University of Debrecen

Doctoral Program on Educational Sciences

2026. spring semester

UNIVERSITY OF DEBRECEN
DOCTORAL PROGRAM ON EDUCATIONAL SCIENCES
SEMESTER BOOKLET

2026. spring semester

Phd students

Név	Kezdés	Témavezető	Megjegyzés
Fatemeh Faroughi	22/23	Dr. Dabney-Fekete Ilona	Stip. Hung.
Hesti Miranda	22/23	Dr. Markos Valéria	Stip. Hung.
Mándoki Réka	22/23	Dr. Hegedűs Roland	Öszt.
Nor Amalina Binti Rusli	22/23	Dr. Bacskai Katinka – Dr. Szabó Fruzsina	Stip. Hung.
Pótfi Melinda	22/23	Prof. Dr. Váradi Judit	
Rusznák Anett	22/23	Prof. Dr. Pusztai Gabriella	Öszt.
Sávai-Átyin Regina Andrea	22/23	Dr. Bacskai Katinka	Öszt.
Szabóné Tóth Judit Ilona	22/23	Dr. Juhász Erika – Dr. Márkus Edina	
Szecskó János	22/23	Dr. Gortka-Rákó Erzsébet	
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 Áron 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. Moravecz 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. Bacskai Katinka	Öszt.
Szebeni Beáta	25/26	Dr. Bordás Andrea	Hat.öszt.
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.
Youurng Sak	25/26	Dr. Ceglédi Tímea	Stip. Hung.

Courses in 2026 spring 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.

    - ***Research in the subsystems of education*** *– K. Bacskai, PhD, (DE) – A. Joó, PhD, (DRHE) – M. Benke, PhD, (CHERD)*
    - ***Research on instructional methodologies*** *– Á. Hornyák, PhD, (DE) – F. Szabó, 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*** *– Prof. G. Pusztai, PhD, (UD) – A. Hrabéczy, (UD)*
- ***Research Methodology*** *– H. Fényes, PhD, (UD) – Á. Dusa, PhD, (KINCS)*
- ***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 (AI)*** *(mandatory)– J. Herczegh, PhD, (UD)*
- ***Hungarian history and culture*** *(mandatory) – I. Dabney-Fekete, PhD, (UD)*
- ***Education and Cultural Diplomacy as Pedagogical Practice*** *(optional) – G. Soós, PhD, ()*

[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.

Courses in 2026 spring 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*** *– Prof. V. Bocsi, PhD, (UD) – E. Alter – Á. Dusa, PhD, (KINCS)*
- ***Research seminar*** *– G. Erdei, PhD, (UD)*
- ***Database presentation II.*** *– T. Ceglédi, PhD, (UD)*
- ***Presentation of list of references*** *– Zs. Demeter-Karászi, PhD, (UD)*
- ***Thesis preparation seminar –*** *C. Csók, PhD, (UD) – R. Sávai-Átyin, (UD)*
- ***Publication***[2]
- ***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)*

[2] 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.

Course descriptions

for Students in Stipedium Hungaricum Program

Main subjects

Research in the subsystems of education

Equity, Inclusion, and Professional Capital in Education

Instructor: *K. Bacskai, PhD, (UD)*

Course description: Public education faces numerous challenges, some constant and others variable. In fact, these challenges are at the heart of educational research, motivating, stimulating, and driving research that helps (or can help) to develop strategies for coping with them. During this course, I would like to present the research history of two challenges. One is a constant problem, the education of disadvantaged students, and the other is a problem that is not new in terms of its origin but is new in terms of its volume, the education of students with neuroatypical development.

Research into disadvantage and resilience has a longer tradition in the Doctoral Program in Education in Debrecen than in any other creative workshop. In the works of Kozma, Pusztai, Ceglédi, and their colleagues, we see many examples from primary school to higher education of the theoretical basis and methods that should be used to address this problem. We can also observe how the starting point influences the response to the challenge. We also examine the issue through the analysis of data from a large-scale international study.

