



International scientific conference for the students of doctoral studies

## **Challenges for Teachers in the 21<sup>st</sup> Century**

# **Schedule**

6<sup>th</sup> – 7<sup>th</sup> November 2019

Faculty of Education, Palacký University in Olomouc



## Organization information

All parts of the conference will take place **in the building of Faculty of Education, Palacký University** at Žižkovo náměstí 5 in Olomouc.

The attendance of participants will take place in the lobby area. **The opening of the conference and plenary session** will take place in the **new auditorium of Faculty of Education** (on the ground floor in the new part of Faculty of Education, opposite to the main entrance of the faculty).

**The poster presentation** will take place on Wednesday 6<sup>th</sup> of November and Thursday 7<sup>th</sup> of November, **always in three parallel sections** in rooms **P6** (older part of the building, ground floor on the right), **N14** and **N15** (new part of the building, 1<sup>st</sup> floor, on the right site). Each section will be divided into **two parts lasting approximately 60 minutes**. The presenters are expected to give **a brief information on the poster** (max. 5 minutes). There will be **a free discussion** with those interested in the poster topic. Presentation of the poster therefore requires **a personal presence of the author** within the setted time.

The active participants of the conference will be allowed **to post their posters half an hour before the session starts** (i.e. on Wednesday from 12.30 to 13.00 and on Thursday from 11.30 to 12.00). There will be clips, tapes and scissors on the spot.

Please remove your poster **immediately after the session is over**. If you do not want to take it, you can leave it in the cloakroom (the poster will be displayed within the Faculty of Education, Palacký University Olomouc).

**Certificates** will be handed over to active participants after each session of the relevant section.

**The workshops** on both days will take place in rooms **N21** and **N25** (new part of the building, 2<sup>nd</sup> floor). The workshops are open not only to **registered participants**, but **in the case of free capacity**, in agreement with the lecturer, also for **other interested persons** from among academics, conference participants and students

The participants might use **the cloakroom** during the whole course of the conference (Wednesday and Thursday) in the lobby of the new auditorium. You are also invited for the **refreshment**.

In the premises of Faculty of Education, it is possible **to connect to the Internet** (WiFi upol, password **studujup2020**).

Additional information is available at **www.scup.cz**.

## Conference schedule

### Wednesday 6<sup>th</sup> November 2019

- 08.30 – 09.30      **registration of the participants** and breakfast (*in the lobby of Faculty of Education*)
- 09.30 – 09.45      **opening ceremony** (*new auditorium of Faculty of Education*)
- 09.45 – 12.00      **keynote speakers** (*new auditorium of Faculty of Education*)  
(moderator doc. PhDr. Tomáš Čech, Ph.D.)
- **Professor Pandelis Kiprianos**  
(University of Patras, Greece)  
***Thoughts on teachers' position in today education***
  - **doc. PhDr. Miluše Vítečková, Ph.D.**  
(Faculty of Education, University of South Bohemia)  
***Profession entrance of the teacher in 21<sup>st</sup> century***
  - **JUDr. Matěj Myška, Ph.D.**  
(Faculty of Law, Masaryk University)  
***Copyright as a challenge for the teachers in the 21<sup>st</sup> century***
- 12.00 – 13.00      break with lunch (*in the lobby of Faculty of Education*)
- 13.00 – 15.00      **poster presentations** (*rooms P6, N14, N15*)
- 15.00 – 15.30      coffee break (*in the lobby of Faculty of Education*)
- 15.30 – 17.30      **workshops**
- **Danping Peng, Ph.D.**  
(Faculty of Education, Palacký University in Olomouc)  
***Visualizing China (1949–2019): Challenges and opportunities faced by teachers in higher education***  
(*room N21*)
  - **Mgr. Jaromír Maštaliř, Ph.D.**  
(Faculty of Education, Palacký University in Olomouc)  
***Utilization of means of hi-tech augmentative and alternative communication (AAC)***  
(*room N25*)
- 17.30                  end of the first day of the conference and free discussion

## Conference schedule

### Thursday 7<sup>th</sup> November 2019

- 08.30 – 09.30     **registration of the participants** and breakfast (*in the lobby of Faculty of Education*)
- 09.30 – 11.30     **workshops**
- **Professor Rosa María Rodríguez Izquierdo**  
(Pablo de Olavide University, Sevilla, Spain)  
***Service learning***  
(room N21)
  - **PhDr. Miroslav Procházka, Ph.D.**  
(Faculty of Education, University of South Bohemia)  
***Pedagogical aspects of the evaluation of university students***  
(room N25)
- 11.30 – 12.00     break with lunch (*in the lobby of Faculty of Education*)
- 12.00 – 14.00     **poster presentations** (*rooms P6, N14, N15*)
- 14.00                end of the conference and free discussion

## **Wednesday 6<sup>th</sup> November 2019**

### **Section 1 (1<sup>st</sup> part)**

Chairman: **doc. PhDr. Martina Fasnerová, Ph.D.**

Time of presentation: **13.00 – 14.00**

Room: **N14 (new part of the building, 1<sup>st</sup> floor on the right)**

#### **Early readers at the first grade of primary school**

*Mgr. et Mgr. Bc. Lenka Zemanová*

The paper presents partial results of an early reading research. Early readers are children who have learned to read with comprehension before entering any formal system of literacy teaching. It reports on the procedure of searching of respondents and on the subsequent part of this research. Pupils were observed in their first grade during the whole school year. Both their motivation to read and the development of their reading skills were monitored. The report contains detailed description of the procedure for determining reading skills of children at the end of the first grade by the diagnostic reading tests and the draft of the procedure for the further research.

