

Abstract (in English)

The focus of this thesis is distance learning at primary school, with the main focus being on the experiences of teachers during the COVID-19 pandemic and the changes in the education system that followed. The goal of this paper is to comprehensively review this phenomenon, analyze its strengths and weaknesses and to highlight the challenges that teachers, pupils and parents faced.

The theoretical section describes the key terms associated with distance learning, its historical development, key principles, comparisons with in-person learning and the technological options that influence the quality of distance learning. A particular interest is placed upon the psychological aspects of lockdown learning and the pandemic's influence on the educational divide.

The practical section focuses on the case study of Základní škola Nový Knín. This research study combines questionnaires with semi-structured interviews. The main research point being the concrete impact of distance learning on teachers and their professional experience. The findings show a need to support educators in terms of technology and methodology and the importance of cooperation with the pupils' legal guardians.

The final section of this paper is a discussion about the future of distance learning and the recommendations to improve its quality. This thesis brings a contributive insight into the current issues being faced by distance learning and can be used as a basis for further professional development of educators and even as an inspirational source for school management.