

A COURSE SYLLABUS – DOCTORAL SCHOOL
REGARDING THE QUALIFICATION CYCLE FROM 2025/2026 TO 2028/2029

GENERAL INFORMATION ABOUT COURSE				
Course title	DOCTORAL SEMINAR			
Name of the unit running the course	Rzeszów University Doctoral School			
Type of course (<i>obligatory, optional</i>)	compulsory subject			
Year and semester of studies	years I-IV, semesters: I-VII			
Discipline	pedagogy			
Language of Course	Polish language			
Name of Course coordinator	Dr Urszula Gruca-Miąsik, Professor at the University of Rzeszów			
Name of Course instructor	Dr Urszula Gruca-Miąsik, Professor at the University of Rzeszów			
Prerequisites	Academic education at master's degree level. Knowledge, skills and social competences at level 7 of the Polish Qualifications Framework. Foreign language proficiency at level B2.			
BRIEF DESCRIPTION OF COURSE (100-200 words)				
<p>The aim of the Doctoral Seminar is to thoroughly and effectively deepen and focus on the analysis of issues related to authority figures, role models, values, self-esteem and self-worth of adolescents from a personalistic perspective. Existing problems will be analysed from a personalistic perspective, focusing on discovering the dignity of the person and building authentic relationships with oneself and the world. Cases encountered in Poland and other countries will be subjected to in-depth analysis. The problems of the breakdown of intergenerational transmission of values in the family in the context of the moral self-education of young people will also be analysed. Based on the research conducted, it is assumed that it will be possible to present a new perspective: moral self-education and the presentation of young people as active subjects, not 'victims'. It will be important to answer the research question where young people 'get' their values from today, how they cope with the lack of consistent role models, whether they create their own moral codes, what relationships and consequences exist in these research areas, what is the place and challenges for the teacher/educator in the meanders of postmodern reality – a guide, signpost, facilitator, etc.?</p>				
COURSE LEARNING OUTCOMES AND METHODS OF EVALUATING LEARNING OUTCOMES				
Learning outcome	The description of the learning outcome defined for the course	Reference to learning outcomes for qualifications at Level 8 of the Polish Qualification Framework (PRK) (symbol)	Learning Format (Lectures, classes,...)	Method of assessment of learning outcomes (e.g. test, oral exam, written exam, project,...)
Knowledge: (no.)	<i>knows and understands</i>			
P8S_WG1	He has extensive theoretical knowledge, supported by research experience, and is familiar with current scientific achievements, including global ones, in the field of problems encountered by young people in finding authority figures, role models, values, self-esteem and self-worth in the scientific discipline of pedagogy, as	P8S_WG	seminar	oral presentation, discussion,

	well as general issues in related disciplines, with a degree of research interest that allows for the confirmation or refutation of existing paradigms.			
P8S_WG2	Has knowledge of the directions of scientific research development in the scientific discipline of pedagogy and is familiar with the latest discoveries, including global ones, in the discipline in which education is provided, thematically related to the scientific research being conducted.	P8S_WG	seminar	oral presentation, discussion,
P8S_WG3	Knows, understands and is able to use the terminology used by scientists and specialists in the discipline of pedagogy and related disciplines in the field of scientific research in their native language and in a foreign language that is leading in the discipline.	P8S_WG	seminar	oral presentation, discussion,
Skills: (no.)	<i>is able to</i>			
P8S_UW1	Based on their knowledge of various scientific fields related to the problems of young people associated with authority figures, they are able to identify and solve complex scientific research problems, define objectives, formulate hypotheses and research topics, select and refine techniques, research methods and tools, and draw conclusions based on the results of scientific research.	P8S_UW	seminar	oral presentation, discussion, written assignments,
P8S_UW2	They are able to select and use available scientific literature to diagnose and solve research problems and innovative activities in their research work in the field of scientific interest, and are also able to apply the appropriate tools to create new elements of scientific output.	P8S_UW	seminar	oral presentation, discussion, written assignments,
P8S_UW3	Using their interdisciplinary knowledge to analyse and evaluate the results of scientific research, expert works and other scientific studies in the field of young people's problems related to authority figures, they are able to formulate opinions, including critical judgements.	P8S_UW	seminar	oral presentation, discussion, written assignments,
P8S_UK6	They are able to speak in public to present the results of their own scientific research and participate in discussions on scientific, social and professional topics in an international environment, using a foreign language at level B2 of the Common	P8S_UK	seminar	oral presentation, discussion, written assignments,

