

University of Debrecen

Doctoral Program on Educational Sciences

2026. fall semester



UNIVERSITY OF DEBRECEN
DOCTORAL PROGRAM ON EDUCATIONAL SCIENCES
SEMESTER BOOKLET

2026. fall semester

Phd students

Név	Kezdés	Témavezető	Megjegyzés
Berivan Mohammed Ahmed Abdullah	23/24	Dr. Dabney-Fekete Ilona – Dr. Ceglédi Tímea	Stip. Hung.
David Sulistiawan Aditya	23/24	Dr. Herczegh Judit	Stip. Hung.
Kerékgyártó Zsolt Tamás	23/24	Dr. Chrappán Magdolna	Hal.
Kissné Juhos Ágnes	23/24	Dr. Hegedűs Roland	
Markovics Katalin	23/24	Dr. Bocsi Veronika	Öszt.
Meyly Kheng	23/24	Dr. Szabó Fruzsina	Stip. Hung.
Miklódi-Simon Zsófia	23/24	Dr. Szűcs Tímea	Öszt.
Pető Aron András	23/24	Prof. Dr. Váradi Judit	
Pető Lilla	23/24	Dr. Juhász Erika	
Pozsár Andrea	23/24	Prof. Dr. Duffek Mihály	
Riad Soltani	23/24	Prof. Dr. Engler Ágnes – Dr. Dabney-Fekete Ilona	Stip. Hung.
Sütő Éva	23/24	Revákné Dr. Markóczi Ibolya	Öszt.
Vincze Zsófia	23/24	Prof. Dr. Pusztai Gabriella	Öszt.
Volodymyr Artamonov	23/24	Dr. habil. Kovács-Nagy Klára	Stip. Hung.
Adorjáni Orsolya	24/25	Dr. Joó Anikó	
Asmar Ibadova	24/25	Dr. Erdei Gábor	Stip. Hung.
Foroozan Hajian	24/25	Vargáné Dr. Nagy Anikó – Dr. habil. Bocsi Veronika	
Gyányi István	24/25	Dr. Juhász Erika	
Megyesi Erzsébet	24/25	Dr. Márkus Edina	
Nonsikelelo Amanda Sackey	24/25	Dr. Benke Magdolna	Hal.
Papp Hunor	24/25	Dr. Ceglédi Tímea	Öszt.
Ambreen Barwani	25/26	Dr. Benke Magdolna	
Berecz Réka	25/26	Prof. Dr. Engler Ágnes	Öszt.
Gazda Dorottya	25/26	Prof. Dr. Engler Ágnes	Öszt.
Kovács Márk	25/26	Dr. habil. Buda András	
Matlári Andrea	25/26	Dr. habil. Ollé János	
Nagy Laura	25/26	Dr. Moravec Marianna	
Nagy Mónika	25/26	Dr. Barabási Tünde	
Selmeczi Anna Lilla	25/26	Prof. Dr. Pusztai Gabriella	
Szabó Gabriella	25/26	Dr. Kocsis Zsófia	
Szalai Erzsébet	25/26	Dr. Bacsikai Katinka	Öszt.
Szebeni Beáta	25/26	Dr. Bordás Andrea	Hat.ösz.
Tempfli Csilla	25/26	Prof. Dr. Bocsi Veronika	Hat. öszt.
Torhán-Barta Erika	25/26	Dr. Ceglédi Tímea	
Vona Nándor Imre	25/26	Dr. habil. Buda András	Öszt.
Yoeurng Sak	25/26	Dr. Ceglédi Tímea	Stip. Hung.
Mohamed Abouria	26/27	Dr. Novák Ildikó	
Mohammed Lamine Tefs	26/27	Dr. Hegedűs Gabriella	Stip. Hung.
Tahere Azarnoush	26/27	Dr. Fintor Gábor	Stip. Hung.
Yuxin Zou	26/27	Dr. Dabney-Fekete Ilona	Stip. Hung.

Courses in 2026 fall semester for Doctoral Students

FOR THE 1ST-2ND YEAR STUDENTS:

Main subjects (2-2 credits) + essay (3 credits)

Completion of the main subjects and writing of the related essay are compulsory for the completion of the semester.

Requirements:

- Active participation in all the six lectures
 - Submission of a theoretical chapter of the dissertation to one of the six lecturers prepared in the framework of a high-quality literature review related to one lecture. The new theoretical chapter has to be at least 40 000 characters without references
 - Compilation of a bibliography of 50 items of literature (scientific books, book chapters, articles) – during the semester this list has to be shown to the chosen instructor and the supervisor. The doctoral student has to read and annotate all the listed materials and submit the annotations at the end of the semester.
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- **Social and cultural history** – Prof. V. Bocsi, PhD, (UD) – Prof. G. Biczó, PhD, (UD) – A. Hrabéczy, PhD, (UD)
 - **Pedagogy and education history** – I. Bíró, PhD, (UT) – M. Rébay, PhD, (UD) – J. Ollé, PhD, (UP)

Research exercises

Their admission is mandatory. Methods of participation: active participation in scientific discussions (14 contact hours), presentation of the final parts of the dissertation.

- **Research Seminar** – G. Erdei, PhD, (UD)
- **Comparative Education** – A. Hrabéczy, PhD, (UD)
- **Research Methodology** – Á. Dusa, PhD, (KINCS) – J. Herczegh, PhD, (UD)
- **Methodology of Educational Research** – Prof. V. Bocsi PhD, (UD)
- **Supervisor Consultation** - the doctoral student makes an appointment with the supervisor (minimum 14 hours in total). It is the task of the doctoral students to prepare a short, point-by-point reminder of at least 5 supervisor consultations per semester, which must be uploaded to the e-learning interface provided by the program secretary in advance, signed by the supervisor, by the end of each semester. The supervisor's consultation can only be signed by the supervisor.

Skill development courses

1st-2nd year: During the four semesters, three research group works and one research and science organization skills development course must be completed, with at least one subject per semester (3 credits).

