

Abstract

The dissertation 'Educational Simulation in Task Situations' is focused on a new medium - educational simulation, which is starting to establish itself in the field of education. This work is examining educational simulations from three different points of view: 1) the acceptance of educational simulations in the school environment, 2) the interactivity of learning material, and 3) the authenticity of learning material. The experimental results are divided into three separate chapters according to the respective viewpoint. The investigation focused on acceptance in the first chapter draws from the evaluation of 34 Czech teachers and more than 1000 students, who both evaluated the benefits and shortcomings of particular educational simulations that were used by the teachers and their students. The experiment on interactivity (N = 152) in the second chapter is focused on the experimental comparison of learning material with activated interactive features and learning material with deactivated features. The third experiment on authenticity (N = 48) compares teaching material using authentic media sequences and the same material converted into an animated form. All three main chapters contain a theoretical review of the respective topic and our own experimental research. The methodology is based on the combination of qualitative and quantitative data collection methods, in particular using field research and laboratory experiments.