Students with learning difficulties are increasingly present in public education in all educational systems. Almost all countries have already created a legal framework for this, but it is important to note that this is not necessarily an internalized view, but rather one that exists only at the level of legislation. Teachers have to work with a much more heterogeneous student body than they did two decades ago. This presents them with challenges for which older teachers were not prepared during their teacher training, and even shorter-term teacher training courses may not have prepared them. During the course, we will also examine the characteristics of research on this topic and highlight the difficulties of conducting such research.

Recommended literature:

- Coleman, J. S. (1967). The Concept of Equality of Educational Opportunity. THE CONCEPT O FEQUALITY OF EDUCATIONAL OPPORTUNITY. (conference publication)
- Darling-Hammond, L., & Baratz-Snowden, J. (2007). A good teacher in every classroom: Preparing the highly qualified teachers our children deserve. Educational Horizons, 85(2), 111-132.
- Hornby G. (2015): Inclusive special education: development of a new theory for the education of children with special educational needs and disabilities. British Journal of Special Education 42: 234-256
- Fischer, C., Fishman, B., Levy, A. J., Eisenkraft, A., Dede, C., Lawrenz, F., ... & McCoy, A. (2020). When do students in low-SES schools perform better-than-expected on a high-stakes test? Analyzing school, teacher, teaching, and professional development characteristics. Urban Education, 55(8-9), 1280-1314.
- Hargreaves, A., & Fullan, M. (2015). Professional capital: Transformng teaching in every school. Teachers College Press.

- Leana, C. M. (2010). Social capital: The collective component of teaching quality. Voices in Urban Education, 27, 16-23.
- Kefallinou, A., Symeonidou, S. & Meijer, C.J.W. Understanding the value of inclusive education and its implementation: A review of the literature. Prospects 49, 135–152 (2020). https://doi.org/10.1007/s11125-020-09500-2

Research in the subsystems of education – reading research

Instructor: *A. Joó, PhD, (DRHE)*

Course Description: The course provides a brief insight into the history of reading by examining the history of reading in space and time (from the clay tablets to the digital text). It examines the paradigm shifts in reading (reading has changed from a social activity to a solitary one, reading aloud has become silent, intensive reading has been replaced by extensive reading, handwritten text has been displaced by printing, and printed alphabetic text is beginning to be overshadowed by digital information containing both visual and auditory elements) and the current approach to reading and measurement of reading comprehension. Today reading is a widely researched area, has rich literature and several definitions: linguistic, communication, hermeneutical, biological, psychological, sociological, social psychological, educational measurement and evaluation. The course focuses on the educational measurement and evaluation approach to reading, and presents the major results and trends of international system-level measurements (PISA, PIRLS) in the area. Furthermore, it discusses the factors influencing the results: socioeconomic status, gender differences, reading attitude. It highlights the relationship between the results of the measurement areas (reading, mathematics and science literacy), and discusses reading attitude and its influencing factors (age, gender, parental reading behavior, etc.). It also introduces research on reading attitude, discusses Mathewson's reading attitude model and the impact of persuasive communication on reading attitude. Finally, it presents international and domestic good practices in reading comprehension skill development.

Literature:

- OECD (2023), PISA 2022 Results (Volume I): The State of Learning and Equity in Education, PISA, OECD Publishing, Paris, https://doi.org/10.1787/53f23881-en.

Challenges facing vocational education and training (VET) in the 21st century

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

Course Description: In the context of the discussion of this topic, vocational education and training (VET) is seen as a complex system that,- in addition to meeting the dominant needs of the labour market,- has an important role to play in the acquisition of basic learning competencies, the development of active and responsible citizenship, the life of local communities, the development of community-based culture, and the development of a given region. We will examine the conditions that help or hinder the consideration of VET as such a complex system, with a particular focus on short-term vested interests and prestige issues related to vocational education and training. The potential role of VET in local development will be examined through the example of a developing country. New scenarios for the future possible development of vocational education and training will be reviewed based on recent research outputs of Cedefop. In our rapidly changing world, the study of VET raises several new questions and provides an opportunity to look at familiar issues in a different way. One of the interesting research questions related to the export-import activity of dual VET. Another intereseting question for the future is whether the shift away from the utilitarian economic approach to the 'capability approach' might open up new possibilities for VET partnerships.
The course covers the following topics:

VET in education and behind: the need for an interdisciplinary approach; the key players in the VET sector; the main interest relations regarding VET; the main, declared economic functions of VET; the neglected social functions of VET; the prestige of VET; the governance of VET with centralization and decentralization; the export-import activity of dual VET; VET, the contested partner in innovation projects; VET: career path or dead end?