Research group works

- **International Teaching and Learning Experience** (mandatory) – I. Dabney-Fekete, PhD, (UD)

Science organization skills development courses

- **Publication**¹
- **Conference**
- **Research and scientific management skill development 1. (Atlas.ti)** (mandatory just for 2nd year students) – Zs. Demeter-Karászi, PhD, (UD)

¹ By the time they obtain their doctoral degree, doctoral students must collect at least five publications published in Hungarian and/or international journals and/or peer-reviewed volumes. The list of journals accepted by the scientific committees of the Hungarian Academy of Sciences in 2013 and published on the website of the Hungarian Academy of Sciences is the guide, but of the five publications, either (1) one is listed in Scopus, Q1-Q2 journal, or (2) two are listed in Scopus, Q3-Q4 journal, or (3) four pieces must be published in the Central European Journal of Educational Research (CEJER) or the Hungarian Educational Research Journal (HERJ) or in other foreign language journals. Additional publications can be placed in any of the journals listed by the Pedagogical Science Committee of the Hungarian Academy of Sciences or they can be peer-reviewed book chapters or studies.

- ***Hungarian history and culture*** (mandatory just for 1st year students) – I. Novák, PhD, (UD)
- ***Academic Dissemination: International School–Family–Community Partnership for Future Success*** (optional) – T. Ceglédi, PhD, (UD)
- ***Preparing for social engagement in adulthood through informal learning during college*** (optional) – M. Benke, PhD, (CHERD)

Courses in 2026 fall semester for Doctoral Students in International Program 3rd and 4th year

FOR THE 3RD-YEAR, 4TH-YEAR STUDENTS

For them, the 5th-8th semester will be the research – thesis phase

Mandatory courses

- **Research Methodology** – Á. Dusa, PhD, (KINCS) – J. Herczegh, PhD, (UD)
- **Research seminar** – G. Erdei, PhD, (UD)
- **Database presentation I. (for 3rd year students)** – T. Ceglédi, PhD, (UD) – L. Morvai, PhD, (DRHE)
- **Presentation of tables and figures (for 4th year students)** – T. Ceglédi, PhD, (UD) – L. Morvai, PhD, (DRHE)
- **Conference**
- **Supervisor Consultation** - the doctoral student makes an appointment with the supervisor (minimum 14 hours in total). It is the task of the doctoral students to prepare a short, point-by-point reminder of at least 5 supervisor consultations per semester, which must be uploaded to the e-learning interface provided by the program secretary in advance, signed by the supervisor, by the end of each semester. The supervisor's consultation can only be signed by the supervisor.
- **Thesis chapter defense** - Doctoral students who successfully complete the complex exam prepare a new chapter of their dissertation every semester, which is evaluated by the supervisor and a reviewer according to the following aspects: did the doctoral student really submit a new chapter compared to the thesis, does it fit logically with the doctoral student's thesis and research plan new chapter, does the text presented in the new chapter meet the professional standards expected of a doctoral thesis, what are the values of the new chapter, what clarifications, corrections and additions are necessary during the further work on the new chapter.
- **International Teaching and Learning Experience (optional)** - I. Dabney-Fekete, PhD, (UD)

Course descriptions

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for Students in Stipedium Hungaricum Program

Main subjects

Social and cultural history

Social and cultural history

Instructor: Prof. V. Bocsi, PhD, (UD)

Course description: The aim of the study is to give a description about the social group of intellectuals and its transformation from the 19th century to nowadays (the differences between the Western world and the socialist, after post-socialist systems will be highlighted too) and also the history of the cultural consumption. The relationship between social stratification and cultural consumption and the current processes will be analyzed as well. We will go through theories which can help to understand these transformations and trends (cultural omnivores, the theories of Bourdieu about cultural activities) during this course.

Requirement: essay which refers to the research field of every student (length: about 15 pages including references)

Recommended literature:

- Alderson, A. S., Junisbai, A., & Heacock, I. (2007). Social status and cultural consumption in the United States. *Poetics*, 35(2-3), 191–212.
- Jacoby, R. (1987). *The last intellectuals. American culture in the age of academe.* The Noonday Press.
- Katz-Gerro, T., & Meier Jæger, M. (2013). Top of the Pops, Ascend of the Omnivores, Defeat of the Couch Potatoes: Cultural Consumption Profiles in Denmark 1975–2004. *European Sociological Review*, 29(2), 243–260.
- Konrád, G., & Szelenyi, I. (1979). *The intellectuals on the road to class power.* Harcourt.
- OECD, A. (2018). *A broken social elevator? How to promote social mobility.* COPE Policy Brief.
- Peterson, R. A., & Kern, R. M. (1996). Changing highbrow taste: From snob to omnivore. *American sociological review*, 900-907.

The Contribution of Cultural Anthropology to the Applied Romology

Instructor: Prof. G. Biczó PhD, (UD)

Course Description: Cultural anthropology approaches its subject—the “Other,” understood as a representative of a different culture—from a particular perspective. The so-called emic perspective represents a fundamental goal of anthropological research: to strive to understand sociocultural reality from the insider’s point of view. The question, therefore, is how a researcher can come to perceive and interpret sociocultural reality in ways that are comparable to those of members of the community being studied. Being “emic” in anthropological fieldwork requires a well-developed methodology.

In the case of Roma communities, given the diversity of their cultural characteristics and social norms, the significance of emic knowledge cannot be overestimated. For professionals who encounter members of local Roma communities that are often characterized by educational disadvantage, poverty, social deprivation, and, in some cases, geographical marginalization, emic knowledge provides an essential basis for understanding the situations they encounter. For educators, whose professional responsibility

includes supporting and developing Roma children's abilities, emic knowledge is a key precondition for effective pedagogical practice.

The course introduces participants to the basic theoretical questions and methodological approaches associated with emic perspectives in anthropology, with particular emphasis on the practical application of this knowledge in educational contexts. Participants will explore the practical usefulness of the anthropological perspective in pedagogy through a range of examples drawn from the lecturer's fieldwork and professional experience.

Literature:

- Tóth, Norbert: Practical application of Anthropology of Education A case study of Tiszabercel. *Belvedere meridionale* 36. évf. 1.sz.(2024. tavasz)
https://www.epa.oszk.hu/04900/04981/00128/pdf/EPA04981_belvedere_2024_01_131-144.pdf
- Biczó, Gábor: Roma Colleges for Advanced Studies Network in Hungary. *Különleges Bánásmód*, VII. Évf. 2021/1.
https://epa.oszk.hu/03700/03760/00026/pdf/EPA03760_kulonleges_banasmod_2021_1_007-015.pdf
- Till Mostowlansky - Andrea Rota: Emic and etic. In *The Open Encyclopedia of Anthropology*, edited by Felix Stein. Facsimile of the first edition in *The Cambridge Encyclopedia of Anthropology*. Online: <http://doi.org/10.29164/20emicetic>

Inclusion in higher education from a research history perspective

Instructor: A. Hrabéczy, PhD, (UD)

Course Description: During the presentation, we will review the beginnings of the appearance of students with special educational needs in higher education, and the process of the appearance, development and globalization of the inclusive approach in higher education, and the appearance of these factors in scientific research. We will recall how students with special educational needs appeared at universities before the movements for equal opportunities. We will discuss where the movements and measures aimed at accommodating students with special educational needs originated, and how all of this influenced the educational policy of the second half of the 20th century and today. After that, we will outline the research history of educational sociology research examining students with special educational needs, looking for the main historical nodes. By analyzing the historical trajectory of research, we learn about the first steps in scientific discourse, the development of the equal opportunities paradigm, the emergence of the issue of students with learning disabilities in the discourse on equal opportunities, the development of the inclusive paradigm, and then the current research problems and limitations of research on the topic.

