Framework program of research
of the doctoral program
"Teacher education and higher education studies (EDiTE)"

Doctoral School of Education, ELTE Eötvös Loránd University, Budapest

The aim of this framework program of research is to provide orientation to students pursuing doctoral studies in the "**Teacher education and higher education studies (EDiTE)**" program[1] to design their individual doctoral research project. Its special aim is to support *applicants* in preparing their preliminary research proposal as part of their admission request package. Doctoral students admitted to the EDiTE doctoral program are supposed to design and implement their individual research projects within this general framework.

The core institutional basis of this framework program of research is the *Research Group on Higher Education and Innovation* (RGHEI)[2] of the Faculty of Education and Psychology of ELTE which implements the program in close cooperation with other teaching and research units of the faculty, in particular in the *Institute of Education*, the *Institute of Research on Adult Education and Knowledge Management* and the *Institute of Intercultural Psychology and Education*. Doctoral students admitted to the EDiTE doctoral program are supposed to contribute with their individual doctoral research projects to the implementation of this framework program as members of the community of EDiTE doctoral students. The EDiTE framework program of research strongly supports cooperative and communicative forms of working: researchers in this framework are supposed to be open to share their resources and findings and to give/receive feedback to/from the other members of the community. We also encourage doctoral students working on converging or related research topics, to prepare joint publications and make symposium presentations together.

The EDiTE framework program of research supports methodological diversity: quantitative and qualitative approaches are equally supported, with a clear preference for mixed methodologies. Both macro (system level) and micro (organisational or individual level) perspectives are supported, again with a preference for research projects with multilevel approaches combining these perspectives. Comparative approaches covering different geographical regions, bringing in the perspectives of different national systems and international aspects are strongly supported. The EDiTE framework program supports developmental projects in case they include elements of impact assessment. There is a preference for research projects based on an empirical study but historical, philosophical or legal approaches are also accepted in case they rely on the use of primary data sources. A thorough exploration of the outcomes of earlier research is required in every research project.

The EDiTE framework program of research is a broad platform for research initiatives in the field of *higher education studies* and *teacher education*. As the title of the doctoral program shows there are two major, strongly interconnected areas of interests present in EDiTE. One is

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[1] For the presentation of the EDiTE doctoral program see the website of the Doctoral School of Education of ELTE Eötvös Loránd University
(www.ppk.elte.hu/dstore/document/355/EDiTE%20program%20description%20%282020%29.pdf)
[2] For the presentation of the Higher Education and Innovation Research Group see the website of the faculty
(https://nevtud.ppk.elte.hu/en/content/introduction-of-the-research-group.t.5808)

higher education studies (independently of specific disciplinary orientations) and the other is *teacher education* (independently of the institutional framework in which it is realised). Teacher education in this framework is defined broadly, encompassing all forms of teacher learning, including work-based and non-formal or informal learning. In case the learning perspective is present, a broad range of teacher-related studies can be included (such as work, identity, professional knowledge or beliefs).

The EDiTE framework program of research welcomes proposals addressing relevant research questions in both higher education and teacher education studies, with the following possible thematic focuses and orientations (the indicative examples in brackets are not exclusive):

Higher education studies

Teaching and learning in higher education (e.g. studies on curriculum and program design, learning environments and assessment, teaching methods, competence-based and student-centred teaching, the use of digital learning platforms, teaching and learning innovations)

The organisational aspects of higher education at the level of higher education institutions (e.g. management and leadership, organisational development, quality assurance, innovation processes)

The broad structural issues of higher education (e.g. expansion, structural reforms, cycles, internationalisation, staff and student mobility, the higher education market, third mission, HE and research and innovation policies)

Social, economic and political problems in higher education (e.g. policy reforms, inequalities, effectiveness)

The academic and non-academic personnel in higher education (e.g. social status, composition, behaviour, recruitment of the academic profession, professional development of academics, gender-related staff issues)

Research on students (e.g. students' competencies, student life, student behaviour, student communities, students' learning styles and strategies, doctoral students)

Teacher education studies

Teacher education as a key function of higher education (e.g. the position of teacher education in higher education, teacher educators, university and school-based teacher education, school-university collaboration, international cooperation in teacher education)

Teacher education program design (e.g. the design and implementation of TE programs, the quality of TE programs)

Student teachers (e.g. the learning of student teachers, recruitment, motivation, social status of student teachers, the effectiveness of teacher education programmes, research-based approaches, teaching practice, the role of practicum)

Teacher learning (e.g. skills development in the teaching profession, professional knowledge of teachers, non-formal, informal and work-based learning of teachers, continuous professional development, induction, mentoring, horizontal and peer learning)

The teaching profession and the work of teachers (e.g. social status, workload, work regulations, remuneration, evaluation of teachers' work, autonomy, professional organisations)

Doctoral applicants having the intension of joining the EDiTE researcher community are invited to submit individual research proposal fitting into this framework program of research. Only applicants submitting proposals in harmony with the thematic focuses and orientations presented above could be admitted to the EDiTE doctoral program.