

Abstract

This thesis deals with the preference of pupils at secondary schools (gymnasia) for different types of teaching aids in zoology education. The main objective was to determine whether the pupils rate educational models as more attractive than the real zoological preserved specimens and whether their preferences are related to their susceptibility to potentially phobic stimuli, realism of the object or whether preferences differ between the sexes.

Selected models included entire animals as well as animal organs. The research was conducted at selected secondary schools (gymnasia) in Prague and Jablonec nad Nisou using a questionnaire and a preference test. Secondary school pupils and their biology teachers participated in this research. The realistic design of each object was assessed by researchers and students from the Faculty of Science Charles University using a scale questionnaire.

The results showed that students rated the real zoological preserved specimens as more attractive compared to teaching models, with no dependence on whether the objects were entire or anatomical. Effect of gender on overall preference has not been showed; however, the boys had a tendency to evaluate generally unpopular organisms more positively than girls. No influence of susceptibility to potentially phobic stimuli, interest in objects of animal origin or choice of university studies on the ratings of pupils has been proved. Biology teachers also rated real zoological specimens as more attractive, but these data were not statistically tested due to a small sample.