Literature:

- Avis, J. (2018). Crossing Boundaries: VET, the Labour Market and Social Justice. *International Journal for Research in Vocational Education and Training*, *5* (3), 178–190. https://doi.org/10.13152/IJRVET.5.3.2
- Benke, M. (2019). Vocational Education and Training, the Contested Partner in Innovation Projects. Questions and Remarks. Trends in Vocational Education and Training Research, Vol. II. Proceedings of the European Conference on Educational Research (ECER), Vocational Education and Training Network (VETNET). https://doi.org/10.5281/zenodo.3371436
- Benke, M. & Rachwał, T. (2022). The evolution of vocational education and training in Hungary and Poland 1989–2035. In*: Hungarian Educational Research Journal,* Volume 12, Issue 3, https://doi.org/10.1556/063.2022.00061
- Benke, M. (2022). Apprenticeship in dual and non-dual systems. Between tradition and innovation. (Bookreview). *Hungarian Educational Research Journal,* 361 – 366. DOI**:** https://doi.org/10.1556/063.2022.00171
- Benke, M. (2025). Role of vocational training programs in doctoral schools of education. In C. Nägele, B. E. Stalder, F. Kaiser, M. Malloch, & N. Kersh (Eds.), Trends in vocational education and training research (Vol. 8, pp. 35–41). VETNET/OAPublishing. https://doi.org/10.21240/vetcon/ecer/2025/42.X
- Markowitsch, J., Benke, M., & Bjørnåvold, J. (Eds.) (2022). The Future of Vocational Education and Training. *Hungarian Educational Research Journal,* Volume 12, Issue 3, https://akjournals.com/view/journals/063/12/3/063.12.issue-3.xml (thematic issue)
- Pilz, M. & Wiemann, K. (2021). Does Dual Training Make the World Go Round? Training Models in German Companies in China, India and Mexico. *Vocations and Learning*, *14*(3) DOI: 10.1007/s12186-020-09255-z
- Sen, A. (1999). *Development as freedom.* Oxford: Oxford University Press.

Research on instructional methodologies

Research on instructional methodologies

Instructor: Á.Hornyák, *PhD, (UNy)*

Course description: The course aims to provide doctoral students with a comprehensive overview of theoretical and empirical approaches to research on teaching and learning methods. The emphasis is on educational methods examined within quantitative, qualitative and mixed methodology frameworks. The course introduces the role of learning theories and instructional design models in educational research. The focus is on experimental, classroom and design-based research approaches to research on technology-based, digital and blended teaching methods. The course deals with research methodology for examining inclusive, differentiated and culturally sensitive educational practices. International and comparative educational research examples help to understand the role of context. By the end of the course, students will be able to choose methodologically appropriate educational research methods for their doctoral research.

Recommended literature:

- Aguilar-Moya, R., Diamanti, R., & Melero-Fuentes, D. (2025). Teaching Methods, Learning and Development: A 15-Year Research Perspective by Educational Stages. Education Sciences, 15(9), Article 1213.
- Ye, L., & Chen, Y. (2024). The research on teaching methods. Proceedings of the 2nd International Conference on Social Psychology and Humanity Studies, 124-130. DOI: 10.54254/2753-7048/50/20240906
- Matos, J. F., Freitas, A., Estrela, E. M. B., Galego, C., & Piedade, J. (2023). Teaching research methods courses in education: Towards a research-based culture. Social Sciences, 12(6), Article 338.
- Matos, J. F., Piedade, J., Freitas, A., Pedro, N., Dorotea, N., Pedro, A., & Galego, C. (2023). Teaching and Learning Research Methodologies in Education: A Systematic Literature Review. Education Sciences, 13(2), Article 173.