Literature:

- Madaus, J. W. (2011). The History of Disability Services in higher education. *New Directions for Higher Education*, 2011(154), 5–15. doi:10.1002/he.429
- Danforth, S. (2018). Becoming the Rolling Quads: Disability Politics at the University of California, Berkeley, in the 1960s. *History of Education Quarterly*, 58(4), 506–536. doi:10.1017/heq.2018.29

Pedagogy and education history

From Interpretations of Folk Culture to the Institutionalisation of Folk Music Education: A History of Education Perspective

Instructor: I. Bíró, PhD, (UT)

Course description: The course explores changing twentieth-century interpretations of Hungarian folk culture, with particular emphasis on folk music, and examines how these approaches influenced the emergence and institutionalisation of folk music education. Its point of departure is that the history of

instrumental folk music education cannot be understood in isolation: it is closely connected to scholarly and public debates about folk culture, as well as to the cultural and educational policies of different historical periods.

The lecture provides an overview of the most significant twentieth-century changes in attitudes towards folk culture, with particular attention to the ideas of Béla Bartók, Zoltán Kodály and Sándor Karácsony, the cultural-political and ethnomusicological processes of the state-socialist period, and the emergence of the Hungarian dance house movement. Special attention is devoted to professional and public debates concerning the definition, social function, authenticity, stage representation and transmission of folk music.

The course demonstrates how these competing interpretations shaped the pedagogical use of folk music and the forms of its institutionalised teaching. In this context, it compares the natural transmission of knowledge within traditional communities with formal learning in educational institutions and identifies fundamental differences between the two models. Finally, it reviews the main stages and dilemmas in the institutionalisation of instrumental folk music education, focusing particularly on how this field sought to establish its place within the institutional and pedagogical framework of classical music.

Recommended literature:

- Bartók, B. (1976). *Béla Bartók Essays* (B. Suchoff, Ed.). London: Faber and Faber.
- Bíró, I. F. (2022). *Archiválás vagy továbbhagyományozás? A magyar népzene kultúrához való viszonyulásmódok és ezek hatása a hazai népzene széképítés intézményesülésére* [Doctoral dissertation, University of Debrecen].
- Cook, N. (1998). *Music: A Very Short Introduction*. Oxford: Oxford University Press.
- Green, L. (2008). *Music, Informal Learning and the School: A New Classroom Pedagogy*. Aldershot: Ashgate.
- Kodály, Z. (1974). *The Selected Writings of Zoltán Kodály* (F. Bónis, Ed.; L. Halápy & F. Macnicol, Trans.). London: Boosey & Hawkes.
- Quigley, C. (2014). The Hungarian dance house movement and revival of Transylvanian string band music. In C. Bithell and J. Hill (Eds.), *The Oxford Handbook of Music Revival* (pp. 182–202). Oxford: Oxford University Press.

History of Women's Education in Europe

Instructor: M. Rébay, PhD, (UD)

Course Description: The aim of the course is an overview of the European history of women's education of the 19th-20th century. The history of women's education in Europe entered a new phase in the 18th century, and especially from the 19th century onwards, as a result of the Enlightenment, civilisation and economic modernisation. Women's roles were redefined and opportunities opened up for women's education. In Central and Eastern Europe, the state sought to accelerate the process by introducing compulsory education. Through the active involvement of women's associations, more and more secondary schools for girls were opened up, and higher education became available. While in the (later) United States of America, so-called women's colleges spread, in Europe, women were typically admitted to established universities and colleges. The process was fiercely debated, as the suitability of women for study was questioned, and it was felt that there were physical and psychological barriers and obstacles. The issue of co-education for girls over the age of puberty was also a matter of debate. It was feared that the moral development of girls would be adversely affected by the presence of boys. Planned thematic nodes: the changing social role of women, female emancipation and feminism, the birth of girls' secondary grammar schools, women's attendance at universities, the elimination of women's educational disadvantage, coeducation.

Recommended literature:

- Aristocracy and education in Europe from the late 18th to the 20th centuries. HERJ vol. 14. issue 1. <https://akjournals.com/view/journals/063/14/1/063.14.issue-1.xml>
- Goodman, Joyce – Albisetti, James C. – Rogers, Rebecca eds. (2010): *Girls' Secondary Education in the Western World: From the 18th to the 20th Century*. New York, Palgrave Macmillan.
- Albisetti, James C. (1996): Female education in German-speaking Austria, Germany, and Switzerland, 1866-1914. In *Austrian women in the nineteenth and twentieth centuries*, Providence, RI et. al., pp. 39-57.
- Espacio, Tiempo y Educación vol 1, no 1. (2014) Autobiography, women and education in Mediterranean Europe (XIX-XX centuries). <https://www.espaciotiempoyeducacion.com/ojs/index.php/ete/issue/view/1>.
- Martin, Jane – Goodman, Joyce (2004): *Women and education: 1900-1980*. Basingstoke, Palgrave Macmillan.

The History of Digital Education

Instructor: J. Ollé, PhD, (UP)

Course Description: The course aims to provide a comprehensive framework, grounded in intellectual history and critical pedagogy, for understanding the historical development of digital education. The lecture breaks with the tool-centric narratives of technological determinism; instead, it examines the history of the educational integration of digital technology as a complex interaction of pedagogical paradigms, social expectations, and institutional cultures. The thesis of the course is that the history of digital education is not a linear success story, but rather a series of recurring cycles of inflated expectations, partial adaptation, and disillusionment. This brings fundamental questions and paradoxes of general educational and instructional theory to the surface, while misinterpretations reinforce naive pedagogical views and myths, and scientific research balances in the dead end of learning efficiency enhancement, caught between the obstacles of self-serving applications and technological-market demands.

