



International scientific conference for the students of doctoral studies

Trends in Teacher Education in the Mirror of Today's Society

Schedule

8th – 9th November 2022

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 Tuesday 8th of November **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, 1st floor, on the right site).

The presenters are expected to give **a brief information on the poster** (10 minutes), followed by **a free discussion**. Presentation of the poster therefore requires **a personal presence of the author** within the setted time.

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

The active participants of the conference will be allowed **to post their posters half an hour before the session starts**. 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 in the building of Faculty of Education).

On Wednesday 9th of November there will be workshops in Czech language (SYPO project of the National Pedagogical Institute of the Czech Republic, the work of social pedagogues in primary schools).

On Tuesday the participants might use **the cloakroom** in the lobby of the new auditorium.

In the premises of Faculty of Education, it is possible **to connect to the Internet** (WiFi **upol**, password **wifiup2022**).

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

Conference schedule – Tuesday 8th November 2022

08.00 – 09.00	registration of the participants (<i>in the lobby of Faculty of Education</i>)
09.00 – 09.15	opening ceremony (<i>new auditorium of Faculty of Education</i>)
09.15 – 11.30	keynote speakers (<i>new auditorium of Faculty of Education</i>)
11.30 – 13.00	lunch break
13.00 – 16.30	poster presentations (<i>rooms P6, N14, N15</i>)
16.30	end of the first day of the conference and free discussion

Tuesday 8th November 2022

Section 1 (1st part)

Chairmen: **doc. PhDr. Miroslav Chráska, Ph.D.**
PhDr. Mgr. Jitka Tomanová, Ph.D.

Time of presentations: **13.00 – 14.30**

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

The Internet as a source of inspiration and its reflection in the eyes of teenagers

Mgr. et MgA. Tereza Voštová

The paper presents partial ongoing data of the research project „Visual expressions of teenagers on social networks and their possible use in school Education“. The research is financially supported in Student Grant Competition of the Faculty of Education of the Jan Evangelista Purkyně University in Ústí nad Labem (project no. UJEP-SGS-2021 -43-008-2). The paper reflects the use of the Internet environment by minors aged 11–15 years in connection with their creative expression and aesthetic perception. Among other things, the analysis looks for clues to their development within art education as well. Data is obtained in cooperation with selected elementary schools through an anonymous questionnaire.

Critical thinking in education in the context of selected risks of social networks

JUDr. Mgr. Helena Mičková

The contribution focuses on critical thinking from the point of view of priority in education, representing an essentially unlimited amount of information that must be understood with a certain distance and at the same time with the necessity of critical evaluation.

Media education at Czech universities

Mgr. Bc. Karolína Mackenzie

Media education has long been included as a cross-cutting theme in the framework curriculum for primary schools. This puts pressure on teachers to be able to teach and integrate this topic into their subjects. This research focuses on students in faculties of education and faculties preparing future teachers who are about to enter practice. The research finds out what form of media education teaching the prospective teachers have encountered in their university preparation, in what hourly allocation, and whether they feel prepared to teach the topic.

ZEDA and Its Application in Teaching

Mgr. Pavlína Hanáková

Palacky University in Olomouc has prepared a unique Fun and Educational Application ZEDA for elementary school teachers and students. It is an interactive online application that works on a mobile phone and allows pupils to achieve predetermined learning goals resulting from the expected outputs of the relevant curriculum, through their own research efforts, within the learning module that accompanies them.

Map work strategies – literature review

Mgr. Nikola Koktavá

The poster shows the results of an overview study describing the issue of map work strategies. The motivation to write a review study results from the needs of practice. Maps are an integral part of teaching geography, but also other subjects such as history or civic education. Therefore, it is essential that users are able to read the map correctly, analyze it and, thanks to this, interpret clear conclusions. A systematic approach was chosen to compile an overview of the strategies used when working with the map, followed by a content analysis of the selected studies. In the given issue, the number of studies that dealt with the given topic, the research methods used and subsequently the strategies for working with the map described and interpreted in the selected sample of studies were examined.

Tuesday 8th November 2022

Section 1 (2nd part)

Chairmen: **doc. PhDr. Miroslav Chráska, Ph.D.**
PhDr. Mgr. Jitka Tomanová, Ph.D.

