

Impact of working with the map on mental map of pupils

Abstract

The aim of this thesis is to find out whether the way of working with the map affects the form of the mental map of pupils. The adjoining aim of this study is to find out how the selected factors affect their quality. Among these factors there is included the place of residence, gender, the popularity of geography and a mark of this subject, and also general geographic map.

The theoretical part defines key concepts such as perception, mental maps, cartographic methods of visualizations and that accompany all this work. Furthermore the thesis contains its own research where is define the methodology of data collection and the methodology of evaluation of this data. Subsequently, the mental maps of pupils are evaluated. During the evaluation, the emphasis is placed on the content of the mental maps and for the frequency of the drawn elements on pupil's mental maps. An important finding of this research is that the image of mental map of the pupils is influenced by the way of working with the map and that pupils interpret more elements only by reading the map, rather than by working with questions. Similarly, the character of the submitted map of the Czech Republic has the impact on the pupil's mental map. On the contrary, their mental maps do not affect the gender, nor mark of the geography or popularity of this subject.

The last part of this thesis includes discussion of the results and their comparison with already existing similar researches. There are also discussed the errors of the research and possible ways how to achieve better and more accurate result.

Keywords: perception of space, map, mental map, mapping skills, cartographic methods of visualizations