

Course description

Course abbreviation:	KPG/9O1D	Page:	1 / 4
Course name:	General Methodology		
Academic Year:	2023/2024	Printed:	28.05.2024 01:30

Department/Unit /	KPG / 9O1D			Academic Year	2023/2024
Title	General Methodology			Type of completion	Exam
Accredited/Credits	No, 2 Cred.			Type of completion	Combined
Number of hours	Lecture 6 [Hours/Semester]				
Occ/max	Status A	Status B	Status C	Course credit prior to	YES
Summer semester	18 / -	0 / -	0 / -	Counted into average	YES
Winter semester	0 / -	0 / -	0 / -	Min. (B+C) students	10
Timetable	Yes			Repeated registration	NO
Language of instruction				Semester taught	Winter, Summer
Optional course	Yes			Internship duration	0
Evaluation scale	1 2 3 4			Ev. sc. – cred.	S N
No. of hours of on-premise	0				
Auto acc. of credit	Yes in the case of a previous evaluation 4 nebo nic.				
Periodicity	K				
Substituted course	KPG/O1D				
Preclusive courses	N/A				
Prerequisite courses	N/A				
Informally recommended courses	N/A				
Courses depending on this Course	N/A				

Course objectives:

The general theoretical didactics is clarifying key concepts such as education, teaching, education, learning, and another, and the development of theories relating to teaching and learning. General didactics is also for a professional science, in which allows the teacher to intersubjectively recognized standards. General didactics can provide support for teacher in solving everyday problems in the primary school.

Requirements on student

The seminar work the working out of word. document (the tasks commissioned in the seminary), which is going to content the practice in the relation to the formulated outputs of the subject (see STAG), and that is with the reflection.

A student hands both outputs in his/her credit exclusively over STAG, accepted outputs are also valued through STAG.

Content

1. Profile of a teacher in primary education.
2. The basic models, the conception of lessons which more significantly influenced and all the time they influence interpretation of lessons in the present school, the basic categories of teaching process,
3. Goals and education contents and their transformation the education content, curriculum reform and its principles, curriculum modelling, didactic transformation of content, raisingly education goals, their functions, significance, formulation,
4. The organization and the classroom management, organizing forms of lessons, teaching methods and the criterions of the classification,
5. The didactic means, the textbooks and the other didactic mediums, the conditions under which the lesson process is running,
6. The student's valuation (student's rating), the diagnostics and the feedback for the development of competences, analysis and reflection of education and the developing of its quality.

Fields of study

Guarantors and lecturers

- **Guarantors:** Mgr. Pavla Soukupová, Ph.D.
- **Lecturer:** Mgr. Michal Dubec, Ph.D. (100%), Doc. PhDr. Lucie Rohlíková, Ph.D. (100%), Mgr. Pavla Soukupová, Ph.D. (100%)
- **Examiners:** Mgr. Pavla Soukupová, Ph.D.