Time of presentations: **15.00 – 16.30**

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

Measurement tools in relation to the investigation of teachers' job satisfaction

Mgr. Henrieta Jonek

The poster presents theoretical basis of teacher job satisfaction, which contribute to life satisfaction. We are focusing on description and analysis of ten existing measurement tools (questionnaires), which relate to factors influencing teacher job satisfaction. We mention the relationship between the factors that have appeared in previous research as determinants that have had an influence in teacher job satisfaction and dissatisfaction. The part of our thesis will be identifying factors which are influencing teacher job satisfaction or dissatisfaction. The study is the result of the project VEGA 1/0415/22 Subjectively perceived difficulty of teachers' professional activities versus their life satisfaction.

Adaptation Period of Beginning Teachers – Comparison of the Czech Republic and Bavaria

Mgr. Jan Egerle

This research proposal presents a plan of a dissertation project, which aims to compare the adaptation period of beginning teachers (further BTs) in the Czech Republic and Bavaria. The project focuses mainly on two dimensions connected with the first years of the BTs in school. The first dimension represents the subjective perception of the adaptation period by the BTs. The second part of the project examines the perception of various forms of support of BTs during their adaptation period. The neighbouring country Bavaria has a functional and established system of support of BTs within its legislative framework – so called Referendariat (preparatory service – Vorbereitungsdienst). During this period the BTs obtain a multisource support and therefore this system represents a possible inspiration for Czech adaption system. The research design includes a plan of a comparative study, which will be conducted through qualitative interviews with BTs in both countries.

Character Education at Czech Faculties of Education: Educator's Viewpoint

Mgr. Barbora Bačíková, Bc. Anna Kopecká

The study is concerned with character education included in compulsory and compulsory elective courses at three selected pedagogical faculties in the Czech Republic. It focused on what is character education, which aspects of character education are the most important and how much of these aspects are included in varied courses across the three selected universities for future teachers in our country. Although the study has some limitations, it clearly shows the significant differences among the examined courses in which character education's aspects are present. The research deals with bachelor's and master's programs as well as primary teaching programs. The results show that character education is partly present at all the selected universities, but the number of subjects that are dedicated to it is limited.

Janusz Korczak – the bearer of humanity

Mgr. et Mgr. Gabriela Skorková

The dissertation will analyze Janusz Korczak's philosophy of education and his largely pedagogical works. The aim of the work is to present Janusz Korczak in two dimensions – in terms of his professional legacy and human bequest. In Korczak's professional legacy, the author analyzes the key concepts of the philosophy of education, namely the dignity and right of the child to respect and the theme of hope in Korczak's pedagogy. In terms of Korczak's personality, the author will focus primarily on Korczak's philanthropic tendencies and their possible origins.

Social Pedagogy in the School Environment – Comparison of Foreign Knowledge

Mgr. et Mgr. Tereza Hormandlová

Social educator is a non-teaching profession that has not yet been fully implemented in the Czech school environment, although efforts to introduce the position of social educator in primary schools have been in place for a long time. The concept of social pedagogy and its anchoring in practice is not consistent across countries. The aim of the research was to look into the situation of social pedagogy in school environments abroad and to compare the findings from six European countries.

Tuesday 8th November 2022

Section 2 (1st part)

Chairmen: **PhDr. Jitka Plischke, Ph.D.**
Mgr. Jitka Nábělková, Ph.D.

Time of presentations: **13.00 – 14.30**

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

Decolonial Pedagogy and Multicultural Education

Mgr. Martin Černý

The aim of this dissertation is to demonstrate the positive influence of reflection on ethics of intercultural, interreligious dialogue and decolonial pedagogy on the content-accurate realization of ethical-moral aspects of educational goals in the field of multicultural education.

Analysis of the current state of education of migrant minors

Mgr. Svetlana Košková

The increase in migration has a deep impact on the policy of individual EU countries, so it is inevitable to deal with issues of education and the availability of educational elements. The long-term inaction of the state forces us to deal with the mentioned issue. The research group consists of migrants placed in the Department of Police Detention for Foreigners and refugees from Ukraine placed in primary schools. We compare teaching methods and possibilities. In the dissertation, we will conduct qualitative research, as the sample we work with is constantly changing during the research work. It is not possible to determine in advance the number and nature of migrants. One of the research goals of the dissertation is to find out, through the method of unstructured participatory observation, how pedagogical workers prepare for the educational process and how the parents of migrant minors themselves perceive the educational process. The data evaluated so far point to a mismatch between legislation and education under the given conditions.

