

In my diploma thesis, "Evaluation in Cooperative Learning", which is a theoretical-empirical work, as well as in my own research, I have dealt with the question whether the teachers at the Čelákovice and Lovosice primary schools utilize some elements of cooperative learning, and how this teaching strategy influences the choice of forms and techniques of school evaluation.

Thanks to the analysis of the results I came to the conclusion that 8 of 15 teachers at those schools utilize cooperative learning methods in their teaching, while 7 other teachers replace it by group learning. From the point of view of the evaluating forms used in cooperative and group learning there are no changes in utilizing the evalua-

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tion techniques and forms compared to the traditional model, because marking prevails.

From that it is obvious that marking has a strong tradition in our contemporary school system, and it is only supplemented by other forms of evaluation (e.g. self-evaluation and wider oral evaluation). I am afraid that evaluation tools appropriate for cooperative learning concepts are not utilized at the Čelákovice and Lovosice primary schools in practical teaching.