Issues with qualitative research, interviews, the „right" question

Instructor: *F. Szabó, PhD, (UD)*

Course Description: In this session we will be looking at the main characteristics of qualitative research, especially at how to write useful questions for interviews and how to analyse responses in the context of pre-service teachers and their mentors. Qualitative research plays a crucial role in language pedagogy and education because it offers contextual insights into teaching practices and/or learner experiences. However, it also presents several challenges, particularly when interviewing is the main source of data collection. One major challenge is researcher's involvement. Interviews tend to be interpretive, and the researcher's beliefs or their relationship with participants can influence both the questions and the interpretation of responses. This is especially problematic in language pedagogy or various fields of education, where researchers are often teachers themselves. Another pitfall regards reliability and validity. Interview data rely heavily on participants' self-reports, which may be affected by memory limitations, social bias, or power dynamics. We will be discussing other forms of qualitative research: self-reflective journals, narrative methodology, action research and the format of questioning.

Recommended literature:

- Mengmeng, W. (2018). A study of qualitative research method used in language teaching. *International Journal of Learning and Teaching*, *4*(4), 306-310.
- Mirhosseini, S. A. (2020). *Doing qualitative research in language education*. Springer Nature.
- Richards, K. (2009). Trends in qualitative research in language teaching since 2000. *Language teaching*, *42*(2), 147-180.

Research on ICT in education

Instructor: *J. Ollé, PhD, (UP)*

Course Description: The field of instructional design and technology involves the analysis of learning and performance problems, as well as the design, development, implementation, evaluation, and management of instructional and non-instructional processes and resources aimed at improving learning and performance in various settings, particularly educational institutions and workplaces. Professionals working in the field of instructional design and technology often use systematic instructional design procedures and instructional media to achieve their goals.

The presentation builds on the disciplinary symbiosis of instructional design and didactics, taking into account the latest results of international scientific discourse in 2026. Its central thesis is that didactics guarantees the pedagogical authenticity of educational goals and content, while instructional design offers a set of tools for systematic implementation and measurability. Looking at the evolution of ID models, we can see a shift from rigid, linear processes to agile, principle-based systems.

The assessment of learning effectiveness plays a particularly important role in the didactic model of instructional design. The Learning Engineering approach has gained momentum over the past decade: this new discipline combines engineering design principles and learning analytics to create scalable, evidence-based educational solutions.

In modern IDT research, context-dependent, iterative processes have become dominant alongside laboratory-quality experiments (RCTs): Design-Based Research (DBR) and Implementation Research (DBIR) aim not only to validate variables, but also to create theory-driven innovations in real learning ecosystems, and specifically examine system-level sustainability and implementation barriers. In the industrial sector, research is driven by market value and return on investment (ROI), which provides extremely valuable feedback on fundamental theoretical and methodological issues in the field of ID research.

Instructional design's realistic research and development activities draw attention to critical fundamental questions: in the COVID era, the rehabilitation of learning loss caused by a forced digital transition without methodology is a research task that will take decades. The use of AI undermines long-term deep learning if the tool is used as a substitute for cognitive processes rather than as an augmenter of them, yet AI is indispensable in the learning process and in online learning support

environments. The overlaps between the roles of Instructional Designers (ID), Learning Experience Designers (LXD), and Learning Engineers (LE) need to be clarified in terms of methodology, but the borderline area between instructional design and didactics, and the empirical research conducted here, can also be instructive for the educational sciences in general.

Recommended literature:

- Reiser, R. A., Carr-Chellman, A. A., & Dempsey, J. V. (Eds.). (2025). Trends and Issues in Instructional Design and Technology (5th ed.). Routledge.

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: Prof. G. Pusztai, PhD (UD), A. Hrabéczy (UD)

Course desrciption: 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 course, doctoral students read articles and books that contain the works of Hungarian researchers published in English.

Requirements:

Reading at least 10 articles from relevant literature (5 recommended by the instructors
and 5 as a result of the student's search), written in English by Hungarian researchers and annotating it. The annotations should be at least 500 words per study, and have to 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: *H. Fényes, habil, PhD, (DE) - Á. Dusa, PhD, (KINCS)*

Course desrciption: During the semester, we will continue to practice the analytical methods you have learned in previous lessons. In the first session, we will practice on the basis of analysis: the frequency and descriptives. In the second session we will practice the correct procedure of Crosstabs, ANOVA, Correlation. The third session's topic will be a data cleaning exercise, as well as a coding and indexing exercise. During the semester, we will also learn how to present our results using Excel.