The Kingdom of Hungary in Hungarian history textbooks

Mgr. Lucia Barbara Izsófová

The shared past of the Slovak and Hungarian communities goes back to the beginnings of Hungary. The various nuances in the evaluations of historical processes, events and personalities of this heritage are well known primarily to the professional community of historians, but for the formation of the historical memory of the wider collective, much more important information is created with the help of other types of works. Unfortunately, since the Slovak academic sphere knows very little about history textbooks (or the teaching of history in general) in Hungary, even less can it honestly assess the „Hungarian lens“ of building historical

awareness of the common past of these nations. The presented project tries to eliminate these gaps. It examines the texts of current Hungarian history textbooks for primary schools published in Hungary while focusing on their expert substantive (content) analysis and the methodical and didactic way of interpreting the presented facts.

Participation of teaching assistants in a Finnish primary school from an inclusion perspective

Mgr. Lenka Ďulíková

The paper focuses on aspects of the work of a teaching assistant in a Finnish primary school. It explains the mechanisms of cooperation between teaching assistants and other actors in the school, which ultimately support the process of pupil support. The background of the issue is social inclusion. A qualitative research design is implemented for the research. It is a case study of ethnographic nature with the theoretical-methodological apparatus of situational analysis. Work methods and strategies for the use of individualization and differentiation in the education of pupils with specific learning disabilities in elementary school in connection with the teacher's personality characteristics.

Work methods and strategies for the use of individualization and differentiation in the education of pupils with specific learning disabilities in elementary school in connection with the teacher's personality characteristics

Mgr. et Mgr. Bc. Zdenka Hlaváčková

The personal qualities and competences of a primary school teacher speak for the quality, efficiency and results of the educational process. The standardized NEO – FFI questionnaire was chosen for the research. The questionnaire focuses on five personality factors: agreeableness, extraversion, openness to experience, neuroticism and conscientiousness. The semi-structured interview contained a certain minimum of topics and questions, the order of which was subsequently adapted to the participant. Subsequently, it was possible to indicate the direction of the conversation according to topics that emerged as important. The data was processed using an interpretive phenomenological analysis, the aim of which is to focus on the reality of how the respondent understands his life experiences.

Tuesday 8th November 2022

Section 2 (2nd part)

Chairmen: **PhDr. Jitka Plischke, Ph.D.**
Mgr. Jitka Nábělková, Ph.D.

Time of presentations: **15.00 – 16.30**

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

Future German teachers, their education and mistakes

Mgr. Ing. Petra Ležáková, MBA

The paper deals with the results of a proofreading of a German text with errors and a questionnaire survey conducted among prospective German teachers at faculties of education in the Czech Republic. It also presents the results of research conducted by other authors and, in particular, partial research of the author's dissertation conducted at universities in Prague, Olomouc, České Budějovice, Hradec Králové, Liberec and Pilsen.

Development of Phraseological Competence in GFL Lessons at Czech High Schools

Mgr. Andrea Frydrychová

Since the 1970s, numerous studies on the problem of phrasemes in foreign language teaching have been published. However, a transparent and systematic description of successive development of phraseological competence in teaching German as a foreign language at Czech high schools still is a research desideratum. The assumption is that very little emphasis has been put on acquiring phraseodidactic/phraseological knowledge in German classes at Czech high schools so far. The aim of the planned dissertation project is thus to determine the extent to which phraseological competence in German is being promoted at the aforementioned type of schools. According to the research questions, online surveys and observation are chosen as data collection instruments.

Linguistic Complexity as a Dimension of Foreign Language Proficiency: Written English Performance of Czech Secondary Technical School Students

Mgr. Tomáš Lorman

The project focuses on complexity (rather than accuracy) of written production as a measure of L2 proficiency in English. The theoretical part explores how complexity may be assessed while the practical part aims to investigate how complexity in L2 writing may be improved. The project employs the methodology of learner corpus research and experimental action research with interventions in the environment of Czech secondary technical school. The preliminary results show low levels of complexity in the areas of clauses, vocabulary range and overuse of frequent words.