#### **Activating teaching methods which contribute to the development of the reading literacy of pupils at the Czech elementary schools**

*Mgr. Hana Blažková*

In this article we will focus on the application of the activating methods to the classes of the Czech elementary schools. The purpose of the application of these methods to the Czech schools is to lead the pupils to a higher participation in the lessons. Thanks to these methods pupils gain more active competencies in the field of the reading literacy. The aim of this article is to find out by means of qualitative research methods as analysis of preparation documents of teachers for their lessons, direct observation during the classes and interview with the Czech teachers if they know and use activating methods which develop reading literacy in their lessons.

#### **Analysis of students reading books**

*Mgr. Johana Hřivnová*

The analysis shows the frequency of selection of writers and book titles in the reading books of students from faculty of education. In the framework of the subject methodology of Czech language the processed a collection of texts of fiction. They created tasks which develop reading literacy.

## **Focus groups as a method of research of reading and literary education precepts**

*Mgr. Lenka Nosková*

The article introduces the research Focus groups as a method of research of reading and literary education precepts, which, in a broader sense, belongs into the field of the innovation of literary education teaching. This qualitative research is realized among the pupils of 12 to 15 years of age. By the focus groups method, we will research pupils' precepts of reading and the meaning of the literary education itself. The aim of the research is to clarify these precepts, mainly their sources – to find possible links with the pupil's personal reading experience (reader's biography, influence of the family environment), previous experience with the school literary education, and with the forms of teaching which are encountered by the pupils in the lessons of literature. The aim of this paper is to present students' approaches toward reading in their leisure time.

## **Wednesday 6<sup>th</sup> November 2019**

### **Section 1 (2<sup>nd</sup> part)**

Chairman: **doc. PhDr. Martina Fasnerová, Ph.D.**

Time of presentation: **14.00 – 15.00**

Room: **N14 (new part of the building, 1<sup>st</sup> floor on the right)**

#### **Environmental literacy of ISCED 2 pupils in Austria – research probe**

*Mgr. Ing. Silvie Svobodová*

The research probe focused on the environmental literacy of ISCED 2 pupils in Austria was based on the application of an authorial research tool for its comprehensive testing. The aim was to determine the reliability of the instrument, the correlation between sub-scales (Environmental knowledge, attitudes, sensitivity and behavior) and to analyze the strength of the relationship between respondent's demographic variables (gender, age, grade, leisure activities) and environmental literacy. The survey was attended by 49 Austrian pupils aged 12-13. Data collection was performed in spring 2019. The reliability of sub-scales reached acceptable values. Spearman's correlations showed a moderate positive relationship between instrument's sub-scales. Among the demographic variables, gender, grade and leisure activities proved to be important determinants. In the case of leisure activities, sport has proved to be the strongest predictor in a negative proportion to knowledge.

#### **Comparison of levels of pupils' knowledge of arthropods at selected schools**

*Mgr. Markéta Štrachová*

This project deals with the determination of the content of didactic test for pupils of 6th, 7th and 8th grades of primary schools and lower grammar schools. The content of the didactic test is focused on the most numerous animal strain – arthropods. The content of the project presents experience with the compilation of didactic test so as to provide an overview of knowledge of pupils in the 6th, 7th and 8th classes, taking into account different approaches to teaching biology. The aim was to verify the organization of content of the analytical tool and the schedule of testing in different classes. The obtained data will serve as a basis for further research. Pilot testing of the analytical tool was carried out at the beginning of the school year 2019/2020. The applicability of the pilot didactic test was verified in three primary schools and one lower grammar school, i.e. approximately on 300 respondents within Prague and the Central Bohemia Region.



### **Analysis of students' knowledge of secondary nursing schools in the field of somatology**

*Mgr. Libuše Horáková*

The subjects of somatology are considered as a one of the key subjects of the branch Medical assistant. In the Framework Educational Program (53-41-M/01) subjects somatology is included into an area of Basic for providing nursing care. The aim of the research was to determine the level of Medical assistant students' knowledge in the field of somatology. There were 136 students in the sample. The research was carried out at 4 secondary nursing schools in Zlín Region. The selection of participants was intentional. The didactic test of own construction with 35 items was used as a tool for data collection. All tasks were evaluated by difficulty (Q) and sensitivity (ULI). Students adequate knowledge has been proved in thematic units: musculoskeletal system (Q= 14,60 – 80,14) and urinary system (Q= 16,91- 66,17). On the other side the results of thematic units: metabolism of the body (Q= 59,55- 66,91) and nervous system (Q= 59,55- 66,91) were evaluated as insufficient.

### **Preparedness of students of the scientific health saver for the claims of bachelor study program**

*Mgr. Pavla Svobodová, DiS.*

The main objective is to determine the readiness of students for the difficulty of studying the paramedic field of study for full-time students of the Bachelor's degree program. The pilot research was carried out by qualitative research method of students of 1st – 3rd year of full-time study of paramedics at the University abroad. The semi-structured interview covered 5 areas: basic characteristics of students; student expectations; prerequisites and readiness of students; demands of study in theoretical and practical subjects; coping strategies. The result was to determine the readiness of the students for the difficulty of the paramedic field of study. The results of this pilot study will be used as a basis for the actual research, i.e. to modify and supplement the semi-structured interview and to create a questionnaire.

