

TEMPLATE

ANNUAL ACTIVITY REPORT

In the doctoral degree programme

Special education

For the academic year 2025/2026

Student: Mgr. Tereza Klopalová

Supervisor: Prof. PhDr. Jan Novák, Ph.D.

Consultant (if assigned): ----

Topic of dissertation: The aspects of inclusion of persons with autism spectrum disorders in elementary schools in the context of the Covid-19 pandemic

Form of study: Full-time

Beginning of study (academic year): 2024/2025

Expected completion of study (academic year): 2027/2028

DISSERTATION WORK PROCEDURE

(describe in detail the procedure of the activities on the dissertation in the respective academic year)

During the second year of my doctoral studies, I built upon the theoretical foundations established in the previous year and concentrated on further developing these concepts while integrating them into the planned empirical component of my dissertation entitled *Aspects of the Inclusion of Individuals with Autism Spectrum Disorder in Primary Schools in the Context of the COVID-19 Pandemic*. I continued a systematic review of Czech and international academic literature, focusing particularly on recent research concerning inclusive education for pupils with autism spectrum disorder in the post-pandemic period, the psychosocial effects of remote learning, the resilience of school environments, and collaboration between schools, families, and educational counselling services. A critical appraisal of the available literature enabled me to refine the theoretical framework of the study and identify research gaps that remain insufficiently explored within the Czech educational context. These findings contributed to a more precise definition of the research problem and the formulation of the final research questions.

In consultation with my supervisor, I further developed the methodological framework of the dissertation. Particular attention was paid to the operationalisation of the key concepts under investigation, the definition of the research sample, the establishment of participant selection criteria, and the choice of data collection methods appropriate to the research aims. I also explored the potential of combining qualitative and quantitative approaches in order to obtain a more comprehensive understanding of teachers' experiences of educating pupils with autism spectrum disorder during and following the COVID-19 pandemic. Continuous methodological reflection resulted in refinements to the research design, thereby strengthening both its validity and its practical feasibility.

A significant part of the year's work involved the development of the research instrument for the collection of empirical data. The instrument was designed on the basis of the identified research gaps, existing international research instruments, and evidence from the academic literature. It was subsequently pilot-tested with eight primary school teachers. The pilot study provided an opportunity to assess the clarity and relevance of the individual items, as well as the overall time required for administration. Based on participants' feedback, several questions were revised, additional items relating to collaboration between schools, families, and educational counselling services were incorporated, and the data collection procedures were further refined. The pilot study also confirmed the suitability of the selected methodological approach for the main empirical investigation.

During the academic year, I also completed the first full draft of the theoretical chapters of the dissertation. These chapters address inclusive education for pupils with autism spectrum disorder, the specific nature of their educational needs, the impact of the COVID-19 pandemic on school education, school–family collaboration, and current developments in the field of inclusive educational support. Completing the theoretical section enabled me to integrate the existing body of knowledge into a coherent conceptual framework and establish a robust academic foundation for the interpretation of the empirical findings.

The work completed during the second academic year marked a substantial progression of the dissertation project from the stage of theoretical preparation to the implementation of the empirical research. The theoretical framework was finalised, the research design was refined, the research instrument was successfully pilot-tested, and the necessary conditions for the main phase of data collection were established. In addition, the project timetable was revised in light of the findings from the pilot study, and a detailed plan for the following academic year was prepared. The next stage of the research will focus on conducting the empirical study, undertaking the ongoing analysis of the collected data, and interpreting the findings in relation to the research questions.

GROUP A: Compulsory courses					
Courses	Plan (academic year)	Date of implementation	Number of credits		
			proposed (student)	awarded (supervisor)	approved (SAB)
1. USS/XGPP Abnormal Psychology	2025/2026	20.05.2026	7		
2. USS/XGPPM Methodology of Education	2025/2026	13.06.2026	7		
3. USS/XGCJ1 Foreign Language 1	2025/2026	06.02.2026	7		
4.					
5.					
6.					
Credits earned for year 1:			14	14	14
Credits earned for year 2:			21		
Credits earned for year 3:					
Credits earned for year 4:					
Credits earned for further period:					
Total credits earned:			35		
GROUP B: Core elective courses					
Courses	Plan (academic year)	Date of implementation	Number of credits		
			proposed (student)	awarded (supervisor)	approved (SAB)
1. USS/XGOSP The personality of Special Needs Educator	2025/2026	18.05.2026	7		
2.					
3.					
Credits earned for year 1:			7	7	7
Credits earned for year 2:			7		
Credits earned for year 3:					
Credits earned for year 4:					
Credits earned for further period:					
Total credits earned:			14		

GROUP S: International placement, teaching activity and others professional activities
(for teaching activities, specify the abbreviations and titles of courses and degree of involvement, must be linked to the student's name in the IS STAG; for other professional activities, describe in detail or attach a proof of achievement; for foreign placement, specify the destination including the institution, length or period of stay (from – to), purpose of stay, financial source)

