

Abstract

This bachelor thesis focuses on the use of the ArcGIS Survey123 application in geography education. The aim was to identify and analyze available proposals describing its use in geography lessons and to provide an overview of its educational and technological utilisation. Using a systematic literature review method, relevant publications were identified and further analyzed from both educational (educational level, topic, form, and goal of the lesson) and technological (method of application use, types of survey items, and types of devices used) perspectives.

At the same time, the advantages and limitations associated with its use in school settings were identified. The results show that the application is most commonly used for field data collection, with an emphasis on active student involvement and the development of their digital, spatial, and critical thinking skills. ArcGIS Survey123 holds substantial potential for practice-oriented geography education; however, its effective integration into teaching depends on the school's technological infrastructure, methodological support, and teachers' technical competencies.

Keywords: geoinformation system, Survey123, educational technology, geography