

TITTLE:

Perceptions of teacher training graduates studying technical and information technology or ICT in practice at the Faculty of Education of Charles University in Prague (2001 - 2011)

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ABSTRACT:

The thesis deals with two major subjects of research.

The key topic of the thesis focuses on employability of graduates of teacher training programmes in teaching technical and information technology or ICT at the Faculty of Education of the Charles University in Prague (“PedF UK”) in 2001-2011 and mapping of their needs of further education. The aim of the thesis is to present a complex survey of the development of the subject in relation to the degree of graduates employability in 2001 – 2011 and their needs from the point of view of complementary professional and pedagogical training. The theoretical basis for the solution of the problem posed by the thesis is the analysis of teacher training curriculums focusing on teaching technical and information technology accredited at the PedF UK in 1996 - 2011. The empirical part includes a questionnaire distributed to the graduates of these programmes the aim of which was to find out through a detailed on-line inquiry in which fields and professions are employed the graduates of the following teacher training programmes: five-year master’s programme in technical and information technology training, two-year complementary teacher training programme in Teaching General Subjects at Primary and Secondary Schools – Information and Communication Technology and two-year complementary teacher training programme in Teaching General Subjects at Primary and Secondary Schools – Technical and Information

Technology Training at the PedF UK in Prague. The graduates teaching at schools were also asked in the questionnaire to specify the degree to which they think the curriculum on which their education of teaching professionals was based complies with the needs of the teaching practice at schools. The data included in the empirical part were obtained from graduates who graduated at the PedF UK in 2001 – 2011. The empirical findings were interpreted in the context of university training of teachers with the aim to identify the weak and the strong areas of the university education of future teachers as seen by beginning teachers. They were used for the recommended modifications of the curriculums of the above mentioned two-year complementary teacher training programmes and the topics which are the subject matter of further education of the graduates of these programmes employed in the teaching sector.

KEYWORDS:

Teacher training graduates, technical and communication technology education, beginning teachers, career opportunities