Courses	Plan (academic year)	Date of implementation	Number of credits*		
			proposed (student)	awarded (supervisor)	approved (SAB)

Teaching activity

1. Educational activity Course title: Autism spectrum disorders Course Abbreviation: USS/KPAS1 Category: Seminar Time requirements: 13 [HOUR/SEM] Guarantor of the course: Prof. PhDr. Jan Novák, Ph.D. Department: Institute of Special Education Studies, Faculty of Education, Palacký University Period of educational activities: February–May 2026 Total number of hours: 52 (1 teaching sessions) Educational activities included consultations with students and evaluation of seminar papers	2025/2026	29.05.2026	2		
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Other professional activities

1. Other professional activities Activity title: Preparation of compensatory aids for the development of communication in pupils with autism spectrum disorder at Holečkova Elementary School, Olomouc Guarantor of professional activity: PhDr. Miloš Svoboda Department: Holečkova Elementary School, Olomouc Contact person: Mgr. Jana Havlíčková, Director Total number of hours: 26	2025/2026	30.06.2026	1		
2. Opponent review of bachelor's thesis Author of bachelor's thesis: Martina Máchová Title of bachelor's thesis: Special Education Intervention in Elementary School Supervisor: Mgr. Petra Slámová, Ph.D.	2025/2026	15.06.2026	1		

International scientific-research placement

Credits earned for year 1:			6	6	6
Credits earned for year 2:			4		
Credits earned for year 3:					
Credits earned for year 4:					
Credits earned for further period:					
Total credits earned:			10		

GROUP V: Scientific, publication and creative activity
(the required standards for completion must be met - see the Annual Report template on the Faculty website)

Outcomes	Plan		Number of credits*		
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	(academic year)	Date of implementation	proposed (student)	awarded (supervisor)	approved (SAB)
1. Participation in a scientific conference with active participation in the Czech language Title of conference: INSPO – Internet and Technology for Persons with Specific Needs Date: 9–10 April 2026 Venue: Faculty of Education, Charles University, M. Rettigové 4, 116 39 Prague Presenter: Mgr. Tereza Klopalová Title of paper: Modern Technology and Autism Spectrum Disorders Web conference with programme: www.inspo.cz/2026/program-konference	2025/2026	10.04.2026	5		
2. Reviewed scientific paper in a scientific periodical – journal (Jost) Šalamounová, K., Klopalová, T. (2026). Education and Autism Spectrum Disorders in the Czech Republic and Abroad – A Comparative Study. Speciální pedagogika, 32(1), pp. 56–74. Available at www.specialnipedagogika.cz/klopalova-edukace-a-poruchy (author's share 50%)	2025/2026	12.02.2026	3		
3. Review Klopalová, T. (2026). A Useful Guide for Academic and Non-academic Staff. Journal of Exceptional People, 11(22), pp. 112–120. Available at www.jep.upol.cz/klopalovarecenze (author's share 100%)	2025/2026	17.03.2026	2		
4. Involvement in a research project in the capacity of the principal investigator Project title: Current Challenges and Alternative Strategies in Special Education Diagnostics Grants Scheme: SGS IGA. Student grant competition, Palacký University Olomouc. Project Number: SGS_PdF_2025_10 Position: Principal Investigator Project implementation period: 1 Mar 2025–25 Feb 2026 Co-investigator: Doc. Mgr. Vlasta Skopalová, Ph.D. Department: Institute of Special Education Studies	2025/2026	20.08.2026	10		
Credits earned for year 1:			15	15	15
Credits earned for year 2:			20		
Credits earned for year 3:					
Credits earned for year 4:					

Credits earned for further period:			
Total credits earned:	35		

GROUP Z: State doctoral examination and dissertation defence					
Courses	Plan (academic year)	Date of implementation	Number of credits		
			proposed (student)	awarded (supervisor)	approved (SAB)
State doctoral examination	2026/2027		-	-	-
Defence of the dissertation project	2026/2027				
Writing of the dissertation	2027/2028				
Credits earned for year 2:					
Credits earned for year 3:					
Credits earned for year 4:					
Credits earned for further period:					
Total credits earned:					

CREDITS TOTAL			
Credits earned for year 1:	42	42	42
Credits earned for year 2:	52		
Credits earned for year 3:			
Credits earned for year 4:			
Credits earned for further period:			
Total credits earned:	94		

Place, date: Olomouc, 4 September 2026

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Student's signature

- * The distribution/calculation of credits for teaching activity, other professional activities and publications and other scientific research activities is governed by the *Credit Allocation Guideline for Doctoral Degree Programmes* (see Annex 3, internal standard PdF-B-25/03).