## **Wednesday 6<sup>th</sup> November 2019**

### **Section 2 (1<sup>st</sup> part)**

Chairman: **PhDr. Jitka Plischke, Ph.D.**

Time of presentation: **13.00 – 14.00**

Room: **N15 (new part of the building, 1<sup>st</sup> floor on the right)**

#### **Teachers professional development**

*Mgr. Margita Feranská, Ph.D.*

The paper focuses on the development of the teaching profession during the various phases of the teaching profession with regard to the beginning of the teacher and the teacher at the end of the profession. We analyze these two stages in detail and focus on the different determinants that affect them.

#### **Selected aspects of the professional beliefs of novice teachers, the partial outcomes of research**

*PhDr. Jaroslava Ševčíková*

We present the issue of beliefs and self-efficacy as part of a long-term research on “Selected aspects of professional beliefs of novice teachers”. The link between the teacher's professional beliefs and self-efficacy proves to be important, especially in the mutual empowerment and positive self-evaluation of the teacher. The use of these relationships in practice seems to be beneficial for increasing individual satisfaction and comfort of beginning teachers in the profession and for eliminating the opposite phenomena.

#### **Influence of school culture on a future pedagogical profession**

*Mgr. Kateřina Cášková*

Student's subjective theories with which he / she comes to the pre-school education program forms a strong discourse for his / her further learning. Research suggests that preparatory education and learning practice (Borg 2003) has an influence on the subjective theories, but other authors point out that this concept should be initially diagnosed and further targeted (Joram & Gabriele 1998). The aim of the research is exploring the effects of school culture on the career of a student at the beginning of teaching. School culture has a great influence on the formation of professional identity, and the student sees it through the optics of her/her teaching concept. First, we define the teacher's career, the school culture and try to justify the role of support of school culture and training teacher. Then we will introduce the data collection and analytical process. Based on the results of the analysis, we will try to answer the research question.

## **Strategies of mastering discipline in novice physical education teachers**

*Mgr. Vlado Balaban, Ph.D.*

The challenges and problems faced by novice teachers at the beginning of their careers are numerous. Researches in the Czech Republic and abroad point to the fact that a significant percentage of novice teachers even end their teaching and choose to change their profession after the first 5 years of teaching experience. Šimoník (1995) showed that a total of 75 % of novice teacher at primary school had problems with the pupils' discipline during teaching. Research from abroad shows that such a similar situation also applies to aspiring physical education teachers. Therefore, the main aim of this paper is to present and analyze strategies for maintaining discipline among novice teachers during physical education lessons at primary school. Semi-structured interviews were used as the main research method. The grounded theory (through open, axial and selective coding) was used as a tool for analysis of acquired data.

## **The current form of school codes of conduct at primary schools and its pedagogical-psychological context**

*Mgr. Magdalena Richterová*

The presented project is outlined as a pre-research of a prepared research survey embodied in a dissertation that is oriented on the issues of school codes of conduct of primary schools in the Czech Republic. The primary aim of the research survey is to analyze and describe selected codes of conduct, map the common features and present them as a consistent summary of relevant components of codes of conduct. The analysis is focused mainly on educational measures, on procedural rules adjusting their imposing. Another goal is to describe the ways of formation of codes of conduct, determine, whether they are up-to-date school documents and whether they are evaluated. The secondary aim with practical outcome is description of selected model codes of conduct for primary schools that are structured in an interesting way and contain relevant components described in the research section as contributive. Among the criteria there is included concurrence with the normative content of a code of conduct.

## **Analysis of working activities of the secondary school headmaster in the Czech Republic**

*RNDr. Ing. Eva Urbanová*

In connection with the high degree of school autonomy in the Czech Republic, and in comparison, with other OECD countries, the headmasters of Czech schools have placed high demands on the extent and diversity of their duties over the past twenty years. In the preparation of future teaching staff, especially school headmasters, in the context of a rapidly evolving and changing society, it is necessary to look for ways to link their theoretical training with practice in an authentic school environment. The aim of the paper is to identify and analyze the key working activities of the headmaster of the secondary school. A pilot survey was conducted in the form of an in-depth interview with a selected headmaster. Research question: What are the key activities of the headmaster? The results of the pilot investigation are findings of specific key work activities of the headmaster of the secondary school.

## **Wednesday 6<sup>th</sup> November 2019**

### **Section 2 (2<sup>nd</sup> part)**

Chairman: **PhDr. Jitka Plischke, Ph.D.**

Time of presentation: **14.00 – 15.00**

Room: **N15 (new part of the building, 1<sup>st</sup> floor on the right)**

#### **Implementation of ethic education as a supplementary educational subject in ISCED 1 in the Czech Republic**

*Mgr. Michaela Pachelová*

In this work we are researching how Ethic Education influences the pupils behaviour and the social climate in the classroom. For this research we are using a mixed quantitative and a qualitative methodology. In the quantitative part we are realizing our research through the natural experiment with one observed independent variable which applied the programme of Ethic Education for basic school pupils. We are observing these dependant variables of pupils behaviour. In a group we are observing: the quality of the social climate and the amount of the trust. In the qualitative part we have tried to examine how pupils and teachers perceive Ethic Education and what principles they use for it. We are using these methods of collecting information: a nomination technique, a questionnaire MCI. In the qualitative part we have used a questionnaire with this open question, observing, open end interview with children and teachers. Comparison ŠVP and other school documents.