The first part of the lecture explores the intellectual roots and hype cycles of the pre-web era, focusing on the deconstruction of the algorithmic logic of teaching machines. The second unit analyzes the era of the network revolution: the educational administration logic of Learning Management Systems (LMS) is contrasted with the decentralized, knowledge-sharing visions of connectivism and open pedagogy, where online spaces can become excellent, self-organizing platforms for collaborative problem-solving and social learning, as opposed to educational environments that merely replicate the traditional school system. The third module demonstrates how the proliferation of mobile technology transforms the boundaries between formal and informal learning, and how this leads to the "dystopian turn" in educational technology. It explores how, due to the data hunger of platforms, student surveillance systems, and the profit-oriented interests driving the industry, the focus shifts from opportunities to enhance learning performance to ethical concerns, the attention economy, and digital inequalities. The fourth module examines the epistemological challenges generated by the post-digital era and artificial intelligence. Here, critical digital pedagogy receives special emphasis; reflecting on the problems of data-driven and platform-centric approaches, it focuses on the importance of human-centered education and highlights the limited possibilities of scientific and applied research and development efforts aimed at increasing efficiency.

The historical analysis consciously follows a tripartite principle: one-third is tech-positive (e.g., the community-building potential of networks); one-third is analytical in terms of intellectual history (examining trends and hype cycles); and the final third is explicitly critical-reflective (deconstructing the real-life embeddedness of technology). The course concludes with a constructive critical reflection on the educational applications of artificial intelligence.

Overall, the aim of the course is for participants to understand the associated complex pedagogical, social, and market processes, rather than viewing them merely as a chronological succession of technological tools or a triumphant and unbroken vision of technological progress. The historical overview highlights that sustainable educational development lies not in the self-serving adaptation of technology, but in critical and human-centered pedagogical thinking. Through the tripartite analysis, students can acquire a reflective perspective that allows them to confidently navigate the pedagogical challenges of the present day—recognizing, refuting, and transcending the naive myths and misconceptions that are present on a daily basis even within educational science.

Recommended literature:

- Bayne, S., Evans, P., Ewins, R. et al. (2020). The manifesto for teaching online. MIT Press.
- Cuban, L. (2001). Oversold and underused: Computers in the classroom. Harvard University Press.
- Fawns, T. (2022). An entangled pedagogy: Looking beyond the pedagogy—technology dichotomy. *Postdigital Science and Education*, 4(3), 711–728.
- Köseoğlu, S., Veletsianos, G., & Rowell, C. (Szerk.). (2023). Critical digital pedagogy in higher education. Athabasca University Press.
- Laurillard, D. (2012). Teaching as a design science: Building pedagogical patterns for learning and technology. Routledge.
- Reich, J. (2020). Failure to disrupt: Why technology alone can't transform education. Harvard University Press.
- Selwyn, N. (2016). Education and technology: Key issues and debates. Bloomsbury.
- Siemens, G. (2006). Knowing knowledge. Lulu.com.

- Stommel, J., & Morris, S. M. (2018). An urgency of teachers: The work of critical digital pedagogy. Hybrid Pedagogy.
- Watters, A. (2021). Teaching machines: The history of personalized learning. MIT Press.
- Weller, M. (2020). 25 years of ed tech. Athabasca University Press.
- Williamson, B. (2017). Big data in education: The digital future of learning, policy and practice. Sage.

Research exercises

Research seminar

Instructor: G. Erdei PhD, (UD)

Course Description: The research seminar is a practice-oriented course which helps and supports students in their research processes. The semester will continue and follow up the results of the previous semester's research seminar. The semester will be split into two parts. In the first part (four times), students will present a specific parts of their research topics applying ppt. and two of the other students will act as opponents. In this method the topic owner will give a presentation followed by students' comments, remarks and suggestions and simulate scientific discourse.

In the second part, students will develop their ppt. towards scientific papers for two purposes. In the one hand, to have a properly developed chapter integrated into their doctoral thesis later on, and on the second hand, to have a scientific paper ready in order to publish it in an international scientific journal. It is important, however, that research plans only cannot be submitted to the course.

Recommended literature:

- Earl R. Babbie (2012): The Practice of Social Research. Wadsworth Publishing 13th edition, Beverly MA, USA.

Comparative Education

Instructors: A. Hrabéczy (UD)

Course description: The purpose of the course is twofold: on the one hand, it helps doctoral students to become capable of incorporating a comparative approach in their dissertation, and on the other hand, it helps doctoral students to create a multilingual literature base, which is an important criterion for the evaluation of dissertations submitted for preliminary discussion. Within the framework of this semester's course, doctoral students read articles and books about research conducted in the Atlantic, Anglo-Saxon branch of the education systems.

Requirements: Collect at least 40 articles from relevant literature (5 recommended by the instructors and 35 as a result of the student's own search), written in English about research conducted in the Atlantic, Anglo-Saxon branch of the education systems. From these 40 articles at least 20 must be annotated as well. All the 40 articles have to be different from the previous semesters' collection of articles. The annotations should be at least 500 words per study, and must contain the following parts:

1. Bibliographic data
2. Usefulness or relevance to one's (own) research topic
3. The purpose of the research to fill the research gap
4. Theoretical background of the study
5. Hypotheses or research questions
6. Methodology (details of sampling, measuring instruments, data collection, database, etc)
7. Findings of the study, research results
8. Conclusions, suggestions of the authors
9. You can add your (own) comments and questions.
10. Be sure to put literal quotations in quotation marks and include the page number!

Recommended literature:

- Harris, S. R. (2014). How to critique journal articles in the social sciences. SAGE.
- Shon, P. C. (2015). How to read journal articles in the social sciences: A very practical guide for students (2nd ed.) SAGE.

Research Methodology

Instructor: *Á. Dusa, PhD, (KINCS) - J. Herczegh, PhD, (UD)*

Course description: Throughout the course, students deepen their practical knowledge of the two most important empirical research methods in the social sciences; in the context of qualitative methodology, they become familiar with interview-based research, and, in the context of quantitative methodology, they will master the methodological elements of survey research and develop their own personalized methodology.

To ensure an even distribution of the methodology, students will attend the courses related to qualitative and quantitative analysis 2 times each.

The goal of the course is for students to develop specific research methodologies in both areas, tailored to their hypotheses and research questions.

