Topics for Complex Exam

University of Pécs
Doctoral School of Education

Students are expected to submit their own reading list one week before the exam date. The reading list should include mostly sources from the last five years. The complex exam consists of three parts: (1) General theory of education, (2) Theoretical background of the chosen dissertation topic, and (3) Presentation of the current phase of the dissertation research (theoretical background, hypotheses, research questions, methods, research tools, results, publications, plans for the future).
Conditios: completed credits, 1 published studies, 1 conference presentation (could be accepted ones in 2025)

1st part: *General theory of education*

1. Theoretical approaches of education, educational systems

- Educational Practice and Theory https://www.jamesnicholaspublishers.com.au/educational-
- practice-and-theory/
- Educational Theory https://onlinelibrary.wiley.com/journal/17415446
- Theory and Research in Education https://journals.sagepub.com/home/tre
- Educational Theory https://onlinelibrary.wiley.com/journal/17415446
- Chambliss, J. (1987). *Educational theory as theory of conduct: From Aristotle to Dewey*. State University of New York Press. http://ebookcentral.proquest.com/lib/univ-people-ebooks/detail.action?docID=3406918
- Krutka, D. (2016, June 2). 5 educational philosophies. YouTube. https://www.youtube.com/watch?v=3H0DbcDbIbs&t=610s&index=2&list=WL
- Labaree, D. (2005, February). Progressivism, schools, and schools of education. https://www.academia.edu/7055356/Progressivism_Schools_and_Schools_of_Education
- Sikhauli, S. (2018, March 3). Western philosophies of education. *(n.d.)*, 49-55. https://www.academia.edu/34327764/M.A._Edu._Philosophy
- Smidt, S. (2009). *Introducing Bruner: A guide for practitioners and students in early years education*. https://cd21k6h6z-mp01-y-https-ebookcentral-proquest-com.proxy.lirn.net/lib/univ-people-ebooks/detail.action?docID=1434038&query=Jerome+Bruner

2. Historical and Philosophical Perspectives of Education

2.1. Western Educational Ideas in Antiquity, the Middle Ages and the Early Modern Period

- Denis Lawton – Peter Gordon, A History of Western Educational Ideas, London, Portland, OR.: Woburn Press, 2002, pp. 1-100

2.2. Bildung - The Age of Enlightenment

- Tröhler, Daniel (ed.) A Cultural History of Education in the Age of Enlightenment, London: Bloomsbury Academic, 2020, "Introduction – Learning, Progress, and the Taming of Change: The Educational Aspirations of the Age of Enlightenment", pp. 1-23 https://doi.org/10.5040/9781350035164

2.3. Educational Ideas in Modernity

- Denis Lawton – Peter Gordon, A History of Western Educational Ideas, London, Portland, OR.: Woburn Press, 2002, pp. 101-233

2.4. Philosophy of Education

- Harvey Siegel (ed.) *The Oxford Handbook of Philosophy of Education*, Oxford: Oxford University Press, 2009 (print), 2010 (online).
- Harvey Siegel, „Philosophy of Education and Philosophy," in *The Oxford Handbook*, pp. 3-9 https://doi.org/10.1093/oxfordhb/9780195312881.003.0001
- Emily Robertson, „The Epistemic Aims of Education," in *The Oxford Handbook*, pp. 11-34
- https://doi.org/10.1093/oxfordhb/9780195312881.003.0002
- Harry Brighouse, „Moral and Political Aims of Education," in *The Oxford Handbook*, pp. 35-51 https://doi.org/10.1093/oxfordhb/9780195312881.003.0003

3. Some Central Issues in Educational Psychology

Metacognition. Child vs. adult brain plasticity and their implications on learning. The FLOW type and the WOLF type of learning. Implicit and explicit type of learning. Motivation in the classroom. Supporting explicit learning by teaching. Supporting implicit learning by teaching.