#### **Cooperative learning strategies in the context of developing key competencies**

*Mgr. Zdenka Zastková*

Based on socio-cognitive learning theories and social interdependence theory, cooperative learning emphasizes the social dimension of cognition at school and provides the basis for constructive cognition and personal development. Based on this and also in accordance with the current social trends, we analyze the issue of cooperative learning as a key competence in terms of the development of interpersonal (social) competences, which is necessary to support based on the results of international research PISA (2015). Here we demonstrate the basic assumptions of cooperative learning, which effectiveness we verify through research. Our goal is to find out how the implementation of cooperative learning will influence the prosocial behavior of students. In the context of the educational research project we describe the chosen research tools and the research process. We also present selected research data from the applied questionnaires obtained in the pre-test from one experimental and one control group.

### **The comparison of pedagogical opinions on subject of ethic education in School educational program**

*Mgr. Alžběta Rajsiglová*

This contribution is aimed on comparison of pedagogical opinions of school subject ethic education in School educational program (SEP). The main goal of contribution is determinate insight to problematic of educational process in ethic education. These opinions will be comparison between educators, who teach ethic education and educators, who do not have ethic education in SEP.

### **Level of social literacy for pupils in primary schools**

*Mgr. Jitka Selingerová*

Social literacy is an important area of knowledge, skills and attitudes required by the present day and the ongoing changes in society. The definition of social literacy can be found in a number of national and international strategic documents and is considered an integral part of the acquired competences within the framework of lifelong learning. We can speak of a wide range of personal, interpersonal, intercultural, social and civic competences that cover all forms of behavior that an individual uses in everyday cultural, social and work life.

### **Reception of intergenerational relationships in the book Gangsta Granny**

*Mgr. et Mgr. Adéla Štěpánková*

Initial research called Reception of intergenerational relationships in the book Gangsta Granny identifies the percentage of children that are interested in intergenerational relations occurred in the text.

## **Wednesday 6<sup>th</sup> November 2019**

### **Section 3 (1<sup>st</sup> part)**

Chairman: **Mgr. Eva Dvořáková Kaněčková, Ph.D.**

Time of presentation: **13.00 – 14.00**

Room: **P6 (older part of the building, groundfloor on the right)**

#### **The quantitative part of the research of reception and interpretation of the texts with the historical topics**

*Mgr. Kristýna Šmakalová*

The paper describes a quantitative part of the research, which focused on how pupils perceive the texts with historical topics. In the paper, we focus mainly on the course of the survey and the research methodology.

#### **Determining the level of historical empathy in students of history teaching**

*Mgr. Eva Baumann*

Historical empathy is one of the concepts of historical thinking, and at the same time a specific ability that enables a better understanding of the actions, starting points and attitudes of historical personalities without the risk of presentism. The subject of the research is the level of historical empathy in two groups of students – students of teaching the academic subject of history in combination and students of one-subject pedagogical study programs. The results of the two groups will be compared and analyzed against predetermined criteria. In order for future history teachers to be able to develop historical empathy among their students, they must themselves be able to understand and perform historical empathy. The level of historical empathy will be measured using a scale questionnaire. On the basis of the results, we will develop recommendations and methodology aimed at developing contextual historical thinking.

#### **Meaning of history of education in the 21st century – perspectives of the field of study**

*Mgr. Ivana Kučerová*

The paper focuses on the problems of anchoring the history of education as a basic pedagogical subject in the structure of educational sciences in accordance with modern trends in the development of pedagogical thinking in the 21st century. It tries to identify current issues of theory and methodology of historical-educational research in this area in connection with contemporary discourses of pedagogy.

### **A probe into educational reality in relation to education in the Protectorate**

*Mgr. Martina Hubálková*

The paper will deal with the results of the piloting, which took place among teachers teaching history at primary schools in Olomouc. The main topic was their awareness of changes in education in the defined period and also the inclusion of the topic in the School Educational Program, or directly in the classroom.

### **The civil participation of teachers between 1968–1989**

*Mgr. Monika Suková*

The poster is about the Czechoslovak educational system in the period of so-called normalization and its interaction with a suppressed civil society. Research Questions: What was the development of the civil society and the teacher's position between 1938 and 1989, with an emphasis on the Communist era? What were the teachers' duties? What influenced the professional career of teachers?

## **Wednesday 6<sup>th</sup> November 2019**

### **Section 3 (2<sup>nd</sup> part)**

Chairman: **Mgr. Eva Dvořáková Kaněčková, Ph.D.**  
Time of presentation: **14.00 – 15.00**  
Room: **P6 (older part of the building, groundfloor on the right)**

#### **Art theory in literary and art education**

*PaedDr. PhDr. Leo Vaniš*

The article maps selected identical principles from the field of art – their theories and categories, compares nonconforming, for the needs of pedagogical practice in both literary and art education and also aesthetic education. The text presents itself as an interdisciplinary conception of reception and perceptual action in work with pupils and students.