In relation to practice the basics of the SPSS statistical program, in this semester we practicing to check the data of normality, and the basic data analyses procedures with one-variate (Frequencies, Descriptives) and two-variate analyzes (Crosstabs, Compare means, Chi-square statistics, Anova test, Correlate bivariate). We learn about how to define variables, recode variables, transform variables, create dummy variables, select and weight cases. We use an international big databas during the course (European Social Survey – ESS database).

In relation to the methodology of qualitative interviews, students will become familiar with the methodological foundations of interview-based research, its different types, the practice of structuring interviews, and the practical aspects of conducting and analyzing them. Finally, they will master the levels and methodological steps of qualitative analysis. By the end of the semester, students will have developed a methodological framework for their own interview-based research, supplemented by an overview of the findings and methodologies of interview-based research related to their topic.

Recommended literature:

- Babbie, E. R. (2020). The practice of social research (15th ed.). Cengage Learning.
- Pallant, J. (2016). SPSS Survival Manual. A step by step guide to data analysis using IBM SPSS. Routledge.
- Vanover, C., Mihas, P., & Saldaña, J. (Eds.). (2021). Analyzing and interpreting qualitative research: After the interview. SAGE Publications.
<https://books.google.hu/books?id=QqwFEAAQBAJ&lpg=PP1&hl=hu&pg=PP1#v=onepage&q&f=false>
- King, N., & Horrocks, C. (2010). Interviews in qualitative research. SAGE.
https://books.google.hu/books?id=Cj1dBAAAQBAJ&printsec=frontcover&hl=hu&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false
- Edwards, R., & Holland, J. (2013). What is qualitative interviewing? A&C Black.
<https://library.oapen.org/bitstream/handle/20.500.12657/58752/9781849668026.pdf>
- Brinkmann, S. (2022). Qualitative interviewing: Conversational knowledge through research interviews (2nd ed.). Oxford University Press.
<https://books.google.hu/books?id=cvzTEQAAQBAJ&lpg=PP1&hl=hu&pg=PP1#v=onepage&q&f=false>

Methodology of Educational Research

Instructor: V. Bocsi, PhD, habil (UD)

Course Description: During this course We have got two aims: firstly, we go through the process of educational research from the basics to the implementation of the research. During this phase conceptualisation, operationalisation, sampling and the processing of data will be reviewed in general. Secondly, we have to build and finalize the students' research plan from these aspects. Information about the structure of thesis, the forms of citations and representation of data will be showed as well.

Requirement:

Essay (length: about 10 pages). Contents: main notions, possibilities of measurement (interview scheme, questionnaire etc.), sampling method, hypotheses, the planned processing of data and the schedule of research etc. Students have to prepare for every lesson (e.g. to collect the main notions with references, to write hypotheses, to create a scale etc.) and send it in email to me two days before the lesson.

References:

- Babbie, E. R. (1998). *The practice of social research*. International Thomson Publishing Services.
- Kvalee, S. (1996). *Interviews*. SAGE.
- Lokesh, K. (1984). *Methodology of educational research*. Vikas publishing house.
- Taylor, S. J., Bogdan, R., & DeVault, M. (2015). *Introduction to qualitative research methods: A guidebook and resource*. John Wiley & Sons.

Research group works

Conference Tandem

Instructor: G. Erdei, PhD, (UD)

Course Description: The Conference tandem course introduces you to the world of international team work. Doctoral students speaking different first languages form international pairs and prepare for a joint conference presentation. They construct the abstract and slide show of a conference lecture during the semester. At the end of the autumn semester, the abstract is submitted to the Conference of Hungarian Educational Researchers and to the Annual Educational Research Conference organized by Hungarian Academy of Sciences at the spring semester.

Suggested Reading:

- Becker, L. 2014. Presenting Your Research: Conferences, Symposiums, Poster Presentations and Beyond. London: Sage

International Learning and Teaching Experience

Instructor: I. Dabney-Fekete, PhD, (UD)

Course Description: The aim of the research group is to develop an advanced understanding of the academic experience of students and instructors in higher educational institutions, and through that enable them to take a new approach to interacting with other international students as well as instructors in an international university environment. Due to the internationalization of higher education, the number of international students has risen remarkably in the past decades. They are transient visitors in the academic communities, however, they bring their own peculiar view of the world, understandings, and way of studying to the universities, and very often instructors are not properly prepared to deal with them. In this semester we plan to finalize our questionnaire, and distribute it to the international students at our university, to conduct interviews with instructors, and to process the data.

Science organization skills development courses

Hungarian history and culture (1st grade)

Instructor: *I. Novák, PhD, (UD)*

Course description: This course provides participants with a concise overview of the major historical periods that have shaped Hungary over the past 1100 years in Central Europe. Alongside this historical dimension, the course introduces students to Hungary's most significant cultural landmarks and achievements. Particular emphasis will be placed on the distinctive characteristics of the Hungarian nation, the unique language, and the contributions of prominent poets, writers, actors, and internationally recognized inventors. The curriculum further explores traditional costumes, folk and classical music, as well as the richness of Hungarian gastronomy. Customs and practices associated with national holidays will also be examined, offering students a deeper insight into the cultural identity of Hungary.

Course Requirements: Students are expected to participate actively in class discussions and activities. In addition, each participant will deliver a 15-minute presentation on a selected aspect of Hungarian culture. This presentation will reflect the student's individual perspective, thereby encouraging critical engagement with the topic.

Recommended literature:

- Cartledge, B. (2011). *The will to survive: A history of Hungary*. Cinco Puntos Press
- Molnár, M. (2001). *A concise history of Hungary*. Cambridge University Press.

Research and scientific management skill development 1. (Atlas.ti) (2nd grade)

Instructor: *Zs. Demeter-Karászi, PhD, (UD)*

Course description: The aim of the course is to introduce students to the principles and methodology of qualitative research and the use of Atlas.ti software in the analysis of qualitative data. The first session will focus on the theoretical and methodological background of qualitative research, highlighting the different data collection techniques (interview, observation, document analysis). The second session will be based on a practical introduction to the use of Atlas.ti: participants will learn how to import data, code, create memos and networks. This session will focus on practical application, where students will carry out qualitative data processing using Atlas.ti based on their own research topics. In the third session, everyone will individually present their own Atlas.ti project. At the end of the course, participants will be able to independently analyse qualitative data, create thematic categories and present their results in a scientific framework.

Requirements:

Students will work individually and in groups at each session, and will receive a homework assignment for each class, which they will have to present at the next meeting. At the third meeting students have to present their Atlas.ti project individually.