- Avargil, S., Lavi, R., Dori, Y.J. (2018): Students' Metacognition and Metacognitive Strategies in Science Education. In: Dori, Y.J., Mevarech, Z.R., Baker, D.R. (eds) Cognition, Metacognition, and Culture in STEM Education. Innovations in Science Education and Technology, vol 24. Springer, Cham. https://doi.org/10.1007/978-3-319-66659-4_3
- Azevedo, R., Aleven, V. (Eds.) (2013): International Handbook of Metacognition and Learning Technologies. Springer
- Cheng, Eric C. K., Chan, Joanna K. M. (2021): Developing Metacognitive Teaching Strategies Through Lesson Study. Springer
- Csíkos, C. (2022). Metacognitive and Non-Metacognitive Processes in Arithmetic Performance: Can There Be More than One Meta-Level?. Journal of Intelligence, 10(3), 53. https://doi.org/10.3390/jintelligence10030053
- Dehaene, Stanislas (2020). How We Learn. Why Brains Learn Better Than Any Machine… for Now. Viking
- Huberman, Andrew (2024): Optimal Protocols for Studying & Learning. Huberman Lab Pocast. https://www.youtube.com/watch?v=ddq8JIMhz7c&t=971s
- Ormrod, J. E., Anderman, E.M. & Anderman, L. H. (2016). Educational Psychology: Developing Learners with MyLab Education with Enhanced Pearson eText, Loose-Leaf Version. London: Pearson. ISBN-10: 0134027264

- Preiss, David D. & Sternberg, Robert J. (eds.) (2010): Innovations in Educational Psychology. Perspectives on Learning, Teaching, and Human Development. Springer Publishing Company
- Ryan, Richard M., Deci, Edward L. (2017): Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness. The Guilford Press
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. Contemporary Educational Psychology, 61, 101860. https://doi.org/10.1016/j.cedpsych.2020.101860
- Slavin, R.E. (2018). Educational Psychology: Theory and Practice (12th Edition). London: Pearson. ISBN-10: 013489510X
- Woolfolk A. (2016): Educational Psychology. 13th Edition. Pearson.

4. **Theories of Knowledge and Learning**

Behaviorist, Cognitivist, Constructivist and Social Constructivist theories of learning and their educational implications. Embodied Cognition and its implications to human learning. Doctoral students should explore the traditional definition of knowledge as justified true belief, along with modern critiques of this definition. Students should differentiate between propositional knowledge (knowing *that*), procedural knowledge (knowing *how*), and experiential knowledge (knowing *by acquaintance*). Doctoral students need a sophisticated grasp of epistemology to critically engage with the foundational questions of knowledge and truth. This knowledge informs their research, enabling them to make well-justified claims and understand the broader philosophical implications of their work. Understanding these theories also helps students situate their research within the wider landscape of academic inquiry, grounding their approaches in robust epistemological traditions.

Literature:

- Dusi, G. Reliabilist epistemology meets bounded rationality. Synthese 203, 115 (2024). https://doi.org/10.1007/s11229-024-04525-y
- Karwowski, M., & Milerski, B. (2021). Educational rationality: Measurement, correlates, and consequences. Education Sciences, 11(4), 182. https://doi.org/10.3390/educsci11040182
- Kiefer, Markus, Trumpp, Natalie M. (2012): Embodiment theory and education: The foundations of cognition in perception and action. Trends in Neuroscience and Education1(2012)15–20 https://doi.org/10.1016/j.tine.2012.07.002 Link:
- Klockner, K., Shields, P., Pillay, M., & Ames, K. (2021). Pragmatism as a teaching philosophy in the safety sciences: A higher education pedagogy perspective. Safety Science, 138, 105095. https://doi.org/10.1016/j.ssci.2020.105095 online: https://www.sciencedirect.com/science/article/pii/S0925753520304926

- Larison, Karen D. (2022): On Beyond Constructivism. Using Intersubjective Approaches to Promote Learning in the Science Classroom. Science & Education (2022) 31:213–239 https://doi.org/10.1007/s11191-021-00237-8
- Olsson, E. (2023). Coherentist theories of epistemic justification. In E. N. Zalta & U. Nodelman (Eds.), The Stanford Encyclopedia of Philosophy (Winter 2023 ed.). Stanford University. https://plato.stanford.edu/archives/win2023/entries/justep-coherence/
- Ormrod, Jeanne Ellis (2012). Human Learning. Pearson
- Shapiro, Lawrence (2019): Embodied Cognition. Routledge.
- Shapiro, Lawrence and Stolz, Steven A (2019): Embodied cognition and its significance for education. Theory and Research in Education. 2019, Vol. 17(1) 19 –39 https://www.researchgate.net/publication/330027453_Embodied_cognition_and_its_significance_for_education
- Wilson, A. D., & Golonka, S. (2013). Embodied Cognition is Not What you Think it is. Frontiers in Psychology, 4, 35621. https://doi.org/10.3389/fpsyg.2013.00058

