

SUMMARY:

This thesis presents the possibilities and benefits of the use of anchoring vignettes method in educational science, in connection with information and communication technologies (ICT). It is the first ever use of the anchoring vignettes method in this field. In its theoretical part, the thesis introduces the works of other authors in which research was done with the use of self-assessment questions. It also shows the research using the anchoring vignettes method, and research in which this methodology was used in educational science. The practical part presents the results of the author's own survey, which shows the diversity of self-assessment of ICT knowledge and skills of Year 1 and 2 students at secondary schools. The thesis proves distinctive subjectivity in students' self-assessment, different usage of the scale by respondents and the purposefulness of using the anchoring vignettes method in this field. First and foremost, it shows an entirely different self-assessment of students of different study programmes, genders etc. before and after the correction using the anchoring vignettes method.