Format of the Oral Part of the English Language „Maturita“ Exam at Czech Grammar Schools and its Washback Effect in Instruction

PhDr. Jan Váňa

In 2020 the Maturita exam format in foreign languages was changed. The exclusive provider of assessment tasks and procedures, Cermat, withdrew from the oral as well as from the written part of the exam. Since then, secondary schools in the Czech Republic are supposed to manage both exam part themselves, which is a very complex task. It is not just the design of assessment tasks and procedures, but also the corresponding design of learning tasks and assessment, and their integration into the instruction. Since the announcement of the legislative changes, no support has been offered to teachers to design such a complex structure. Therefore, the presented research is action research looking into the design of the Maturita Exam in the English Language – Oral Part, how it is realised at selected Czech grammar schools and what the washback of this exam part in the process of instruction is after the legislative changes.

Education Development in Primary School in 2021/2022

Magister Kerstin Knees

This article focuses on the question of how the educational level of primary school pupils in Germany has developed in recent years, with particular reference to the most populous federal state – North-Rhine-Westfalia (west part of Germany). The well-known studies such as PISA et al. serve as a basis, but the focus is on two studies in particular: the BIKS study and the IQB study. The BIKS study is a longitudinal study conducted by the University of Bamberg in Bavaria with an interdisciplinary research group from the fields of psychology, education and sociology. The second study in focus is the IQB study of the University of Berlin, an educational monitoring in the whole of Germany every five years with the aim of determining the educational level of pupils in the basic competences. Furthermore, a case study is available as a qualitative method, initiated at a primary school in North-Rhine-Westphalia in a so-called „social hotspot“.

Tuesday 8th November 2022

Section 3 (1st part)

Chairmen: **doc. PhDr. Jana Kantorová, Ph.D.**
Mgr. Dana Cibáková, Ph.D.

Time of presentations: **13.00 – 14.30**

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

Pilot diagnosis of children's speech abilities in kindergartens

Mgr. Kristína Šebianová

The aim of the pilot diagnostics was to determine the level of phonemic awareness, vocabulary and musical abilities of 5–6 year-old children. For this purpose, three tests were used – the El'konin's test of phonemic awareness, the COWAT speech fluency test and Bentley's test of musical abilities. In June 2022, 40 children (20 girls and 20 boys) were diagnosed in three kindergartens – two urban and one rural. Pearson's correlation coefficient showed a positive correlation between the tests. In the El'konin and Bentley tests, girls performed statistically significantly better than boys. In the El'konin test, children performed best in subtest No. 4 – synthesis of syllables into words. On the contrary, they performed the worst in subtest No. 10 – elimination of syllables in a word.

Teacher's opinions on on-line teaching of elementary reading and writing during the pandemic of COVID-19

Mgr. Patrícia Tomečková

The aim of the paper is to present the opinions and attitudes of primary level teachers on selected aspects of teaching elementary reading and writing during the Covid-19 pandemic, obtained by an electronic questionnaire. We present (1) the opinions of teachers on the distance form of teaching, (2) the method of inferring sounds and letters, and (3) the possibilities of diagnosing reading and writing. We note that despite the difficult pandemic situation, the majority of respondents responded promptly to the situation so that the quality of the educational process did not suffer. The need to prepare a package of online educational materials for inferring sounds and letters seems effective to us.

Possibilities of developing reading literacy in connection with the subject of physical education

Mgr. Klára Barancová, DiS.

The present paper focuses on the possibilities of developing reading literacy in connection with physical education. In the context of cross-curricular relations, various thematic areas are interconnected, although in some cases these areas are seemingly unrelated, in order to ensure the complexity and coherence of pupils' knowledge, skills and values. The paper is based on this assumption. Pupils will never be sufficiently literate if their literacies are developed in isolation. Isolation means focusing on a single specific type of literacy (mathematical, reading, digital, physical activity). The aim of the paper is to highlight the possibilities of cross-curricular cooperation in favour of the development of literacies – in this case reading literacy.