5. Literacy, Informational Processing in Learning Processes

Definitions of literacy, reading, processes, skills and strategies of reading, reading fluency examination of reading literacy, informational processing, examination of reading and learning processes using eye tracking technology

Literature:

- Afflerbach, P., Pearson, P. D., & Paris, S. G. (2008). Clarifying differences between reading skills and reading strategies. *The Reading Teacher, 61*(5), 364–373. https://doi.org/10.1598/RT.61.5.1
- Cain, K., Oakhill, J., & Hulme, C. (Eds.). (2020). *Reading and Writing Development: Recent Research Advances*. Routledge.
- Castles, A., Rastle, K., & Nation, K. (2018). Ending the Reading Wars: Reading Acquisition from Novice to Expert. *Psychological Science in the Public Interest, 19*(1), 5-51. DOI: 10.1177/1529100618772271
- Chall, J. (1983). *Stages of reading development*. McGraw Hill.
- DuBay, W. H. (2004). *The principles of readability*. Online submission. https://files.eric.ed.gov/fulltext/ED490073.pdf
- Duchowski, A. T. (2017). *Eye Tracking Methodology: Theory and Practice* (3rd ed.). Springer.
- Fisher, D., Frey, N., & Hattie, J. (2016). *Visible Learning for Literacy, Grades K-12: Implementing the Practices That Work Best to Accelerate Student Learning*. Corwin Press.
- Fuchs, L. S., Fuchs, D., Hosp, M. K., & Jenkins, J. R. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific Studies of Reading, 5*(3), 239–256. https://doi.org/10.1207/S1532799XSSR0503_3

- Hudson, R. F., Pullen, P. C., Lane, H. B., & Torgesen, J. K. (2008). The complex nature of reading fluency: A multidimensional view. *Reading & Writing Quarterly*, *25*(1), 4–32. https://doi.org/10.1080/10573560802491208
- Kuhn, M. R., Schwanenflugel, P. J., Morris, R. D., Morrow, L. M., Woo, D. G., Meisinger, E. B., Sevcik, R. A., ... & Stahl, S. A. (2010). Teaching children to become fluent and automatic readers. *Reading Research Quarterly, 45*(4), 352–378. https://doi.org/10.1598/RRQ.45.4.2
- Perfetti, C. A., & Stafura, J. Z. (2019). Word Knowledge in a Theory of Reading Comprehension. *Scientific Studies of Reading, 23*(1), 51-71. DOI: 10.1080/10888438.2018.1517692
- PIRLS 2021 Assesment Frameworks https://pirls2021.org/frameworks/home/reading-assessment-framework/overview/index.html
- PISA 2022 Assessment and Analytical Framework https://www.oecd.org/pisa/publications/pisa-2021-assessment-and-analytical-framework.htm
- Schoenbach, R., Greenleaf, C., & Murphy, L. (2017). *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms* (2nd ed.). Jossey-Bass.
- Silverman, R. D., Speece, D. L., Harring, K. R., & Ritchey, K. D. (2012). Fluency has a role in the simple view of reading. *Scientific Studies of Reading, 17*(2), 108–133. https://doi.org/10.1080/10888438.2011.618153
- Snow, C. E., & Matthews, T. J. (2016). Reading and Language in the Early Grades. *The Future of Children, 26*(2), 57-74.
- Snowling, M. J., & Hulme, C. (Eds.). (2021). *The Science of Reading: A Handbook* (2nd ed.). Wiley-Blackwell.
- Steklács, J (2016). Eye tracking technology, as a new research field of education and methodology. In: Damien Sagrillo, D., Nitschké A., Friedhelm Brusniak, F. (Eds.) Leo Kestenberg und musikalische Bildung in Europa, Weikersheim: Margraf Verlag, pp 131-144 (Würzburger Hefte zur Musikpädagogik ; Vol. 8)
- Steklács, J. (2024). Az olvasási fluencia fogalma és jelentősége az olvasástanítás rendszerében: Egy feltáró kutatás elméleti háttere és a paradigmaváltás kérdései. *Anyanyelv-pedagógia, 17*(2), 1–19. https://doi.org/10.21030/anyp.2024.2.1 In English:
- TIMSS 2023 Assesment Frameworks https://timssandpirls.bc.edu/timss2023/
- …
- …

2nd part: *Theoretical background of the chosen topic of the dissertation*

Literature:

- (students' list)

3rd part: Research progress, results and plans for the future