#### **Humour in contemporary art education**

*Mgr. Monika Plíhalová*

In the concept of contemporary education, pupils are no longer passive recipients of information. In progressive pedagogy, humour is perceived as a natural part of classroom communication. In the context of pedagogy, humour is considered to have various positive functions – from increasing motivation to provoking divergent thinking (Bell, 2016, Mareš, Křivohlavý, 1995; Šedřová, 2013). The aim of the poster is to present partial results of research project (GA UK), which is focused on specifying humorous situations in art education and their educational potential. The qualitative research study is based on school ethnography (Kučera, 1992) and ethnographic approaches in previous studies in art education (Brenne, 2004; Uhl Skřivanová, 2011, Brúcknerová, 2011). Data are collected by direct observation, interviews with teachers and photographic documentation of process and results of observed artistic activities. A qualitative content analysis by P. Mayring (2000) is used to make research findings.

#### **Smartphones in visual art education**

*Mgr. Kamil Juhas*

The paper discusses the basic of the development of an experimental methodology. It focused on the application of smartphones and tablets in art education. It represents a mobile phone as an educational tool applicable in a wide range of artistic tasks. It evaluates the positive and negative effects of this technology in the teaching process.



### **Sound in art education**

*Mgr. et MgA. Jan Krombholz*

The theme of the presentation is the interpretation and implementation of sound and sound art into art education, which is demonstrated on several projects implemented in 2019.

### **American composer Lowell Mason and his musical and pedagogical legacy**

*Mgr. Adéla Šarmanová*

Lowell Mason had a strong influence on the development of American Music Education in the 19 century. As an organist and a choirmaster, he devoted the most of his live to arranging and publishing songs for the liturgy. Many of these melodies stay as the core repertoire of the American and European hymn books. In the field of education, Lowell Mason is known as " the father of the music education " in the United States. His contribution lies in the inclusion of music education into the American school system. Thanks to support of private music teachers, choirs and other art associations Mason created the huge transformation. In favor of the entire American educational society, Lowell Mason made the overall development and the change of existing system.

## **Thursday 7<sup>th</sup> November 2019**

### **Section 4 (1<sup>st</sup> part)**

Chairman: **doc. PhDr. Martina Fasnerová, Ph.D.**

Time of presentation: **12.00 – 13.00**

Room: **N14 (new part of the building, 1<sup>st</sup> floor on the right)**

#### **Inclusive practice in kindergartens**

*Mgr. Tímea Tóthová*

To characterize good inclusive practice on the pre-school level of education may present a difficult challenge. It relates to the heterogeneity of the needs of individual children in classrooms, but also to the heterogeneity of various levels understanding of inclusion by professionals who are the ones fulfil it in practice. As part of the presented research project, which is also a pilot study of our PhD dissertation, we thus focused on exploring “good inclusive practice” in selected kindergartens. In this qualitative study we analyzed the forms of teachers’ work, their communication and interactions directed towards children. We were also interested in learning about inspirational educational materials and tools which have a pro-inclusive nature. The goal of the research project is to interpret factors proving good inclusive practice in kindergartens which we understand as an effort to expand the service of kindergartens as a service for everyone, rather than a service that differentiates some.

#### **School special pedagogue in present realities of pre-primary and primary education**

*Mgr. Oleh Doroyhovets*

The aim of the article is to analyze changes in the new school educational law of the Slovak Republic concerning the profession of school special pedagogue. The article deals with the position of the school special educator in the current education system. Particular attention is paid to the specificity of the impact of the school special educator on the educational process and its contribution to promoting inclusive education in schools. The content of the article is based on studies and analysis of the results of current research and projects in the field of development of inclusive education at pre-primary and primary level of schools in Slovakia (ŠOV, PRIM, PRINED).

#### **Using the principles of applied behavior analysis in the education of pupils with ASD in special education schools**

*Mgr. Zuzana Prokopová*

The aim of this paper is to present the partial results of research focused on the use of applied behavior analysis in the education of ASD pupils in a special education elementary school. Data from the two pupils in the area of undesirable behavior specifically focused on self-injurious behavior is presented.

### **The special pedagogical and neuroscientific context of dyslexia**

*Mgr. Monika Ptáčková*

Nowadays dyslexia as one of specific learning impairments is quite frequently discussed topic. This research is a part of international study focused on dyslexia in special pedagogical and neuroscientific view. The report deals with phonological aspects of dyslexia. Psychological and special-educational evaluation as well as fMRI and eye tracking data are collected. Partial results will be given in this paper. At the end the intention of the next research will be presented.

### **The importance of nasal respiration in speech therapy with a focus on prevention of adenotomy**

*Mgr. Eliška Šlesingrová*

The paper is about habitual oral respiration, describes its causes, consequences and puts it in a wider context. The greatest attention is paid to the consequences of prevalent fixed oral respiration in our and foreign conception and presents a pre-research on how the parents of children in kindergarten approach the topic of adenotomy and what is their awareness of this topic. The main objective was to raise awareness of the issue of adenotomy, approaches of family to oral respiration in children and the possibilities of its prevention among parents of pre-school children. The work also included educational material.