Requirements: A paper with one-and two variate analyses.

Recommended literature:

- Earl Babbie (2013): The practise of social research. 13th edition. Wadsworth, Cengage Learning. Source: http://old-eclass.uop.gr/modules/document/file.php/SEP187/BI%CE%92%CE%9B%CE%99%CE%91%20%CE%9C%CE%95%CE%98%CE%9F%CE%94%CE%9F%CE%9B%CE%9F%CE%93%CE%99%CE%91%CE%A3/Babbie_The_Practice_of_Social_Research.pdf
- Julie Pallant (2016): SPSS Survival Manual. 6th edition Source: file:///C:/Users/Administrator/Downloads/1588697869-julie-pallant-spss-survival-manual-mcgraw-hill-house-2016-1.pdf
- Dan Flynn: Student Guide to SPSS. Source: https://faculty.ksu.edu.sa/sites/default/files/student_user_guide_for_spss.pdf
- IBM (2013): IBM SPSS Statistics 22 Brief Guide. http://www.sussex.ac.uk/its/pdfs/SPSS_Brief_Guide_22.pdf
- Sabine Landau and Brian S. Everitt (2004): A Handbook of Statistical Analyses using SPSS. CHAPMAN & HALL/CRC, New York, Washington. Source: https://www.academia.dk/BiologiskAntropologi/Epidemiologi/PDF/SPSS_Statistical_Analyses_using_SPSS.pdf

Methodology of Educational Reserach

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

Course Description: The aim of this course that students to create the final version of their research plan. The first part of this course (Research Methodology 1) created the theoretical base of their work (formulating hypotheses, sample methods, the possibilities of data analysis etc.) and with the help of these elements students have to be able to finalize and improve their research plan. The preparation of the research instruments is the most important task of students – a questionnaire in the case of quantitative techniques and an outline of the interviews in the case of qualitative techniques.

Requirement:

1. Questionnaire or outline of the interview. This has to been sent one week before the face-to-face meeting.
2. Participation in a face-to-face meeting in May.

References:

- Babbie, E. R. (1998). *The practice of social research*. International Thomson Publishing Services.
- Kvalee, S. (1996). Interviews. SAGE.
- 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

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

Course desrciption: We hold it important to introduce the Hungarian culture to our doctoral students, since this is the environment in which they carry out their researches, and that they are exposed to daily. The aim of the two-semester series is to highlight the different aspects of the culture, giving a glimpse of its rich musical, artistic, historical, and literary heritage. This semester we would like to do all this in the context of a field trip. The doctoral candidates will be able to learn about a particular region's historical elements and their influence on education.

Research and scientific management skill development (AI)

Instructor: ***J. Herczegh, PhD, (UD)***

Course desrciption: The course provides insight into ICT-driven scientific research methodology, with a particular focus on the presence of artificial intelligence in higher education and research. Students will learn about the global challenges and opportunities, as well as the obligations, involved in the ethical use of AI. The practical nature of the course consists of learning about and mastering the use of AI-based or AI-assisted scientific databases.

Requirements:
During the course, students conduct research in two directions: on the one hand, they expand the literature base necessary for their thesis with the help of the interfaces they have learned, and on the other hand, they must map and present scientific research that can be adapted to their empirical research.
The specific requirement is to map minimum 20 literature sources and 5 empirical studies and prepare a summary of them using AI, applying APA 7 citation format.
Students will present a brief summary of their findings in a Gamma or AI represented platform presentation during the last class session. They will also be required to submit a summary based on their presentation of the literature and research. The summary has to be a "log file", history of search and app experiences.