Recommended literature:

- Johnstone, B. (2000). *Qualitative methods in sociolinguistics*. Oxford University Press.
- Kuckartz, U. (2014). *Qualitative text analysis: a guide to methods, practice & using software*.
- Saldana, J. (2021). *The coding manual for qualitative researchers*.

Academic Dissemination: International School–Family–Community Partnership for Future Success

Instructor: *T. Ceglédi, PhD, (UD)*

Course description: This course engages PhD students in the practical dissemination of research findings and knowledge transfer within educational research. Students gain hands-on experience by distributing a forthcoming handbook (School–Family–Community Partnership for Future Success: Interventions, Programs, and Practices from Educators to Educators) to a familiar target group (e.g., schools, student support networks, universities, or university students in their countries of origin), collecting systematic user feedback, evaluating the practical usefulness of the research, and articulating reflections on their dissemination activities. Course participants will be among the first to experience this book – which has gained significant recognition in Hungary – translated into English for an international audience. PhD candidates who organize and conduct a minimum 30-minute online or offline workshop (sharing a video recording of the session with the instructor) will receive an official Certificate of Activity issued by the MTA-DE Development of Future Consciousness Research Group.

Requirements & Deadlines:

- 1) Proposal submission (Deadline: September 30, 2026). Submit an action plan to the e-learning platform and also to t.cegledi@gmail.com stating the target group, country, and intended sample size. Example Nr1.: Dissemination to X primary school(s) in Cambodia (collecting feedback from X teachers). Example Nr2.: Dissemination to an Algerian teacher-training program (collecting feedback from X teacher trainees and/or X faculty members).
- 2) Distribution & data collection (October – December 2026). Share the PDF handbook and collect user feedback and your own reflections on the dissemination activities.
- 3) Final report (Deadline: January 15, 2027). Submit to the e-learning platform and also to t.cegledi@gmail.com a minimum 5,000 characters (including spaces) analytical report summarizing user feedback, dissemination outcomes (institutions, target group’s characteristics, including numbers of participants), and your own reflections on the dissemination activities.

Recommended Literature

- OECD (2025), Everybody Cares About Using Education Research Sometimes: Perspectives of Knowledge Intermediaries, Educational Research and Innovation, OECD Publishing, Paris, <https://doi.org/10.1787/5ef88972-en>.

Preparing for social engagement in adulthood through informal learning during college

Instructor: *M. Benke, PhD, (CHERD)*

Course description: Beyond professional activities in the narrow sense, the role of the intellectual encompasses numerous social activities through which we strive to make our environment more sustainable, better, and more livable. The question is: what methods can be used to prepare for this role during college studies? Looking at it from another angle, how can we develop critical thinking and the skills necessary for responsible citizenship? In accordance with the “third mission” of universities, striving for social relevance and raising students’ awareness are of paramount importance during their education. In this course, we will examine the importance of raising awareness in recognizing and addressing social problems; how issues such as disadvantage and, in some cases, exclusion manifest at various levels of the educational system; and how research in educational science can help identify these often-hidden problems. Based on the literature and the students’ own experiences, we examine the

applied forms of informal learning and the experiences associated with them. Also based on the students' own experiences, we review how—among other things—volunteer work, student clubs, maintaining contact with local civil society organizations, participation in international scholarship programs, and exposure to other cultures—can help foster awareness and prepare students for further social engagement, such as participating in discussions about innovation processes taking place in their communities. We will examine to what extent the practice of social participation can be considered a realistic goal in terms of “empowerment” (that is, on the one hand, the existence of rights and, on the other, the possession of the necessary skills), and what circumstances hinder its achievement. As a new element of the course, we will also discuss whether, in the opinion of the participating students, there are countries whose experiences with this topic would be important to learn about and draw upon. Depending on the number of participants, the course will be held in an in-person and/or hybrid format.

Recommended literature:

- Balcazar, F.E., Keys, C. B. & Vryhof, J.A. (2019). Chapter 10. EMPOWERMENT. In Jason, L.A., Glantsman, O., O'Brien, J.F. & Ramian, K.N. (Eds.), INTRODUCTION TO COMMUNITY PSYCHOLOGY. <https://press.rebus.community/introductiontocommunitypsychology/chapter/empowerment/>
- Benke, M. (2024). Empowerment and Lifelong Learning from an Employee's Perspective. In Fodorné Dr. Tóth, K., Dr. Németh, B. (eds.) Lifelong Learning in Higher Education in the Context of Skills Development, Cultural Mediation, and Sustainability: Local/Regional and Global Trends in Effective and Innovative Knowledge Transfer. “MELLearn—Higher Education Network for Lifelong Learning” Association, University of Pécs, Pécs, pp. 70–85. <https://doi.org/10.15170/mellearnkonf-tanulmanyok-2023>
- Boyadjieva, P. & Ilieva-Trichkova, P. (2023): Adult Education as a Pathway to Empowerment: Challenges and Possibilities. In Holford, J., Boyadjieva, P., Clancy, S., Hefler, G., Studená, I. (eds.) Lifelong Learning, Young Adults, and the Challenges of Disadvantage in Europe. Palgrave Studies in Adult Education and Lifelong Learning. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-031-14109-6_7
- Gébert, J., Bajmócy, Z., Málovics, Gy., Pataki, Gy. (2016). From Tools to Well-Being: Outlines of Local Economic Development from a Capabilities Perspective. Space and Society, 30 (2), 23–44. <https://doi.org/10.17649/TET.30.2.2752>
- Nárai, M. (2019). The Role of Higher Education Institutions in Raising Social Awareness Among Young People. In Berghauer-Olasz, E., Gávriljuk, I., Hutterer, É., Pallay, K. (eds.) Challenges Facing Public and Higher Education in the 21st Century in Central and Eastern Europe in Light of Educational Reforms. Proceedings of an International Scientific Conference, Ungvár (Uzhhorod, Ukraine), pp. 305–314, <https://regscience.hu/server/api/core/bitstreams/47f68abc-fd56-44b2-8b3d-695db775561b/content>
- Stéber, A., & Kereszty, O. (2015). Interpretations of informal learning in the 21st century. Pedagógiai Szemle, (9–10), 46–60.