**Thursday 7<sup>th</sup> November 2019**

**Section 4 (2<sup>nd</sup> part)**

Chairman: **doc. PhDr. Martina Fasnerová, Ph.D.**

Time of presentation: **13.00 – 14.00**

Room: **N14 (new part of the building, 1<sup>st</sup> floor on the right)**

**Analysis of the teachers pre-gradual training for the work with the pupils with special educational needs at elementary schools in Slovakia**

*PaedDr. Veronika Vrabcová*

The education of pupils with special educational needs (SEN) in Slovakia has been part of the mainstream school for several decades. The self-efficacy of ordinary school teachers is assessed as insufficient in the research findings. The aim of the paper is a description of a project for research dealing with undergraduate teacher training for work with pupils with SEN in primary schools in Slovakia. We will use two adapted questionnaires: 1. it is designed to examine teacher's self-efficacy for working with SEN pupils by teachers and practitioners, 2. is focused on the perception of working with SEN pupils for teachers and practitioners. Another object of the research will be information sheets of subjects dealing with the issue of education of pupils with SEN pedagogical-psychological social-scientific basis of all faculties of universities in Slovakia, which prepare students for teaching. The examination of the information sheets will be carried out by the method of content analysis.

**The contribution of Friedrich Wilhelm August Froebel's thoughts to preschool education**

*Mgr. Ivana Prachárová*

The aim of this poster is to introduce the author of preschool education conception Friedrich Froebel and his contribution to the development of preschool education. In the historical context to point out the importance of his pedagogical work for contemporary pedagogy and to underline the fundamental aspects influencing the establishment of educational facilities. We will use the direct method for obtaining the data by means of which we will draw information from the original historical source, the cardinal Froebel's treatise: Education of Man. From the acquired knowledge the bases of projected research will be formulated in the area in question and the outputs will be presented as part of the dissertation, whose title is: Friedrich Froebel, author of pre-school education conception – implementation of his thoughts for a pre-school and elementary education. Our endeavour is to view the past retrospectively in order to bring the pedestal to the history of preschool and elementary pedagogy back.

## **An analysis of expected and actual outcomes of Framework Educational Programme for Preschool Education in relation to preschool aged children's school readiness**

*Mgr. Bianka Hudcová*

Preschool aged children's readiness to start compulsory education could be still considered an up-to-date topic. The readiness is influenced by many factors and variables such as educational process effectiveness, teacher education quality, given content and form of pedagogical interventions, quality and the extent of family-school cooperation, and last but not least, a child itself. Expected outcomes, which a preschool child should reach before starting compulsory education, are clearly defined in Framework Educational Programme for Preschool Education (FEP PE). The aim of this paper is to analyze and to compare expected with actual outcomes FEP PE in relation to school readiness of preschool aged children, as well as to summarize findings about discovered differences. The paper presents results of research which has been carrying out continuously since May 2019 in preschool children at 'common' and 'special' nursery schools.

## **Continuity of pre-primary and primary education from the perspective of teachers and head teachers of kindergartens and primary schools**

*PhDr. Romana Lisnerová*

The poster will present the results from a pilot study and preliminary research surveying the opinions of head teachers of schools and students of school management at the Faculty of Education on continuity of pre-primary and primary education. The data were collected by the method of group interviews and focus groups. Data collection was conducted on the conference „Spolu MŠ a ZŠ“ (Kindergartens and primary schools together), among head teachers of kindergartens and primary schools in a selected region of the Czech Republic, and also among students at the Faculty of Education, study field School Management. The presented results show that head teachers of schools feel the need to grant continuity of pre-primary and primary education but their opinions on strategies of achieving it vary. They lack the support in the form of systematic in-service teacher training. They also speak of the necessity of maintaining continuity of pre-primary and primary education on three levels: child – school – state.

## **Thursday 7<sup>th</sup> November 2019**

### **Section 5 (1<sup>st</sup> part)**

Chairman: **PhDr. Jitka Plischke, Ph.D.**

Time of presentation: **12.00 – 13.00**

Room: **N15 (new part of the building, 1<sup>st</sup> floor on the right)**

#### **Multicultural education in inclusive concept**

*Mgr. Veronika Ivánková*

We can encounter an inclusive concept of education at schools in the Czech Republic nowadays, which brings along many changes. The Czech Republic ranks among relatively homogeneous countries in terms of multiculturalism but also is a subject of the current globalization trends, which requires certain changes in the education system. This study aims to define the Multicultural education as a cross-sectional theme of curriculum.

#### **Comparative analysis of primary education system in selected countries**

*Mgr. Alexandra Punčová*

Education system of each country has its own specifics. It was preceded by long-term historical development, influenced by culture and traditions, went through changes and reforms. Although each country has developed its school culture in different political-economic-social conditions, emphasizing different areas and spheres; they have a common goal. The aim of this article is to compare the current state of education systems of countries achieving above-average results in international testing. The article is focused on description and comparison of education systems of primary education. The presented analysis will be a part of the dissertation, whose title is: Comparison of the curriculum of the selected subject of primary education in selected countries. The thesis should lead to revealing / approaching the problem of why performance of pupils in these countries is better than performance of Slovak children.

#### **The concept of selected didactic categories in elementary school environment in Ukraine**

*Mgr. Pavlína Kobzová*

The paper deals with the concept of several didactic categories in elementary school environment in Ukraine. The aim of the research was to find out how selected didactic categories (goal, organizational forms, methods, evaluation, teaching style and use of didactic aids) are viewed and applied by teachers in elementary schools in Ukraine. Furthermore, we investigated the relation between the concepts of these categories by teachers in shaping the value of education in pupils in the context of a given socio-cultural environment. The data were obtained using the technique of structured observation teaching of fifteen lessons in elementary schools and four semi-structured interviews with Ukrainian teachers.

