

ABSTRACT

Cell biology is a scientific field that brings concepts, the knowledge of which is essential for understanding the laws of life. It focuses on studying the cell as a fundamental building and functioning unit composing all living organisms. For this reason, this bachelor thesis focuses on articles that analyze the didactics of cell biology and were published in the Web of Science database between 2018 and 2022. A total of 53 articles were selected. However, 28 of them were scientifically advanced texts that were not related to education. A total of 25 articles that dealt with the didactics of cell biology were analyzed.

The main topics of those articles that were analyzed were teaching methods, misconceptions in cell biology, laboratory methods and procedures, visualization of cell biology topics, alternative classification systems, distance learning, concept maps, inquiry-based learning, role-playing, and cell biology topics projected into practice. The main conclusion is that the articles primarily focus on the tertiary level of education. Only marginally, 2 of the articles mention teaching at the secondary level of education. Misconceptions in cell biology are not represented in large numbers and truly new teaching methods are not represented. It would be useful to expand the database of scientific texts on this topic to other databases than Web of Science and to compare the teaching of cell biology in secondary education in the world with the teaching in the Czech Republic.

KEYWORDS

Cell Biology, Education, Research trends