Recommended literature:

- Danylov, O. (2023, augusztus 14.). To counter ChatGPT, American colleges may return to handwritten essays, paper and oral exams. Mezha.media. https://mezha.media/en/2023/08/14/to-counter-chatgpt-american-colleges-may-return-to-handwritten-essays-paper-and-oral-exams/
- European Commission. (2025). Living guidelines on the responsible use of generative AI in research. ERA Forum Stakeholders' document.
- Khalifa, M., & Albadawy, M. (2024). Using artificial intelligence in academic writing and research: An essential productivity tool. Computer Methods and Programs in Biomedicine Update, 5, Article 100145. https://doi.org/10.1016/j.cmpbup.2024.100145
- Kizilcec, R. F. (2023). To advance AI use in education, focus on understanding educators. International Journal of Artificial Intelligence in Education, 34, 1–7. https://doi.org/10.1007/s40593-023-00351-4
- UNESCO. (2023). Guidance for generative AI in education and research. UNESCO Publishing.
- Wang, S., Wang, F., Zhu, Z., Wang, J., Tran, T., & Du, Z. (2024). Artificial intelligence in education: A systematic literature review. Expert Systems with Applications, 252(Part A), Article 124167. https://doi.org/10.1016/j.eswa.2024.124167

Education and Cultural Diplomacy as Pedagogical Practice

Instructor: *G. Soós, PhD*

Course description: This PhD course explores education and cultural diplomacy not as abstract policy fields, but as lived academic and pedagogical practices. It invites doctoral students to reflect on how their own research, teaching and scholarly presence already act in the world—often diplomatically—across cultures, generations and knowledge systems. The course is seminar-based and experiential, built around dialogue, reflection and students'own doctoral projects rather than lectures. A central reference is the Bartók 3.0 methodology, combined with contemporary debates on AI ethics and ethical digital transformation, following an analogue-first, AI-enhanced pedagogical logic. The field engagement in Tihany (Balaton region), connected to a World Heritage–related community initiative, offers a practical micro-laboratory of education and cultural diplomacy through mediation, translation and intergenerational encounter. The course concludes with student-led presentations and collective reflection, focusing on how insights can be transferred to doctoral research and future academic or professional practice.

Recommended literature:

- Jessica C. E. Gienow-Hecht (ed.), Searching for a Cultural Diplomacy (selected chapter)
- Jane Knight, Knowledge Diplomacy in International Relations and Higher Education
- Hannah Arendt, The Human Condition (selected chapters on action and speech)
- Percy Bysshe Shelley, A Defence of Poetry
- UNESCO, Artificial Intelligence and Education: Guidance for Policy-makers (2021) or Guidance for Generative AI in Education and Research (2023)

Mandatory courses (3rd and 4th grade)

Research Methodology

Instructors: Prof. *V. Bocsi, PhD, (UD) - E. Alter – Á. Dusa, PhD, (KINCS)*

Course Description: The main purpose of the course is to perform one- and two-variable analysis and data reduction methods on your own database. Application of frequencies, means, crosstabs, compare-means, factor or principal component analyses or cluster analyses in the own database. The analysis should be related to one of the hypotheses or research questions in the dissertation.

Students work with the instructor to whom they have been assigned in advance:
Prof.Dr. Bocsi Veronika: Volodymyr Artamonov, Riad Soltani
Dr. Dusa Ágnes Réka: Nor Amalina Binti Rusli, Meyly Kheng, Fatemeh Faroughi
Alter Emese: Miranda Hesti, David Sulistiawan Aditya, Berivan Mohammed Ahmed Abdullah

Recommended literature:

- Earl Babbie (2013): The practise of social research. 13th edition. Wadsworth, Cengage Learning. Source: http://jsp.ruixing.cc/jpkc_xingfa/JC_Data/JC_Edt/lnk/20161105194206236.pdf
- Dan Flynn: Student Guide to SPSS. Source: https://barnard.edu/sites/default/files/inline/student_user_guide_for_spss.pdf
- Sabine Landau and Brian S. Everitt (2004): A Handbook of Statistical Analyses using SPSS. CHAPMAN & HALL/CRC, New York, Washington. Source http://www.academia.dk/BiologiskAntropologi/Epidemiologi/PDF/SPSS_Statistical_Analyses_using_SPSS.pdf

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.

Thesis preparation (for 4th year students)

Instructors: *C. Csók, PhD (UD), R. Sávai-Átyin, (UD)*

Course desrciption: This seminar provides an overview of the requirements related to the doctoral dissertation, the thesis booklet, publication obligations, and other regulations necessary for obtaining the doctoral degree. Throughout the semester, particular emphasis is placed on the degree completion process, especially on the structure of the thesis booklet and its formal and substantive requirements.

