

Abstract

Presented diploma thesis describes the process of map skills development in educational reality. The key element of the thesis composes of teaching reality examination, which has not been explored in connection to map skills before. The reality examination allows us to document current situation in map skills development and to implement possible changes into the process.

The main aim of this thesis is to describe various teaching approaches to map skill development in practical use, all documented by video recording which is the main method used for this thesis. Theoretical part defines the term of map skills and their descriptions as well as the personal approach to teaching and its impact on the educational process. The personal approach to teaching is in practice performed by the selection of teaching method and forms which are also discussed in this thesis.

The practical section of the thesis is dedicated to examination of the cognitive difficultness of tasks assigned by teacher, using the video as a method of the research which eliminates possible misinterpretation. Assigned tasks are classified to several map skill types and based on the data collection further classification of 3 main teacher types is performed. Part of the thesis is also dedicated to comparison of cognitive difficultness of assigned tasks between primary school and grammar school. This thesis also characterizes selected lectures which were performed as the most cognitively difficult to represent the example of good practice.

Key words

Video study, map skills, teacher, personal approach to teaching, geographical education