

Abstract

The diploma thesis deals with climatic extremes and its position in education from students' and teachers' point of view, textbooks and curriculum documents.

The introductory part describes the basic characteristics of climatic extremes using specialized literature. The key part of the thesis is research combining quantitative and qualitative methods. The main framework of the thesis is quantitative research, which aims to find out, by means of a questionnaire survey, what are the attitudes of students towards the topic of climatic extremes. Based on the questionnaire survey, it is further evaluated with which preconceptions students come into education. A model lesson based on a constructivist model of teaching, specifically using the E-R-R (evocation – realization - reflection) method, was designed to monitor students' responses. After experimental education, students filled in the questionnaires for the second time, and the last filling took place several weeks later. Repeated questionnaires allowed tracking changes in students' responses and observing the impact of education.

Part of the thesis is qualitative research which includes interviews with teachers of geography, analysis of textbooks and curriculum documents.

The results show that students come into the education with some knowledge of basic concepts, but they are not always able to correctly classify them. Geographic education should help students to unify knowledge and to develop skills. Geographic education should develop critical thinking, which means to receive information in context. In addition, it is necessary to develop skills that will help the students to orient themselves in today's world. This situation was confirmed by the interviewed teachers. Skills development is also expected by curricular documents.