Mandatory courses (3rd and 4th grade)

Research Methodology

Instructors: Á. Dusa, PhD, (KINCS) – J. Herczegh, (UD)

Course Description: The aim of the course is to enable students to make progress in the analysis of their own datasets. The analytical methods may include frequency distributions, cross-tabulations, ANOVA, factor analysis, principal component analysis, and cluster analysis. The analyses should be conducted using the researcher's own dataset and should be directly related to at least one of the hypotheses or research questions formulated in the dissertation. In the case of qualitative analysis, students are expected to report on their progress in the coding process and the analysis of interview data.

Students work with the instructor to whom they have been assigned in advance:

With dr Herczegh: Berivan Mohammed Ahmed Abdullah; David Sulistiawan Aditya; Volodymyr Artamonov; Asmar Ibadova

With dr Dusa: Meyly Kheng; Riad Soltani; Foroozan Hajian

Recommended literature:

- Babbie, E. R. (2020). *The practice of social research* (15th ed.). Cengage Learning.

Research Seminar

Instructor: G. Erdei, PhD (UD)

Course Description: The research seminar is a practice-oriented course which helps and supports students in their research processes. The semester will continue and follow up the results of the previous semester's research seminar. The semester will be split into two parts. In the first part (four times), students will present a specific parts of their research topics applying ppt. and two of the other students will act as opponents. In this method the topic owner will give a presentation followed by students' comments, remarks and suggestions and simulate scientific discourse.

In the second part, students will develop their ppt. towards scientific papers for two purposes. In the one hand, to have a properly developed chapter integrated into their doctoral thesis later on, and on the second hand, to have a scientific paper ready in order to publish it in an international scientific journal. It is important, however, that research plans only cannot be submitted to the course.

Recommended literature:

- Earl R. Babbie (2012): *The Practice of Social Research*. Wadsworth Publishing 13th edition, Beverly MA, USA.

Database Presentation I. (3rd grade)

Instructor: T. Ceglédi, PhD, (UD) – L. Morvai, PhD, (DRHE)

Course Description: During the semester, doctoral students will undertake data collection, data recording, and database construction tasks that form the foundation of the analytical chapters of their dissertation, in accordance with their research plan. The output of this work is a database. Definition of database: A collection of interrelated research data gathered in a predetermined manner and according to a logical system, reflecting the original relationships among the connected data. Depending on the field of research, databases organizing quantitative data, text documents, and primary sources can be created using Excel, SPSS, R, Atlas.ti, MAXQDA, NVivo, or other software. In the case of secondary data analysis commonly used in educational research, the version of the original database(s) prepared for analysis is considered the doctoral student's database.

A requirement for completing the course is that at the end of the semester, doctoral students must 1) present their database, and 2) summarize in writing (min. 5,000–10,000 characters) the qualitative and

quantitative parameters of their database. This written summary will serve as the foundation for the "Data and Methods" chapter of the doctoral dissertation.

In the written summary, it is essential to:

- 2.1) Describe the practical steps involved in the creation of the database (the research decisions underlying these steps and their justification; the difficulties encountered and how they were overcome, e.g., handling low response rates; presentation of the pilot study—if conducted—and what modifications were made to the questionnaire/interview protocol based on the lessons learned from the pilot study).
- 2.2) Present the process of preparing the database for analysis. Within this framework, it is necessary to describe the researcher decisions made during data cleaning (e.g., handling errors, duplicate, or invalid cases), as well as the extent of missing data and the methods used to manage them. It must be specified whether listwise/casewise deletion, data imputation, or other statistical procedures were applied, and how these affected the final sample size and the database's suitability for analysis.
- 2.3) Detail the extent to which the implemented database is deemed suitable for conducting the analysis (highlighting both the realistic, non-exaggerated scientific value of the data and its limitations).
- 2.4) Precisely name and detailedly present the target population based on international or national comprehensive (census) data (e.g., public or research-accessible databases of the OECD, EU, UNESCO, World Bank, Eurostat, HCSO, OKM, OH, KIR, FIR).
- 2.5) Based on sampling types (probability and non-probability sampling, along with their subtypes) and research methodology terms described in methodological literature (e.g., Babbie, Creswell), include a description of the sampling strategy (sampling frame, characteristics of available lists if any: strata, sampling technique, methods of ensuring randomness or a thorough justification for omitting it, etc.).
- 2.6) Based on all the above, locate the sample within the target population by presenting the key characteristics of both the sample and the target population side-by-side in a single table (e.g., by region, institution type, gender), and based on the insights of the table, address over- and under-represented subgroups as well as the question of generalizability. This is also required for qualitative research (here, without a table, a written narrative comparing the characteristics of the sample to the target population is sufficient).
- 2.7) Place the data in space and time: What background or predecessors of data collection are known internationally and domestically (previous data collections on the topic); how the data used in the dissertation fit into the series of similar international and national studies (e.g., a replication of a previous study, a version adapted/narrowed down to a specific target group, geographical area, or age group).
- 2.8) If weighting was applied to improve the representativeness of the database or to bring it closer to the characteristics of the target population, its purpose, rationale, method, and consequences must be presented: Which background variables were used to construct the weights, and how the weighting affected the relationship between the sample and the target population. If weighting was not applied, its methodological rationale must also be addressed.
- 2.9) Ethical considerations (explanation of steps taken to comply with the attached doctoral ethics regulations).
- 2.10) The author is responsible for all AI-generated content. All AI usage (e.g., literature search, literature organization, figure generation, data analysis assistance, linguistic refinement, etc.) must be fully and transparently detailed and cited in the paper according to APA 7 guidelines.
- 2.11) The submitted written summary must cite a minimum of 3 research methodology sources that ground the methodological procedures used and their scientific nomenclature, supporting the researcher's decisions.

An additional condition for submitting the database AND the summary is that 3) the academic supervisor must countersign the authenticity and quality compliance of the database (for template text, see attachment 3 below).

Submission deadline: January 8, 2027. Uploading three files to the course's e-learning platform is mandatory. Missing any of the files will result in a failing grade (fail/1).

