules of individual data analyses processes.

Application:

1. understand the conducting a literature review for a scholarly educational study: the steps in the overall process, the types of databases often searched, the criteria for evaluating the quality of a study. d. The ways of organizing the material found, the different types of literature reviews.
2. be able to distinguish a purpose statement, a research question or hypothesis, and a research objective.

Reflection:

1. uses gained knowledge for critical analyses of already conducted research, for self-reflection of own research process and for reflecting social and ethical views of own research work.

## **Pedagogy of Higher Education**

Intended learning outcomes:

Knowledge and understanding:

1. be able to plan, implement, and evaluate teaching and evaluation in higher education on a scientific, academic, or creative foundation and within their particular area of knowledge, both individually and collaboratively.
2. be able to use physical and digital learning environments to encourage learning for groups and people, and support in their development.
3. be able to collect, analyze, and disseminate their own and others' experiences with teaching and learning techniques, as well as pertinent research findings, as a foundation for the advancement of educational practice and the academic profession.

Application:

1. be able to apply scholarship of teaching and learning in a field of own knowledge, both in writing and in discussion with others, supported by core pedagogical concepts, scientific base, and verified experience.
2. be able to apply applicable national and local rules and regulations, and to analyze society's goals for higher education and the scholarship of teaching and learning in terms of the participant's own practice and students' active involvement in higher education.
3. be able to demonstrate awareness of the rules and regulations governing students with disabilities, as well as available student support.

Reflection:

1. Reflect on how they have handled the core principles of higher education, such as democracy, internationalization, gender equality, equal chances, and sustainability, in a professional manner.
2. Reflect on their relationship with students and their professional approach to the scholarship of teaching and learning, and engage with students in a diverse manner.

Transferable skills:

1. On the basis of educational research and/or subject didactics relevant to teaching in higher education, discuss and problematize student learning in the participant's own subject area.
2. Utilize digital learning environments and contribute to their creation to encourage learning in both groups and individuals.
3. As a foundation for the advancement of educational practice and the academic profession, individuals should gather, analyze, and disseminate information about their own and others' experiences with teaching and learning techniques as well as pertinent research findings.

## **Theories of Communication and Culture**

Intended learning outcomes:

Knowledge and understanding:

1. Students will gain an understanding of the various communication and culture theories from different intellectual perspectives.
2. They will develop an understanding of the relationship between education and human beings, as well as an ability to analyze selected cultural phenomena from an anthropological perspective.
3. Students will acquire knowledge of how culture is transmitted intergenerationally in European and non-European cultures.
4. They will become familiar with the fundamental questions of moral philosophy in relation to communication and analyze them in relation to philosophical, sociological, and anthropological theories.

Application:

1. Students will be able to understand the diversity of cultures and the ability to analyze cultural phenomena.
2. They will be able to apply their understanding of cultural differences and educational activities for inclusion in their professional work in various institutions.

Reflection:

1. Students will develop the ability to reflect on their practices in pedagogical work in light of intercultural differences.
2. They will gain autonomy in assessing the relationship between the individual and cultural determinants and to provide own reflections.

Transferable skills:

1. Students will be able to use scientific and professional literature and internet sources independently, ethically and professionally.
2. They will be able to properly collect, select and interpret information from relevant research and link it to the relevant theoretical concepts.
3. Students will be able to build and use their own consistent interpretation and argumentation.

### **Writing Scientific Articles and Presenting Research Results**

Intended learning outcomes:

Knowledge and understanding:

1. knows and understands what scientific writing and presenting scientific research is.
2. understands the process of peer review and revisions of the manuscripts.
3. knows how to implement ethical and copyright considerations into the manuscript.
4. understands the IMRaD and PRISMA structure of specific scientific papers.
5. knows the difference in publication in journals, monographs and at scientific conferences.

Application:

1. applies the knowledge in writing the (draft) manuscript of the specific type.

Reflection:

2. uses gained knowledge for critical analyses of already conducted and published research, for self-reflection of own research process and for reflecting social and ethical views of own research work presented in the written form.

Transferable skills:

1. being able to write an adequate research report of his/her research work and for evaluating research findings, dissemination of research findings to wider public, student uses gained knowledge for writing seminar tasks in other subjects and for writing other reports (including PhD thesis) on empirical research.