Literature

- **Basic:** JANÍK, T., MAŇÁK, J., KNECHT, P. *Cíle a obsahy školního vzdělávání a metodologie jejich utváření*. Brno: Paido, 2009. ISBN 978-80-7315-194.
- **Basic:** Chocholoušková, Z., Hajerová Mullerová, L. *Didaktika biologie ve vztahu mezi obecnou a oborovou didaktikou*. Plzeň, 2019. ISBN 978-80-261-0.
- **Basic:** STARÝ, K., LAUFKOVÁ, V. *Formativní hodnocení ve výuce*. Praha: Portál, 2016. ISBN 978-80-262-1001-6.
- **Basic:** ZORMANOVÁ, L. *Obecná didaktika*. Praha: Grada Publishing, 2014. ISBN 978-80-247-4590-9.
- **Basic:** SKALKOVÁ, J. *Obecná didaktika*. Praha: Grada Publishing, 2007. ISBN 978-80-247-1821-7.
- **Basic:** Vališová, A.; Kovaříková, M. *Obecná didaktika: A její širší pedagogické souvislosti v úkolech a cvičeních*. Praha: Grada Publishing, 2021. ISBN 978-80-271-3249-2.
- **Basic:** SLAVÍK, J., HAJEROVÁ MÜLLEROVÁ, L. & SOUKUPOVÁ, P. et al. *Reflexe a hodnocení kvality výuky I*. Plzeň: ZČU, 2020. ISBN 978-80-261-0920-4.
- **Basic:** Fletcher-Wood, H. *Responzivní výuka: Kognitivní vědy a formativní hodnocení v praxi*. Praha: UNIVERSUM, 2021. ISBN 978-80-242-7152-1.
- **Basic:** RVP pro ZV v platném znění - <http://www.nuv.cz/file/4982/> >
- **Basic:** KALHOUS, Z., OBST, O. *Školní didaktika*. Praha: Portál, 2002. ISBN 80-7178-253-X.
- **Basic:** Petlák, Erich. *Všeobecná didaktika*. 3. vydanie. 2016. ISBN 978-80-8153-064-7.
- **Basic:** MAZAČOVÁ, N. *Vybrané problémy obecné didaktiky*. Praha: PdF UK, 2014. ISBN 978-80-7290-677-2.
- **Basic:** Maňák, Josef; Švec, Vlastimil. *Výukové metody*. Brno : Paido, 2003. ISBN 80-7315-039-5.
- **Extending:** KOLÁŘ, Z., VALIŠOVÁ, A. *Analýza vyučování: vyučování jako dialog, řízení učení žáků, styly a způsoby hodnocení, komunikace, kooperace a interakce*. Praha: Grada Publishing, 2009. ISBN 978-80-247-2857-5.
- **Extending:** TUREK, I. *Didaktika*. Praha: Wolters Kluwer, 2014. ISBN 978-80-8168-004-5.
- **Extending:** Kolář, Zdeněk; Šikulová, Renata. *Hodnocení žáků*. 2., dopl. vyd. Praha : Grada, 2009. ISBN 978-80-247-2834-6.
- **Extending:** BLOOM, P. *Jak se děti učí významu slov*. Praha: Karolinum, 2016. ISBN 978-80-2463-095-3.
- **Extending:** KASÍKOVÁ, H. *Kooperativní učení, kooperativní škola*. Praha : Portál, 1997. ISBN 80-7178-167-3.
- **Extending:** MERTIN, V., KREJČOVÁ, L. a kol. *Metody a postupy poznávání žáka. Pedagogická diagnostika*. Praha: Wolters-Kluwer, 2016. ISBN 978-80-7552-014-2.
- **Extending:** STUCHLÍKOVÁ, I. JANÍK, T. et al. *Oborové didaktiky: vývoj-stav-perspektivy*. Brno, MU, 2015.
- **Extending:** KOLEKTÍV AUT. *Pedagogická intervence u žáků ZŠ*. Praha: Wolters Kluwer, 2011. ISBN 978-80-7357-603-5.
- **Extending:** VALIŠOVÁ, A., KASÍKOVÁ, H. (eds.). *Pedagogika pro učitele*. Praha: Grada, 2011. ISBN 978-80-247-3357-9.
- **Extending:** CHVÁL, M., KASÍKOVÁ, H., VALENTA, J. *Posuzování rozvoje kompetence k učení ve výuce*. Praha: Karolinum, 2012. ISBN 978-80-2462-057-2.
- **Extending:** Košťálová, Hana. *Školní hodnocení žáků a studentů se zaměřením na slovní hodnocení*. Portál, 2007. ISBN 978-80-7367-314-7.
- **Extending:** PRŮCHA, J. *Učitel: současné poznatky o profesi*. Praha: Portál, 2009. ISBN 80-7178-621-7.
- **Extending:** SPILKOVÁ, V., VAŠUTOVÁ, J. a kol. *Učitelská profese v měnících se požadavcích na vzdělávání*. Praha: PdF UK, 2007. ISBN 978-80-7290-384-9.
- **Extending:** RAMBOUSEK, V. *Vybrané kapitoly z didaktiky a psychodidaktiky*. Praha: PdF UK, 2014. ISBN 978-80-7290-671-0.
- **Recommended:** Průcha, Jan. *Alternativní školy*. 2., upr. vyd. Praha : Portál, 1996. ISBN 80-7178-072-3.
- **Recommended:** Šikulová, Renata; Müllerová, Lenka. *Cvičebnice obecné didaktiky pro studenty učitelství*. Vyd. 1. V Ústí nad Labem : Univerzita J.E. Purkyně, 2001. ISBN 80-7044-365-0.
- **Recommended:** Petty, Geoffrey. *Moderní vyučování*. Praha : Portál, 2002. ISBN 80-7178-681-0.
- **Recommended:** Pasch, Marvin. *Od vzdělávacího programu k vyučovací hodině*. Praha : Portál, 2005. ISBN 80-7367-054-2.
- **Recommended:** Průcha, Jan. *Pedagogická encyklopedie*. Vyd. 1. Praha : Portál, 2009. ISBN 978-80-7367-546-2.

