

Abstract

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The thesis deals with a constructivist model used in Geography classes. The theoretical part focuses on the characteristic of this model and compares it with the traditional transmissive model. It describes the methods used in the constructivist teaching. Part of the practical section was the pedagogical experiment that compared the efficiency of constructivist and transmissive teaching. Experiment was realized in the Primary school in two parallel 7th grade classes. There were two geographical topics taught – monsoons and the development of the Asian states. The development of the Asian states topic was taught transmissively in one class and in a constructivist manner in the second class. As a second step the other topic of monsoons was taught and the teaching method in the classes was interchanged. The efficiency of the teaching was determined by the help of the didactic test and then statistically evaluated.