Reading as a Tool Against Ageism: a Book as a Means for Changing Children's Attitudes towards Old Age

Mgr. Bc. Radim Schottl

In this study we discuss the question whether reading selected children's literature within Czech language and literature lessons can have an influence on children in terms of their attitude, reduction of negative prejudice and stereotypical perception towards old age (ageism). This study systematically accompanies processes and phenomena during reading, gradually focusing on children's readers and literature for children and youth. The results suggest that working with the literature has a positive effect on attitudes towards old age. A number of factors depend on the success of this process, the most important factor being the age and characteristics of the literary (main) hero.

Concepts of Informal Learning

Mgr. Jana Černá

The concept of informal learning is becoming increasingly common in professional publications, journals, articles and professional debates, primarily pedagogically oriented. It often appears in connection with the terms online or digital learning. There are cases when, especially in the Czech language, the informal learning is confused with the term non-formal learning, not only by laypeople but also by professionals. The reason may be in this case not an entirely appropriate translation of the term informal. This theoretical study aims to define the phrase informal learning and ways of using this term for the needs of the author's dissertation. After defining the term learning, it is further narrowed by the definition of informal learning. To better understand its semantic space, the terms formal and non-formal learning are also defined in order to be able to distinguish them more clearly and to operationalize the term informal learning.

Tuesday 8th November 2022

Section 3 (2nd part)

Chairmen: **doc. PhDr. Jana Kantorová, Ph.D.**
Mgr. Dana Cibáková, Ph.D.

Time of presentations: **15.00 – 16.30**

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

Applied theatre and drama as a tool of professional learning and development

Mgr. Jaroslava Swoboda

The poster represents the research design of the dissertation. We ask when, why, in what way does drama and theatre creation help professional development? Those interested will be presented with visual, audio and video material from the research workshops. And they can discuss the chosen research strategies and their potential and limits in current pedagogical research right on the spot.

Contemporary Art and Authority

MgA. Vilma Prázná

Traditionally, the relationship between a teacher (master) and a learner or the relationship to a role model has formed the essence of art education. This relationship stands often not only at the beginning of the path to art, but also appears in the process of artistic creation itself, which leads the artist to self-knowledge. Nowadays, however, the traditional model of teaching based on authority is being abandoned and replaced by various hybrid teaching forms as new trends. Trends are also becoming determinant even in the case of contemporary art themes presented mainly by state institutions. In her research, the author draws on interviews with artists of two distant generations and reflects on what is essential both for art and for the maturation of the human personality in the course of its life with art.

Aleš Veselý. Personal involvement of the artist in the role of pedagogue, the pedagogue in the role of artist

Mgr. Patricie Bezděková

The paper will present the current results of a dissertation focused on the topic of the artist/pedagogue in the contemporary Czech context, especially the personality of the Czech artist/pedagogue Aleš Veselý. Current results convey an intuitive way to view art education. The partial part is compared with the cognitive perspective of John Searle, which is related to the theory of artephyletics of Jan Slavík, together with ethical qualities. The ethics of the teaching method and personal involvement form a very essential element in A. Veselý's concept of teaching, which results from the partial results of the presented part of the dissertation.

Motivating university students to study

Mgr. Bc. Tereza Vašutová, DiS.

Motivation is an indicator of success not only in areas of daily life but also indicates the success of university studies, the research investigation looks at the motivational aspects of university students to study. We were interested in the motivational aspect on the basis of which the respondents chose to study the field of study. The research investigation is conducted using mixed methods research design. In-depth interviews were conducted with the respondents, which were complemented by a questionnaire survey capturing the students' attitudes towards study. Respondents indicated a number of motivational factors towards their chosen field of study. From the respondents' statements, five key categories were drawn out to elucidate the motivational factor in students' attitude towards higher studies, namely; motivation from childhood, high school, employment in the labour market, non-traditional occupation, pathway to degree.

Interview about your Erasmus+ Experience

Bc. Davide Pavesi

The researcher is looking for UPOL students studying at the Faculty of Education who have had an Erasmus experience in the last two and half years (since the start of the covid-19 pandemic).

Pracovní list k plenární přednášce

Krok po kroku sa stávať vysokoškolským učiteľom

Mgr. Jana Trabalíková, PhD.

	Krok 1	Krok 2	Krok 3	Krok 4	Krok 5
	seba- hodnotenie	stanovím ciele	seba + vzdelávanie a podpora	plánujem	monitorujem a kontrolujem
S					
W					
I					
M					

QR 1:



QR 2:



