

Exam in pedagogy - topics:

Pedagogy

- Scientific field of pedagogy. Historical development of pedagogy as a science. The subject of pedagogy, its functions and stages of development. Approaches to the system of pedagogical disciplines. The relationship of pedagogy to other sciences. The relationship between pedagogical theory and practice. Current problems and issues of pedagogy.
- Quantitative and qualitative research in pedagogy (basic characteristics of both approaches, their comparison, pros, cons).
- Methods of quantitative and qualitative research in pedagogy (basic characteristics of selected methods and their use).
- Formative factors of individuals - biological factors, environment, education. Pedagogical teleology - goals of education in various pedagogical concepts. Functions of educational goals, their classification and structure.
- Analysis of the educational process - stages of the educational process, educational principles, effectiveness of the educational process.
- Basics of statistics in pedagogically oriented research (selection of elements for the research sample, measurement in pedagogical research and types of variables).
- System of the Czech curricular documents. Explanation of terms: key competencies, professional competencies, educational area, cross-curricular themes, graduate profile.
- The personality of the teacher and educator. Requirements for the personality of teachers and educators, the social role of teachers and educators, current issues of the teaching profession. Discipline and authority in education. Possibilities of reflection and self-reflection and problems of burnout syndrome of pedagogical staff.
- The personality of the educated individual and his/her individuality. Educability of man. Interaction of the educator and the educated. Educational work with individuals with specific needs, integration issues.
- Pedagogical communication (verbal, nonverbal). Paralinguistic expressions and communication in teaching. Barriers in pedagogical communication. Assertiveness.
- The most common data processing procedures in pedagogical research (frequencies, graphical representations, position characteristics, standard deviation).
- Issues of social pathological phenomena from a pedagogical point of view. Prevention system. Battered Child Syndrome (Child abuse and neglect) from a pedagogical point of view.
- Key competencies in Framework Educational Programme. Structure and properties of learning objectives. Learning tasks and their functions in teaching.
- Teaching methods and their classification. Material teaching aids and aspects of their selection.
- Organizational forms of teaching and their classification. Advantages and disadvantages of individual forms of teaching.
- Diagnostic approaches and methods in pedagogy. Evaluation as a pedagogical problem. Examination, preparation for oral and written examinations. Didactic test and problems of its creation and evaluation.
- The environment of the school and other educational institutions. School climate. Inspiration by alternative pedagogical systems for streamlining the educational process.

- Lifelong learning, its characteristics, stages, ways of implementation, barriers. Importance and possibilities of lifelong education of pedagogical staff. The system of further education of pedagogical staff.
- Current trends in the educational policy of the Czech Republic (analysis of the key documents).
- Importance of ISCED, clarification of basic classification according to levels of education (assign corresponding types of Czech schools to individual levels). School system in the Czech Republic (founders of schools and school institutions).
- Characteristics of basic trends of changes in education in the historical context of contemporary paradigms (conception of man and education, goals of education). Reflections of contemporary concepts of education at present.

Basic literature:

- Blake, N., Smeyers, P., Smith, R., & Standish, P. (Eds.). (2003). *The Blackwell guide to the philosophy of education*. Oxford, UK: Blackwell Publishing.
- Curren, R. A. (2003). *Companion to the philosophy of education*. Oxford, UK: Wiley-Blackwell.
- Tubbs, N. (2005). *Philosophy's higher education*. New York, NY: Kluwer Academic Publishers.
- Apple, M. W., Ball, S. J., & Gandin, L. A. (Eds.). (2010). *The Routledge international handbook of the sociology of education*. New York, NY: Routledge.
- Cohen, L., Manion, L., Morrison, K., & Morrison, R. B. (2007). *Research methods in education*. New York, NY: Routledge.
- Dressman, M. (2008). *Using social theory in educational research: A practical guide*. New York, NY: Routledge.
- deMarras, K. B., & Lapan, S. D. (Eds.). (2004). *Foundations for research: Methods of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Given, L. M. (2008). *The SAGE encyclopedia of qualitative research method*, (Volume 1 & 2). London, UK: SAGE.
- Halloun, I. A. (2006). *Modeling theory in science education*. Dordrecht, Netherlands: Springer.
- Dreyfus, H. L., & Rabinow, P. (1983). *Michel Foucault: Beyond structuralism and hermeneutics*, (2nd ed.). Chicago, IL: University of Chicago Press.
- Kuhn, T. S., & Hacking, I. (2012). *The structure of scientific revolutions*, (4th ed.). Chicago, IL: University of Chicago Press.
- Johnson, B., & Christensen, L. (2010). *Educational research: Quantitative, qualitative, and mixed approaches*, (4th ed.). London, UK: SAGE.
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- Burkovičová, R., Lipnická, M., & Falkiewicz-Szult, M. (2016). *The theory and practice of preschool education in the context of the curriculum in the Czech, Slovak and Polish Republics*. Ostrava, Czech Republic: Ostravská univerzita, Pedagogická fakulta.
- European Commission/EACEA/Eurydice. (2018). *The structure of the European education systems 2018/19: Schematic diagrams. Eurydice facts and figures*. Luxembourg: Publications Office of the European Union.
- Kelly, A. V. (2009). *The curriculum: Theory and practice*. London, UK: SAGE.
- Klikauer, T. (2017). *Management education: Fragments of an emancipatory theory*. Cham, Switzerland: Springer International Publishing.
- Jarvis, P. (Ed.). (2006). *The theory and practice of teaching*. New York, NY: Routledge.
- Hodson, D. (2009). *Teaching and learning about science: Language, theories, methods, history, traditions and values*. Boston, MA: Brill Sense.
- Huba, M. E., & Freed, J. E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Needham, MA: Allyn & Bacon.
- Grossman, P. (2018). *Teaching core practices in teacher education*. Cambridge, MA: Harvard Education Press.

- Beasley, D. W. (2018). *The perceived effects of an alternative education placement on at-risk students*. (Doctoral thesis, Wilmington University, New Castle, DE).
- Oosterhoff, H. (2019). *School-based social work and socioemotional learning interventions in alternative education programs*. (Doctoral thesis, Walden University, Minneapolis, MN).
- Rao, M. S. (2016). *Soft skills*. Carlsbad, CA: Motivational Press.
- Vyner, J. (2018). *Mastering soft skills*. Leicester, UK: Troubador Publishing.
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- Eales-Reynolds, L. E., Judge, B., Jones, P., & McCreery, E. (2013). *Critical thinking skills for education students* (2nd ed.). London, UK: SAGE.
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