Attachments:

1. A text file containing the accessibility/link to the database.

- To protect the data, the student places the data in a shared folder of a secure system, the protection of which is ensured by the student. After the instructor's feedback, sharing can be revoked.
 - Rather than uploading the database file itself to the e-learning platform, the text document containing the access link to the protected folder must be uploaded.
 - Presentation of the database is mandatory even in the case of secondary data analysis.
 - Quantitative: Excel, SPSS, R, or, by prior agreement, other statistical files are acceptable.
 - Qualitative: Raw transcript text files of interviews, as well as their audio files (in the case of documents, image files are acceptable), or their Atlas.ti/MAXQDA/NVivo versions are acceptable.
 - For other types of data, consultation with the instructor is required at the beginning of the semester.
2. A written summary describing the database, with a minimum length of 5,000–10,000 characters.
- The paper is prepared for the "Data and Methods" chapter of the doctoral dissertation; therefore, it must address a realized database, not just plans.
 - It must contain points 2.1–2.11 above. Omission of any point will render the semester ungradable.
 - Co-authored, non-independent work or excerpts thereof may not be submitted.
3. A supervisor declaration countersigning the authenticity and quality compliance of the database.
- Must contain a signature from the supervisor.
 - Mandatory even in the case of secondary data analysis.
 - Mandatory text: "I, the undersigned XY as supervisor, hereby certify that the database(s) named WW of student ZZ was/were created between dates UU–UU, consists of YY individuals/items (N=), is/are authentic and of appropriate quality. Date, Signature"

Recommended literature:

- American Psychological Association (2020). Publication manual of the American Psychological Association 2020: the official guide to APA style (7th ed.). American Psychological Association. <https://rauterberg.employee.id.tue.nl/lecturenotes/APA-style-2020.pdf>
- Analyses of previous CHERD-Hungary research: <https://cherd.unideb.hu/en>
- APA7 (2026). AI References <https://apastyle.apa.org/style-grammar-guidelines/references/examples/ai-references>
- Babbie, E. (2005). The Practice of Social Research.
- Charmaz, K. (2006). Constructing grounded theory. Sage Publications.
- Corbin, J., & Strauss, A. (2008). Basics of Qualitative Research (3rd ed.): Techniques and Procedures for Developing Grounded Theory. SAGE Publications, Inc. <https://doi.org/10.4135/9781452230153>
- Creswell, J. W. (2012). Educational research. Pearson.
- Glaser, B. G., & Strauss, A. L. (2017). The Discovery of Grounded Theory: Strategies for Qualitative Research. Routledge. <https://doi.org/10.4324/9780203793206>
- Hungarian Academy of Sciences (2010). Tudományetikai Kódex [Code of Academic Ethics]. Budapest
- Johnson, R. B., & Christensen, L. (2019). Educational research: Quantitative, qualitative, and mixed approaches. Sage publications.
- Pallant, J. (2020). SPSS survival manual: A step-by-step guide to data analysis using IBM SPSS (7th ed.). Routledge.
- Research Ethics Committee of the Institute of Educational and Cultural Sciences, Faculty of Humanities, University of Debrecen, and the Educational Sciences Program of the Doctoral School of Human Sciences: Ethical guidelines and guide for issuing ethical approval statements <https://humandi.unideb.hu/en/information-materials>

Presentation of tables and figures (4th grade)

Instructor: *T. Ceglédi, PhD, (UD) – L. Morvai, PhD, (DRHE)*

Course description: The analysis of various databases is carried out using data analysis software (SPSS, STATA, SAS, R, MAXQDA, ATLAS.ti, etc.); however, presenting the results in a clear, illustrative, and professional manner poses an additional task for doctoral students. Tables and figures form an integral part of the dissertation, summarize the data to be presented, and visualize detailed data, complex relationships, hidden patterns, and trends. A properly chosen table or figure makes the dissertation more concise, reduces redundancy, conveys a larger amount of information in a shorter time in a digestible manner, aids in the interpretation of results, and displays them in a clear and structured format. With the help of word processing software (e.g., MS Word), built-in table and figure captions are inserted, every table and figure are referenced using cross-references in the analytical text, and separate lists of tables and figures are compiled for the dissertation.

A requirement for completing the course is that doctoral students present their lists of tables and figures at the end of the semester, along with the actual tables and figures intended to be included in the empirical chapters of their dissertation. The tables and figures must: (1) be stylistically uniform in design (coloring, font, formatting traits); (2) have their size aligned with their content density (ensuring readable font size); (3) display a restrained, aesthetically pleasing color palette; (4) feature titles and labels that are informative and self-explanatory even without the surrounding text (always specifying the unit of measurement, e.g., row percentages, column percentages, number of cases, cluster centers, 5-point scale mean values, interview mention counts, code families, etc.); (5) include notes underneath that concisely interpret indicators referencing statistical procedures, abbreviations, and details of statistical methods used; (6) include identifying details of the source database in their caption (its clear and unique name, year of creation, sample size); (7) if the figure was generated using specialized data analysis, visualization, or qualitative analysis software (e.g., R, Tableau, Power BI, Gephi, VOSviewer, MAXQDA, NVivo, etc.) and the applied software significantly determines the method of representation or the interpretation of results, it is recommended to indicate the name of the software used in the note, which is particularly justified in the case of network diagrams, map visualizations, thematic models, code co-occurrence diagrams, word clouds, and other innovative visualizations; (8) overall comply with APA7 formal and content expectations regarding tables and figures; and (9) be single-authored, original work (co-authored materials are not accepted). **Deadline for submitting the lists of tables and figures:** January 8, 2027. Must be uploaded to the course's e-learning platform.

Contents of the submission:

1. Tables and figures from existing theoretical and empirical chapters (minimum 5 of each):
 - uniformly formatted
 - provided with titles that clarify interpretation, formatting the titles as "Figure Caption" or "Table Caption"
 - provided with source attributions (in theoretical sections: figures, tables, theoretical models taken directly from literature must be cited by page number; for self-developed/adapted theoretical models or overview tables/figures, use "Author's own elaboration" alongside citing the adapted work[s]; in empirical sections: for original research, provide its clear and unique name, year, and sample size)
 - provided with explanatory notes
 - IMPORTANT: in-text citations must be inserted as "cross-references" in the text
 - editable .doc or .docx files are acceptable (PDF is not accepted)
2. Furthermore, the listed titles of planned tables and figures for the remaining chapters, formatted in the same manner
3. Based on all the above: inserted lists of figures and tables (separately)

1+2+3: Materials can be submitted **together** with the current draft of the dissertation; thus, tables and figures do not need to be cut into a separate document, as this requires a lot of work, multiple versions are difficult to track, and the goal of the course is to support the dissertation process. Only tables and figures will be evaluated at this stage, not the remaining text of the dissertation.

Recommended literature:

- American Psychological Association (2020). Publication manual of the American Psychological Association 2020: the official guide to APA style (7th ed.). American Psychological Association.
<https://rauterberg.employee.id.tue.nl/lecturenotes/APA-style-2020.pdf>

Contacts

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