Abstract

This bachelor thesis examines the role of experiments in Chemistry lessons at Waldorf schools and roughly compares the approach towards their implementation into lessons at Waldorf schools and selected secondary schools (gymnasia) in the Czech Republic. The first part is dedicated to the description of Waldorf school specifics. The second part gives results of a general survey focused on the ways of use and frequency of experiments at selected secondary schools in the Czech Republic. Results of this survey and visits to laboratory practicals at one high school were confronted and discussed in contrast with results of inspections of classes at two Waldorf schools; Waldorf Lyceum in Prague and Primary and Secondary Waldorf School in Semily. Approaches to experiments at both types of schools are compared and arguments for and against are given. On the whole we can say that Waldorf schools take experiments (demonstrations) as an integral part of every Chemistry lesson and are essential for Chemistry education. However laboratory practicals are rare and the amount of information in lessons is smaller than at ordinary secondary schools observed. On the contrary, at ordinary secondary schools, demonstrations are less common and very often experiments are not included in Chemistry lessons, but separated into extra laboratory practicals.

Key words:
Waldorf school, Waldorf lyceum, chemical experiment, demonstration, laboratory practical