TITLE:

Model of creating motivational items for use in non-chemical vocational schools

SUMMARY:

Presently, there have been significant reforms in the field of education in progress in the Czech Republic. Among others, formerly valid educational standards are being replaced by new standards – Framework Educational Programmes. They have also become effective for secondary schools since 1st September 2009.

One of the changes is an addition of science based subjects (thus also chemistry) to all the framework educational programmes for every field of study in vocational schools. Hence, the number of pupils who will be taught science has grown comparing to the previous years. As it was confirmed by an inquiry made for the purposes of this thesis, the above mentioned group of pupils represents the majority among pupils in secondary schools.

It was important to analyze the learning environment at non-chemical vocational schools, in order to support as effective utilization of learning units assigned for this schools as possible. For this purpose, there were several surveys run.

Out of the results, it is possible to imply that the learning environments at non-chemical vocational schools and grammar schools are very different. Therefore it is important to perform the chemistry based education at non-chemical vocational schools in a diverse way. Usage of motivational items seems to be one of the solutions, which would improve the quality of education in these new emerged conditions. This was established the main objective of this master's thesis.

In order to accomplish effectiveness of the motivational items, it was necessary to survey: the educational reality at vocational schools in more detail, also to examine the framework educational programmes and to peruse relevant literature about motivating pupils. Afterwards, it was possible to design appropriate motivational items, such as discrepant events etc. Since vocational schools represent more than 200 different fields of study, the objective is just to give examples of possible approaches to designing motivational items. Nevertheless, this master's thesis may indicate possible approaches to further education improving which prepares pupils for the life in the 21st century.

KEY WORDS:

motivational items, chemical education, vocational schools, discrepant events, ICT in chemical education