Doctoral School at the Maria Grzegorzewska University

DESCRIPTION OF THE CURRICULUM

The goal of the Doctoral School is to promote the scientific and personal development of doctoral students, including their general skills and competencies, and ultimately to enable them to achieve independence in conducting advanced scientific research. The direct result of education at the Doctoral School is a doctoral dissertation which presents the results of individual research work carried out under the scrutiny of one or more supervisors.

The curriculum of the Doctoral School at the Maria Grzegorzewska University   is **interdisciplinary –** its structure allows for the simultaneous exploration of theoretical and empirical areas in psychology, pedagogy, and sociological sciences.

The program consists of **four modules**, covering: theoretical knowledge in social sciences; methodological and academic knowledge and skills; work on the doctoral dissertation; and didactic preparation for future academic teachers. The modules will be implemented in parallel, so that deepening theoretical knowledge contributes to the development of a high-quality research project, the possibility of its implementation based on research grants, and the creation of a doctoral dissertation, which forms the basis for obtaining a doctoral degree.

MODULE I. TRENDS IN SOCIAL SCIENCE

This module provides an opportunity to deepen knowledge of the doctoral dissertation topic and related fields. It highlights current directions of scientific exploration and ongoing discussions on these topics. It presents leading scientific centers and their latest research and publication achievements. Planned activities:

- Trends in social science;

- Lectures by prominent researchers in the given discipline and visiting professors.

MODULE II. PREPARATION FOR SCIENTIFIC AND RESEARCH WORK

This module prepares students in a practical way to consciously choose a research orientation and design their own research workshop, with an emphasis on the methodological differences within social sciences. It introduces institutional rules for conducting research, including rules for preparing research grant proposals. The module equips students with the skills necessary for planning independent and team-based research activities. It prepares students for analyzing research materials (both qualitative and quantitative), disseminating research results, and creating high-quality scientific publications. Planned activities:

- Academic Writing (classes taught in English);

- Research methodology and fundamentals of data analysis in social sciences;

- Creating research tools ("construction of measures");

- Preparation of grant applications;

- Project management;

- Scientific research in practice;

- Advanced quantitative data analysis;

- Advanced qualitative data analysis;

- Scientific research in practice;

- Data visualization and interpretation;

- Communicating scientific results;

- Techniques of scientific ideas exchange;

- Ethics of scientific research.

MODULE III. WORK ON SCIENTIFIC ACHIEVEMENTS

The module is designed to enable collaboration between the doctoral student and the supervisor(s) and other doctoral students, focused on the creation of a doctoral dissertation, which forms the basis for obtaining a doctoral degree. Planned activities:

- Regular meetings with the supervisor(s) (tutoring);

- Doctoral seminar in the form of discussion meetings focused on the thematic areas of specific disciplines and based on presentations of doctoral dissertation concepts (with the participation of supervisors).

MODULE IV. ACADEMIC TEACHING

This module prepares students for the role of an academic teacher, referencing the idea of the Humboldtian university as a place where the unity of learning and teaching, a community of learners and teachers, become a reality. Planned activities:

- University as an organization and educational institution: structural solutions, financing, key processes, education planning and organization;

- Higher education didactics: teaching as an interpersonal relationship; methods and forms of education – lecture, small-group workshop, e-learning, tutoring method, seminar; providing feedback and assessment; reflection and evaluation of students' own teaching work, cooperation between academic teachers;

- Practice (60 hours/year): conducting or participating in teaching classes.