## **Language teaching in rural areas of China**

*Master Xiaoqian Di*

In 2010, China's sixth national census showed that among the population of 31 provinces, autonomous regions, municipalities and active military personnel, the population living in urban areas was 665,575,306, accounting for 49.68 %; the population living in rural areas was 674,149,546, accounting for 50.32 %. In China, the difference between urban areas and rural areas does not only exist in the population, but also the extent of economic development in various regions. As far as English teaching is concerned, there are also huge differences in many aspects. Whether it is from the strength of teachers and hardware facilities, or from the quality of students and parent support. In rural areas of China, English teaching mainly uses traditional grammar and translation teaching methods. The main form of such teaching methods is that teachers explain the text and grammar knowledge points in the classroom.

**Thursday 7<sup>th</sup> November 2019**

**Section 5 (2<sup>nd</sup> part)**

Chairmen: **PhDr. Radka Dofková, Ph.D.**  
**PhDr. Jitka Plischke, Ph.D.**

Time of presentation: **13.00 – 14.00**

Room: **N15 (new part of the building, 1<sup>st</sup> floor on the right)**

**Analysis of mathematical literacy of primary education pupils**

*Mgr. Lenka Valentová*

The aim of the project is to analyze the current condition of mathematical literacy of pupils of the Slovak Republic at primary education through the results of nationwide testing T5. This analysis can serve as a basis for identifying critical points. Presented outcomes are part of my dissertation called Analysis of critical points in school mathematics at primary level of education. The first research results indicate that primary education pupils have problems with the thematic areas of Combinatorics, Probability, Statistics. Our aim is to use the qualitative analysis to identify the causes of pupils failure in this area.

**Educational situations in mathematics education**

*Mgr. Marek Škultéty*

Mathematics is a frequent subject of many debates, especially in relation to the process of education. One of the questions in the Czech mathematical education is working with pupils who require some pedagogical attention. An example may be pupils who are mathematically gifted or talented. The interest in educating such pupils is increasing in the Czech Republic at the moment, as it is logical that the development of their talents is essential for society as a whole. These pupils need not only an individual approach but also a space to develop their abilities, for example through non-standard types of tasks that require logical and creative thinking. It is up to teachers to create such pedagogical situations as they are applicable to the widest range of pupils. This paper presents the main topic of the dissertation and also the partial results of the research that was carried out within this thesis.



## **Influence ICT on the learning process**

*Mgr. Jan Kalas*

GeoGebra is an implement primarily of interactive geometry, which includes calculations in the part of algebra, geometry, mathematical analysis, sequences, probabilities and statistics. GeoGebra has several advantages in comparison to interpretation or other programs. The first advantage is the precision and speed of the program, which can be used especially in the teaching of planar geometry or graphs. During lessons, a teacher may lose more time for constructing figures or graphs. In addition, it can be better for working and showing 3D figures. Another advantage is the availability of the freeware. Compared to other programs, GeoGebra is an open program. If somebody wants to work with e.g. Maple or MatLab, he must agree with the license terms. If we compare GeoGebra and Python, GeoGebra is easier. In addition, GeoGebra is more accessible than other programs. For working with GeoGebra it's enough to have access to the Internet. In addition, GeoGebra is available in 20 languages.

## **Designing learning tasks in educational robotics for primary education**

*Mgr. Lucie Bryndová*

*Mgr. Petr Malíš*

The poster summarizes the issue of designing learning tasks using the support of programmable robotic aids used in the primary level pedagogy, presents specific learning tasks created in accordance with the concept of development of computational thinking, which follows new trends in this area, and summarizes the experiences of selected teachers with the implementation of these aids into classes.

## **Thursday 7<sup>th</sup> November 2019**

### **Section 6 (1<sup>st</sup> part)**

Chairman: **doc. Mgr. Štefan Chudý, Ph.D.**

Time of presentation: **12.00 – 13.00**

Room: **P6 (older part of the building, groundfloor on the right)**

#### **Anxiety in relationship to the quality of attachment in adolescence**

*Mgr. Hana Kocurová*

The aim of the article is to clarify the relationship between surviving anxiety and the relationship of adolescents to their parents. This topic is a long-term problem and one of the challenges for many teachers who come into contact with pupils in primary and secondary schools. One of the possible causes of anxiety in pupils is their relationship with their parents. We used the State-Trait Anxiety Inventory (Spielberger, 1983) to identify anxiety, and we used a questionnaire on parental rearing behaviour (s-E.M.B.U. ; Arrindell et al., 1999) to determine the relationship between pupils and parents. The research sample consisted of 219 primary and secondary school pupils aged 15 to 20 years. The results show that there are statistically significant relationships between the experienced anxiety and the parental rearing behaviour of primary and secondary school pupils.

#### **Needs and virtual threats of high school youth in the 21st century**

*Mgr. Karina Zošáková*

Virtual space in human life nowadays plays a big role and brings with it advantages as well as risks. The most common users of electronic media today are mainly children and young people, who are at the same time the most vulnerable group, because the information offered by the media is not always critically received. The aim of the thesis is to analyze the needs, but also the threats in the virtual space of high school youth with the conclusions to improve the preventive-educational effect of pedagogical and professional employees. The quantitative data collection will be in the form of questionnaires "Young people and free time", created by Iuventa in cooperation with experts, and we will complete this questionnaire with our own questions focused on the virtual space. Qualitative data collection will be carried out in the form of focus groups, which will be carried out with youth representatives. When selecting a research sample, we will focus on all regions of the Slovakia.

