

My thesis investigates a conception of a contemporary education and deals with a content analysis of a Bílá kniha terciárního vzdělávání (BKTV). There is a definition of three basic terms in the theoretical part: Education, BKTV and „Lateness“ Society. Chapter 3 introduces three society development approaches (McLuhan, Flusser, Leirman). On these basis we are able to outline a basic historical educational link. Chapter 4 deals with 9 diverse viewpoints of „Lateness“ Society education dilemma. A Nonscholarship Society Theory is the prior one for the BKTV content analysis. The BKTV content analysis carries out in the empirical part, in comparison with 10 Nonscholarship Society Theory criteria. The thesis enjambement consists in reference to those theorists dealt in the theoretical part and in creating of criteria useful for potential evaluation of similar educational texts.