Requirements: By the end of the semester, participants are required to submit the first draft of their thesis booklet (deadline: July 31).

Recommended literature:

Doctoral Regulations: https://btkphd.unideb.hu/forms-and-documents-english

Database Presentation II (for 3rd year students).

Instructor: *T. Ceglédi, PhD, (UD)*

Course Description: During the semester, doctoral students continue the work of data collection, data recording, and database construction that forms the basis of the analytical chapters of their dissertations, in accordance with their research plans. The product is 1) the complete database, which contains not only the originally measured variables (codes in the case of interviews), but also the new, recoded variables, indexes, codes, and code families that have been prepared for analysis. The meaning of the database: the collection of interrelated research data in a predetermined manner and according to a logical system, reflecting the original relationships between the related data. Depending on the field of research, a database organizing quantitative data, text documents, and sources can be created using Excel, SPSS, R, Atlas.ti, MAXQDA, NVivo, and other software. In the case of secondary data analysis, which is often used in educational research, the version of the original database(s) prepared for analysis is considered to be the doctoral student's database.
To complete the course, doctoral students must present 1) their database and 2) a written summary (minimum 10-12 thousand characters) of the qualitative and quantitative parameters of their database at the end of the semester. This written summary will form the basis of the chapter entitled "Data and Methodology" in the doctoral dissertation.
The following are important in the written summary: 2.1) Describe the practical steps involved in creating the database (the research decisions behind the steps and their justification; the difficulties and how they were overcome, e.g., dealing with low response rates; a presentation of the pilot study, if there was one, and what changes were made to the questionnaire/interview outline based on the lessons learned from the pilot study). 2.2) Detail the extent to which the implemented database is considered adequate for the analysis (highlighting both the realistic, non-exaggerated scientific value of the data and its limitations). 2.3) It is also important to accurately name and describe in detail the basic research population based on comprehensive international or national data (e.g., OECD, EU, UNESCO, World Bank, Eurostat, KSH, OKM, OH, KIR, FIR, public or research databases). 2.4) Based on the sampling types (probability and non-probability, as well as their subtypes) and research methodology terms described in the research methodology literature (e.g., Babbie, Creswell), it is also necessary to describe the sampling (sampling frame, characteristics of available lists, if any: strata, sampling method, method of ensuring randomness or thorough justification for its rejection, etc.). 2.5) Based on all this, it is important to place the sample in the basic research population, placing the main characteristics of the sample and the basic research population side by side in the same table (e.g., by region, type of institution, gender), and, based on the findings of the table, to discuss over- and under-represented groups and the issue of generalizability. All of this is also expected in qualitative research (in this case, without a table, it is sufficient to refer in writing to the characteristics of the sample in comparison with the basic research population). 2.6) It is also important to place the data in space and time: What is the known background of the data collection in an international and domestic context (previous data collections on the topic)? how the data used in the dissertation fits into the series of similar international and domestic studies (e.g., a repetition of a previous study, a version/adaptation of a previous study narrowed down to a specific target group/geographical area/age group, etc.). 2.7) Ethical considerations (presentation of steps taken to comply with the ethical

principles of the doctoral program). 2.8) The submitted text summary must contain at least 5 research methodology literature that substantiate the methodological procedures used and their scientific terms and support the researcher's decisions.
An additional condition for the submission of the database AND the summary is that 3) the supervisor has to countersign the database to confirm its authenticity and quality.

Requirements:

Submission deadline: June 30, 2026.

Three files must be attached to the course's e-learning platform. If any file is missing, the course cannot be graded.

Obligatory attachments:

1) A text file containing the database access information.

   o To protect the data, the student shall place the data in a shared folder on a protected system, which the student shall be responsible for protecting. The sharing can be terminated after the instructor's feedback.

   o It is prohibited to upload the database file itself to the e-learning platform, but rather a text document containing the access link to the protected folder.

   o The database must also be presented in the case of secondary analyzed data.

   o The database must contain new variables/codes compared to the version submitted in the Database Presentation I course.

   o Quantitative: Excel, SPSS, R, or other statistical files agreed upon in advance are acceptable, containing the own prepared variables necessary for analysis.

   o Qualitative: Analyzed versions of interview transcripts, their audio files (in the case of documents, these may be image files) (Atlas.ti/MAXQDA/NVivo) are acceptable, in which data systematization and coding have already been performed.

   o For other types of data, consultation with the instructor is required at the beginning of the semester.