## **University student perceptions in the event of evaluation**

*Maestra María Dolores Pistón Rodríguez*

The research carried out was framed within a quantitative research method design which was developed within a basically descriptive study, in which he aspired to understand a reality and rigorously expose the state of the matter.

## **Academic achievement among university students**

*Bc. Mgr. Eva Sedláková*

This contribution deals with the academic success of university students at Palacký University in Olomouc. The academic achievement of a student should be the primary concern of the teacher and is considered as a key criterion in our society to assess the overall option and capacity of a person. Thus, academic achievement also occupies a very important place in the learning process (Hassan, 2015). Academic achievement is influenced by a number of factors and this paper focuses on examining the difference in academic achievement from a gender perspective, i.e. whether there is a difference in academic achievement for women (students) and men (students).

## **Educating children at children's homes in the Czech Republic**

*Mgr. Jana Krátká*

The paper compares institutional care in free countries: the Czech Republic, Slovakia and Austria. The article describes institutional care in the Czech Republic with a focus on children's home and education of children from orphanages. The aim is to present a research that investigates whether children in children's homes are motivated to learn or not. A qualitative strategy, anamnestic study using the interview method (N = 20) was chosen. The result shows that children are insufficiently motivated for an education in the children's home and also in the biological family. The results of studies show that children from children's home are most often educated at the level of vocational schools.

## **Thursday 7<sup>th</sup> November 2019**

### **Section 6 (2<sup>nd</sup> part)**

Chairman: **doc. Mgr. Štefan Chudý, Ph.D.**

Time of presentation: **13.00 – 14.00**

Room: **P6 (older part of the building, groundfloor on the right)**

#### **Service-learning as a means for linking education with community service**

*Mgr. Anna Kniezová*

Service-learning is a new learning strategy, where the learning takes place thanks to the service. Service-learning connects the needs of more than one target groups, and that is the needs of the students, the needs of school and the needs of the community. One of the domains of the universities is education and research. Nowadays, there is globally recognized the third mission and that is the connection of the education with the life in the society. It is a need to be involved in satisfying the demands of the society and in this way to connect the university with the socio-economic context. Service-learning strategy is one of the means that enables such cooperation. It is an innovative learning strategy that reacts to the need of change in education. Because of the fast progress of society as well as the global changes, it is necessary for the educational processes and educational methods to adapt to the present time.

#### **Volunteer management and its relation to volunteers motivation, satisfaction and retention in volunteer work**

*Mgr. Daniela Ivanová*

Volunteering is an essential part of society. We meet him in a large number of organizations, not least in schools, where volunteers contribute to the improvement of the school environment and school climate through their work. At present, volunteering is undergoing several transformations. One of them is the increasing emphasis on the volunteer management system. Recent studies talk about different models of management and these models relate to selected characteristics of organizations where volunteers operate. Several studies also analyze the links between volunteer management and volunteer behavior. In Slovakia, although we identify the trend of professionalization of work with volunteers, such research studies have not been carried out. The work therefore responds to the absence of domestic research in this area. Its aim is to analyze the management of volunteers in various organizations, not least in schools and its relation to motivation, satisfaction and retention of volunteers.

### **Educational method – coaching**

*PhDr. Roland Pavlík*

In this project I present a coaching as an educational method which is bringing along a significant profit, particularly in the fields such as increasing of engagement of employees and the participation of employees in the field of level of job satisfaction, work ethic and in the field of cooperation and in a team work. Essential is also the finding that coaching strengthens the individual's potential as well as their learning and self-development. The aim of my presentation of a project is to bring closer the development of personality potential in relation to coaching and thus to the education. Coaching as an education and upbringing, motivation and management should be in touch and should keep pace with the development of andragogy, psychology and with knowledge of what enables the people to bring out the best in themselves.

### **The role of universities of third age in the educational and motivational context**

*Mgr. Daniela Nováková, DiS.*

In modern society, there is a growing emphasis on lifelong learning, including the education of older people. Seniors have different approaches and motivation for education. In the Czech Republic, seniors have many opportunities in lifelong learning. One of them is the universities of the Third Age. In the following article, I devote myself to the motivation of seniors to educate at the universities of the Third Age. I present in what circumstances people in post-productive age decide to study at the universities of the Third Age. The Data was collected through a questionnaire. All data used is anonymized.

### **A multiperspective approach to analysis of documentary films applicable for teaching history**

*Mgr. Petra Gereková*

The aim of this poster is to point out the use of the documentaries in teaching the history, while the emphasis is on a multi-perspective approach. In times of the progress of the 21. century, a documentary is one of the alternatives that could make the lessons more attractive. It is crucial to teach students that the historical events need to be viewed from different perspectives. We have created the foundations for the experimental research that we will use in the future and we assume that we verify the effectiveness of education through these methodics. There will be an experimental research with one control group that will be taught in a traditional way, and the other will be taught by a multi-perspective analysis of historical documentaries. We see its contribution primarily in the fact that students will look at history in a broader context. Based on the results we can create a complex of different recommendations for teachers, who can introduce current trends in history lessons.