	European Framework of Reference for Languages.					
Social competence: (no.)	<i>is ready to</i>					
P8S_KK₁	He is prepared to critically evaluate achievements in the scientific discipline of pedagogy and to critically evaluate the contribution of his own research activities to the scientific development of the discipline in which he is studying.			P8S_KK	seminar	oral presentation, discussion, written assignments,
P8S_KK₃	Thanks to his extensive knowledge of the problems young people face in relation to authority figures, he is ready to solve various cognitive and practical problems.			P8S_KK	seminar	oral presentation, discussion, written assignments,
LEARNING FORMAT – NUMBER OF HOURS						
Semester (no.)	Lectures	Seminars	Lab classes	Placements	other	ECTS
I - VII	-	-	-	-	7 x 15 hrs. - 105 hrs.	7 x 2 ECTS – 14 ECTS
METHODS OF INSTRUCTION						
<ul style="list-style-type: none"> - ACADEMIC DISCUSSION, - STUDY OF ACADEMIC LITERATURE, - MULTIMEDIA PRESENTATION, - PREPARATION AND PRESENTATION OF RESEARCH OBJECTIVES, RESEARCH METHODS, RESEARCH RESULTS, - FINAL PROJECTS, - PROGRESS IN THE PREPARATION OF A DOCTORAL DISSERTATION 						
COURSE CONTENT						
<p>Semester I Topic 1: Main trends in the development of pedagogy. Topic 2: Review of literature in the field of scientific interest. Topic 3: Reporting and presentation of the results of research in archives and libraries.</p> <p>Semester II Topic 1: Determining the stages of conducting research. Topic 2: Application of theory in individual stages of research. Topic 3: Work and discussions on the Individual Research Plan.</p> <p>Semester III Topic 1: Strategies for writing scientific papers and ethical principles. Topic 2: Discussions on the dissertation plan. Topic 3: Determining the theoretical basis of the problem under study.</p> <p>Semester IV Topic 1: Justification for the choice of dissertation topic, formulation of the subject and purpose of the research. Topic 2: Research questions and hypotheses. Grounding the assumptions in the literature on the subject. 1. Topic 3: Variables, categories of variables and their indicators. Practical implications of research results and prospects for further research directions. 2. Preparation for the defence of the doctoral dissertation.</p>						

3. Evaluation of the doctoral dissertation in the anti-plagiarism system.

Semester V

Topic 1: Revision of the research plan and doctoral thesis plan.

Topic 2: Actual research.

Topic 3: Discussion of edited sections of the thesis.

Semester VI

Topic 1: Theoretical considerations regarding the interpretation of research results.

Topic 2: Evaluation of the pilot and actual research reports.

Topic 3: Statistical analyses, verification of research hypotheses.

Semester VII

Topic 1: Presentation of the theoretical part of the dissertation.

Topic 2: Presentation of the analytical part of the dissertation.

Topic 3: Presentation of the entire doctoral dissertation, including results and recommendations for pedagogical practice.

COURSE ASSESSMENT CRITERIA

The assessment covers the doctoral student's continuous work in each semester and academic year in the following areas: conducting research, expanding knowledge, studying literature, commitment and progress in preparing the doctoral dissertation.

The course ends after each semester of implementation:

pass – pass,

fail – fail.

The following percentage of points obtained is used to assess the course:

- up to 60% - fail - the doctoral student is not making progress in scientific research, is not expanding their knowledge, is not studying the literature, is not participating in substantive discussions, is not fulfilling their scientific obligations;

- 61% - 100% - pass - the doctoral student is making progress in scientific research, expanding their knowledge, studying basic and supplementary literature, participating in substantive discussions, fulfilling all scientific duties.

TOTAL DOCTORAL STUDENT WORKLOAD REQUIRED TO ACHIEVE THE EXPECTED LEARNING OUTCOMES – NUMBER OF HOURS AND ECTS CREDITS

Activity	Number of hours
Scheduled course contact hours	7 x 15 hrs. – 105 hrs.
Other contact hours involving the instructor (duty hours, examinations)	6
Non-contact hours – student's own work (preparation for classes or examinations, project, etc.)	309

Total number of hours	420
Total number of ECTS credits	7 x 2 ECTS – 14 ECTS
INSTRUCTIONAL MATERIALS	
Compulsory literature:	<ol style="list-style-type: none"> 1. Apanowicz J., Metodologiczne uwarunkowania pracy naukowej, Warszawa 2005. 2. Babie E., Badania społeczne w praktyce, Warszawa 2004. 3. Cieślarczyk M., Metody, techniki i narzędzia badawcze oraz elementy statystyki stosowane w pracach magisterskich i doktorskich, Warszawa 2003. 4. Creswell J.W., Projektowanie badań naukowych, Kraków 2013. 5. Drewes A., Metodologia badań naukowych, Warszawa 2021. 6. Kotarbiński T., Elementy teorii poznania, logiki formalnej i metodologii nauk, Wrocław 1990. 7. Łobocki M, Wprowadzenie do metodologii badań pedagogicznych, Oficyna Wydawnicza „Impuls”, Kraków 2008.. 8. Nowak S., Metodologia badań społecznych, Warszawa 2007. 9. Pelc M., Elementy metodologii badań naukowych, Warszawa 2009. 10. Pilch T. Zasady badań pedagogicznych, Warszawa 1998. 11. Rubacha K. Metodologia badań nad edukacją, Warszawa 2008. 12. Sztumski J. Wstęp do metod i technik badań społecznych, Warszawa 2005.
Complementary literature:	<ol style="list-style-type: none"> 1. Babie E., Podstawy badań społecznych , Warszawa 2008. 2. Chojnacki Z., Metody i techniki badań pedagogicznych, praca studyjna IH AON, Warszawa 2000. 3. Pytkowski W., Organizacja badań i ocena prac naukowych, PWN, Warszawa 1985. 4. Silverman D., Interpretacja danych jakościowych, Warszawa 2012. 5. Zieliński J. Metodologia pracy naukowej, Warszawa 2012.

***(1 ECTS POINT CORRESPONDS TO 25–30 HOURS OF TOTAL WORK BY THE DOCTORAL STUDENT REQUIRED TO ACHIEVE THE INTENDED RESULTS)**

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Date and signature of the Course instructor

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Approved by the Head of the Department or an authorised person