Abstract

This bachelor’s thesis explores the integration of field-based instruction into the teaching of selected topics in planetary geography, supported by mobile applications, at the upper level of multi-year grammar schools. The primary aim is to develop a professional teacher’s guide accompanied by a set of practical activities that enable effective observation of the night sky through the use of modern digital tools. The theoretical section examines the pedagogical foundations and benefits of field-based learning, its organizational models, and its incorporation into the curricular framework. Particular attention is given to the role of contemporary educational technologies and their potential to enrich geography instruction. The practical section presents the completed teacher’s guide, including a collection of 25 fieldwork tasks specifically designed for direct classroom and outdoor application. The thesis also proposes a framework for evaluating the educational process through questionnaire-based reflection. The resulting material is a flexible educational resource intended to support the development of students’ digital competencies and geographical thinking, in alignment with the objectives of the National Curriculum for Grammar Schools (RVP G).

Key worlds: fieldwork, planetary geography, modern teaching tools, mobile applications, observation of the celestial sphere, instructional manual for teachers