

The diploma thesis (D)evaluation at School deals with the phenomenon of evaluation in the school environment in a broader sense. It focuses in particular on the psychosocial context of evaluation processes. It is a qualitative study focusing on different forms of assessment by teaching staff and their influence on the behaviour of pupils. The study is based on data collected at several school institutions and is mainly based on hundreds of hours of observation and dozens of interviews.

Most of the evaluation methods described in the thesis are part of the so-called hidden curriculum of the school and are often not reflected by the teaching staff. These are in particular different types of assessments from position of power, which can negatively affect the class climate and also have a potentially destructive effect on the development of pupils' personality. The thesis is devoted, of course, to more appropriate, respectful methods of evaluation. But it also points to the fact that even such assessments are no guarantee that pupils' behaviour will be disciplined and cooperative. The thesis discusses various modes of pupil responses to power and respectful evaluations by teaching staff, depending on the type of tune-up class as a social group.

The main aim of the thesis is to highlight the gap between theory and practice, thereby raising public awareness of what is really happening in school institutions and helping to spark debate on reforming the school system. However, in terms of new knowledge, this thesis can be beneficial for all those working with children. At the same time, in addition to discussing the results of research, it also indicates the direction to go in the search for new, better ways to evaluate.