

ABSTRACT

The thesis, titled The form of evaluation in the time of distant learning (COVID-19), deals with the form of final evaluation in the time of distant learning, focusing on positives and negatives of individual forms of evaluation and analyzes the preferences of students as well as their teachers from different viewpoints, i.e. motivation for learning.

This thesis is divided into two main parts - theoretical and empirical one. The theoretical part deals with the school evaluation and approach to it, its functions, forms, but also its history. A chapter can be found there about pupils' motivation for learning, main principles and methods developing pupil's motivation for learning or the main obstacles in developing pupils' motivation during schoolwork. The theoretical part is closed up by a chapter about a final evaluation on the school report in the time of COVID-19.

The aim of the empirical part is to identify whether the change in the final evaluation due to distant learning in pandemic COVID-19 suited the pupils, to describe the opinions of the teachers and pupils of the secondary school and lower classes of grammar school on various forms of evaluation, to describe the teachers' experience with evaluation in the context of distant learning and to subsequently compare the pupils' and teachers' experience and opinions about forms of evaluation. The research consists of two parts - the qualitative part in form of interviews with teachers and quantitative part in form of questionnaire from the students.

The research has been shown that the pupils prefer various forms of evaluation whereas the reason is different previous experience, individual needs and also factors based on content (clarity, brevity, etc.). The monitored sample has shown that a combination of oral evaluation and grades is the most efficient, both from the viewpoint of motivation and clarity as well. The teachers also agree with this opinion - this combination is the best version for them too. According to their opinion, the pupils are not well-prepared to switch purely to oral evaluation and it is through this combination that they are given a grade that is unequivocal and comprehensible but they are also given further information on their performance, knowledge, skills and approach to learning.

KEYWORDS

Evaluation, forms of evaluation, motivation, pandemic COVID-19, distant learning