

## **Abstract**

The subject of Problem-based Learning is one of the areas frequently discussed in the field of Geographical education. Current master thesis titled *Problem-based Geography Teaching: Difficulties, Topics and Educational Goals* tries to find out how the method of Problem-based Learning is applied in the environment of the Czech Republic. The first part deals with the theoretical definition of the Problem-based Learning. Following part addresses both, the outcomes of the questionnaire on perception and usage of the discussed method by geography lecturers, and the results of structured interviews with teachers practising the method in their lectures. The aim of following analysis is the identification of appropriate topics in Problem-based geography learning and also the analysis of problem-based educational objectives in the *Revised Bloom's Taxonomy*. Based on the assumption that the Problem-based Learning is more developed abroad, the topics and educational objectives applied in the Czech environment are compared with those used in England which lean upon the document titled *Schemes of Work*.

With regard to the results, it is possible to state that the Problem-based Learning in the Czech Republic meets the criteria of the Framework Educational Programme for Grammar Schools, obligatory document for each teacher. However, the comparison of those results with the expected outcomes of Problem-based Learning in England reveals the limits and the potential for improvement which the application of Problem-based Learning still has in the Czech Republic. The comparison shows that the expected outcomes of the English *Schemes of Work* exceed those set in the Framework Educational Programme for Grammar Schools.

## **Keywords**

Problem-oriented learning, Problem-based Learning, Problem-learning Approaches, Active Learning, problematic issues, Schemes of Work, Educational goals, Revised of Bloom's Taxonomy of Educational Objectives, Outcomes, Problem-solving, Inquiry-based Approaches.