

ABSTRACT

This bachelor's thesis deals with the topic of distance learning and its conception by chemistry teachers during the COVID-19 pandemic. The theoretical part briefly characterizes the teacher's concept of teaching and its components, the distance form of teaching, its development, principles and effectiveness. Subsequently, attention is paid to the current situation regarding distance education during a pandemic and there is specific focus on teaching chemistry. The transition to the distance form of education was a great challenge for the teaching of chemistry as a subject, which includes not only theoretical but also practical knowledge. Every teacher took a different approach. The aim of the work is to map and present the approaches of several teachers to distance teaching of chemistry, the conditions for distance teaching, both on the part of teachers and on the part of students, and the experience with teaching conceived in such way. The research survey in the form of an interview was attended by 16 respondents. The questions concerned three main areas, namely the technical implementation of distance learning, pedagogical aspects of teaching and the impact of distance learning on educational content. The statements were analyzed using the open coding method. The findings show that at the level of teachers and schools, the organization of distance learning was approached in various ways. Although the distance form of teaching brought a number of complications, it offered teachers a space to change their approach to individual aspects of teaching. It turned out that many approaches and elements of distance learning will be usable in the future.