

Abstract

This dissertation deals with the use of the Anchoring Vignette Method in educational research carried out to establish the level of information and communication technology (ICT) knowledge and skills, with the focus on Czech upper-secondary school students.

The theoretical part describes curricular documents that define the ICT knowledge and skills. In the Czech Republic that means mainly the Framework Educational Programmes. Attention is also paid to the international document DigComp. The Anchoring Vignette Method with the focus on nonparametric approach of this method is described in detail too. The author also provides an overview of available Czech and foreign bibliography on ICT knowledge and skills research - including the International Computer and Information Literacy (ICILS, 2013 and 2018) - and on the use of the Anchoring Vignette Method in educational research.

The empirical part includes the description of the steps taken in formulating anchoring vignettes, this being an integral part of the Anchoring Vignette Method, in accordance with the curricular documents of the Czech Republic, and the steps taken while formulating anchoring vignettes on the basis of the international document DigComp. The verification of the fulfilment of the Anchoring Vignette Method assumptions (vignette equivalence and response consistency) was conducted not only through questionnaires but also – and that is innovation – by means of interviews with upper secondary students. Furthermore, the empirical part includes the process of modification of vignettes on the basis of interviews with students and repeated verification of the fulfilment of the Anchoring Vignette Method assumptions. The process of formulating anchoring vignettes by the students themselves is described in a separate part. In this dissertation there are also recommendations on how to formulate anchoring vignettes and how to make a questionnaire with anchoring vignettes.

Keywords

Anchoring Vignettes Method, response consistency, vignette equivalence, self-assessment, ICT skills and knowledge, DigComp, upper-secondary school students