2) A text summary of at least 10-12 thousand characters presenting the database.

   o It must contain the above points 2.1-2.8.

   o If any of these points are omitted, the course cannot be graded.

   o The text summary is to be included in the "Data and Methods" chapter of the doctoral dissertation, therefore it must refer not only to plans but also to the completed database.

   o No co-authored, non-independent material or details thereof may be submitted.

   o The test summary has to include the elaboration of the instructor's suggestions received in the Database I course.

3) A statement from the supervisor confirming the authenticity and quality of the database.

   o It must include a real signature from the supervisor.

   o This is also mandatory for secondary analyzed data.

   o The mandatory text: "I, the undersigned XY, as supervisor, certify that the database(s) of student ZZ named WW was/were created between UU-UU, consists/consist of YY respondents/elements, is/are authentic and of sufficient 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
- Babbie, E. R. (2020). The practice of social research. Cengage Au.
- Creswell, John W. (2012). Educational research. Pearson.
- Johnson, R. B., & Christensen, L. (2019). Educational research: Quantitative, qualitative, and mixed approaches. Sage publications.
- Research from CHERD-Hungary Research Center: https://cherd.unideb.hu/en
- The principles of the Doctoral Program on Educational Sciences of the University of Debrecen. https://humandi.unideb.hu/sites/default/files/upload_documents/regulations.docx

International Teaching and Learning Experience

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

Course desription: The aim of the research group is to develop an advanced understanding of the academic experience of students and instructors, teachers in higher and secondary educational institutions, and through that enable students to take a new approach to interacting with one another, as well as with instructors and teachers in an international environment. In this semester we plan to distribute the questionnaire to the international students at our university and to process the data. Furthermore, we are going to take three examples into consideration (two secondary school studies and one higher education research) and we will thus learn the ins and outs of conducting a research as a team.

Presentation of list of references

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

Course description: This course is designed to support PhD students in preparing and presenting the reference list for their dissertation. The primary goal is to ensure that all cited sources meet academic standards, follow the appropriate citation style, and adhere to ethical research practices.

Throughout the course, students will review the structure and organization of their reference list, verify the accuracy of citations, and discuss common challenges in compiling a comprehensive and coherent bibliography. Special emphasis will be placed APA7 style, consistency in referencing, and the avoidance of plagiarism through proper attribution.

Requirements:

Participants will be asked to present a bibliography of their dissertation and will receive feedback on their work so that they can improve it accordingly. This process not only improves the quality of their bibliography, but also reinforces best practice in academic writing and research integrity.

Recommended literature:

- American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). https://doi.org/10.1037/0000165-000

Contacts

C. Csók	csok.cintia@arts.unideb.hu
M. Benke	magdolna.benke@gmail.com
V. Bocsi	bocsiv@ped.unideb.hu
K. Bacskai	bacskai.katinka@arts.unideb.hu
T. Ceglédi	cegledi.timea@arts.unideb.hu
I. Dabney-Fekete	fekete.ilona@arts.unideb.hu
Zs. Demeter-Karászi	demeter-karaszi.zsuzsanna@arts.unideb.hu
Á. Dusa	dusa.agnes@arts.unideb.hu
E. Alter	emesealter@gmail.com
G. Erdei	erg@unideb.hu
J. Ollé	olle.janos@htk.uni-pannon.hu
A. Hrabéczy	hrabeczy.anett@arts.unideb.hu
Á. Hornyák	agneshornyak07@gmail.com
K. Kovács-Nagy	kovacs.klara@arts.unideb.hu
A. Joó	joo.aniko@drhe.hu
G. Pusztai	pusztai.gabriella@arts.unideb.hu
F. Szabó	szabo.fruzsina@arts.unideb.hu
R. Sávai-Átyin	atyin.regina@arts.unideb.hu
H. Fényes	fenyesh@gmail.com
J. Herczegh	herczegh.judit@arts.unideb.hu
G. Soós	gabor.soos@unesco.hu