- **Recommended:** Singule, František. *Současné pedagogické směry a jejich psychologické souvislosti*. 1. vyd. Praha : Státní pedagogické nakladatelství, 1992. ISBN 80-04-26160-4.
- **Recommended:** Kratochvílová, Jana. *Teorie a praxe projektové výuky*. 1. vyd. Brno : Masarykova univerzita, 2006. ISBN 80-210-4142-0.
- **Recommended:** Kašová, J., Tomkov, A., Dvořáková, M. *Učíme v projektech*. Praha: Portál, 2009. ISBN 978-80-7367-521-1.

Time requirements

All forms of study

Activities	Time requirements for activity [h]
Preparation for an examination (30-60)	10
E-learning [dáno e-learningovým kurzem]	20
Graduate study programme term essay (40-50)	16
Contact hours	6
Total:	52

assessment methods

Knowledge - knowledge achieved by taking this course are verified by the following means:

Written exam
Seminar work

Skills - skills achieved by taking this course are verified by the following means:

Written exam
Seminar work
Skills demonstration during practicum

Competences - competence achieved by taking this course are verified by the following means:

Written exam
Seminar work
Self-evaluation

prerequisite

Knowledge - students are expected to possess the following knowledge before the course commences to finish it successfully:

- to explain the pedagogy as the science in the historical and present context of the society,
- to evaluate possibilities of co-operation of the pedagogy with another scientific branches,
- to analyse the influence of society changes on raising and education and to be able to give reasons for their impact,
- to give reasons for the importance of the pedagogical research for theory and practice.

Skills - students are expected to possess the following skills before the course commences to finish it successfully:

- to illustrate the utilization of pedagogical theory with examples from practice,
- to make use the specific pedagogical terms.

Competences - students are expected to possess the following competences before the course commences to finish it successfully:

- své učení a pracovní činnost si sám plánuje a organizuje,
- vyjadřuje se v mluvených i psaných projevech jasně, srozumitelně a přiměřeně tomu, komu, co a jak chce sdělit, s jakým záměrem a v jaké situaci komunikuje,
- efektivně využívá různé strategie učení k získání a zpracování poznatků a informací, hledá a rozvíjí účinné postupy ve svém učení.

teaching methods

Knowledge - the following training methods are used to achieve the required knowledge:

Lecture
E-learning
Individual study
Self-study of literature
One-to-One tutorial
Discussion

Skills - the following training methods are used to achieve the required skills:

Lecture
E-learning
Individual study
Self-study of literature

Competences - the following training methods are used to achieve the required competences:

Lecture
E-learning
Individual study
Self-study of literature

learning outcomes

Knowledge - knowledge resulting from the course:

- to define basic categories of educational process: goals, content (schoolwork), cooperation of teacher and students, educational methods, organizational forms and didactic tools, conditions of an educational process,
- to explain the process of building the relations between the elementary categories of educational process,
- to describe a chosen teaching conception which influenced significantly the education in contemporary schools (educational theories of J. F. Herbart, J. Dewey, socially-structural interpretation of education),
- to distinguish between various kinds of teaching and various approaches to the student's and teacher's positions.

Skills - skills resulting from the course:

- to analyze curriculum structure,
- to work out a textbook analysis in chosen field,
- to create an appropriate problem tasks which meet the students' cognitive needs and interests,
- to implement a differentiation of didactic accesses regarding the individual students' specifics and their possibilities,
- to analyze the differences between teaching methods and organizational teaching forms,
- to work out the initial educational diagnostics of students,
- to follow students' needs and to build a safe and tolerant environment.

Competences - competences resulting from the course:

N/A

N/A

- to develop the teaching and problem solving skills,
- to develop presentation and communication skills,
- to develop civic skills.

Course is included in study programmes:

Study Programme	Type of	Form of	Branch	Stage	St. plan v.	Year	Block	Status	R.year	R.
.	Lifelong learning	Combined	Učitelství pro 1. stupeň ZŠ	1	2020	2023	Povinné předměty	A	2	LS
.	Lifelong learning	Combined	Učitelství pro 1. stupeň ZŠ	1	2021	2023	Povinné předměty	A	2	LS