

The diploma thesis is focused on the project-based learning. Specifically, it deals with the possibility to utilize the project-based learning within eTwinning for teaching students of educational fields at high school.

The goal of the work was a theoretical analysis of the problem as well as a prototype of a project which focuses on pre-school and extra curricular education. The methodology used in this work is based on the participatory-action research. First, a form-based survey was conducted to find out conditions and suggestions about the structure of a project within eTwinning. The survey respondents were teachers of pedagogy and educational fields. Next, the researcher, author of the thesis, prototyped a project that was consequently reviewed by three teachers out of the survey respondents. Also, these teachers were interviewed for their opinions about the project prototype as well as about utilizing the project-based learning within eTwinning when teaching students of pedagogy and its fields at high schools.

The result of the research showed that high schools teaching fields of pedagogy would have only minor issues with the project-based learning within eTwinning. Moreover, it was found out that teachers perceive the activity of eTwinning as beneficial for the education of future pedagogues.