Abstract

The main goal of this dissertation was to create and verify own multicomponent tasks of interdisciplinary character based on analysis of types of tasks occured in international research. Newly created multicomponent learning tasks were classified by task type, solution form, cognitive demands and task variety. Tasks of the same form were ordered to pairs, their difficulty, vulnerability and rate of success were verified.

Multicomponent learning tasks were assigned verbally or nonverbally (charts, tables or pictures). Closed jobs (ordering items, matching items, multiple choice questions, true/false questions) and open jobs (wide-answer items, short-answer items) were used in complex of tasks.

Rate of success of individual tasks was processed by non-parametric statistical Wilcoxon test based on form, gender and type of study. Research survey was complemented by pupils’ self-reflection questionnaires and teachers’ questionnaires about testing process.

Key words

Multicomponent learning task, taxonomy of learning task, scientific literacy, reading literacy, self-reflective questionnaire.