

This diploma thesis concentrates on problem posing from the students' point of view. Problem posing can be either seen as a teaching method which can be used in the class, or it can be used as a tool for researchers or teachers to assess the level of students' understanding of the topic.

In my research, I compare three classes, one mathematics specialist class and two generalist classes, in their ability of problem posing. As an assessment tool it seemed that mathematics specialists were able to pose problems at a higher level of sophistication while the generalist class students could pose more questions but at a lower level of sophistication.

Problem posing is an issue that requires further study in the Czech educational context.