# Integrated format of state exam: pedagogy, psychology and English language didactics:

Valid from 2024

In this part of the state exam the students prove they are able to connect and synthesize the knowledge of English language didactics, pedagogy and psychology and use it effectively when interpreting theoretical foundations and discussing specific teaching situations.

The practical application of the knowledge gained in the three disciplines is represented by a lesson plan and a written reflection of the lesson (or a videorecording of the lesson with written reflection) and the materials in the portfolio (lesson plans, seminar papers portfolio tasks etc.). The students works with these materials during the preparation time.

The student picks out one of the 8 areas and has 30 minutes for preparation. They will try to connect their lesson plan or the video recording and portfolio materials with the chosen area. The exam will take about 30 minutes.

In the introductory part of the exam the student will briefly present their professional development realized during the master study programme (and possibly also during the bachelor programme) and will reflect on their professional competences. They use a powerpoint presentation (or another kind of visual support) for that (approx. 5 - 7 minutes long). The student’s “journey towards teaching“ can be illustrated by practical examples of a lesson plan, a videorecording of a lesson or materials from the portfolio (seminar papers, portfolio tasks). The student will also outline the plan of further professional development.

The students are expected to prepare for the exam in their own way. This means that they will be able to decide which topics within the areas will be processed in more detail. The students are expected to express their own opinions and arguments supporting their preferences. They should justify why they are more interested in some theoretical approaches and what they find important for the given teaching situation.

# Contents

1. Final State Examination areas
2. Education and Psychology Final State Examination assessment criteria
3. Didactics Final State Examination assessment criteria

The following document contains thematic areas for the Integrated Final State Examination (FSE) in Pedagogy, Psychology and English language Didactics and FSE assessment criteria. The FSE in Pedagogy, Psychology and English language Didactics takes the form of an expert debate based on a randomly selected theme from the areas (listed in Section 1) with the support of suitably selected documents from student’s teaching practice inserted into their portfolio. The thematic FSE areas are composed of pedagogical, psychological and didactic questions (the student picks up one area containing all three parts). It is desirable to suitably combine all three perspectives to the chosen topic during a time of 30 minutes, including selected recommended literature written for each topic. The objective of this form of FSE is to support future graduates’ ability to apply their didactic, pedagogical and psychological knowledge to their teaching to bridge the gap between theory and practice.

For **psychology** it is necessary to characterize (a) some older, classical theories and (b) more recent theoretical approaches to the given issue. (Theories developed after the 1970s will be considered recent).

For **pedagogy** students are expected to discuss the issues in their selected area with the support of their reading of scholarly publications, educational research findings and their portfolios. They should be able to refer to a contribution in a publication or periodical and discuss current issues in educational sciences.

For **English language didactics** it is important to connect the knowledge gained through studying relevant literature with students’ own teaching experience, to evaluate both critically and to suggest their own approaches to the solution of the problems under discussion.

During their exam preparation, students select documents from their portfolio while using them to demonstrate their comprehension of theory in practice. The student shows their portfolio to the committee, the members of which can use it as a basis for other questions.

The students are evaluated based on the criteria listed in Sections 2 and 3, which it is recommended to pay attention to. Their knowledge will enable the students to better understand the exam requirements and to prepare themselves better for the FSE.

1. Thematic Areas for Final State Examination (FSE) in Education, Psychology and English language didactics

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|  | **FSE Area** | **Application and Portfolio Tasks**  (Student chooses one of the tasks at the exam) | **Literature** |
| 1.TEACHER | **DID**  Foreign language teacher - knowledge and skills. Roles of the teacher (from controller to facilitator). Professional development possibilities (reflective practice, conferences, teacher associations, networking and in-service training). | Choose an entry in your pedagogical diary and point to some features of reflective writing. Explain in what way the selected extract contributed to your professional learning or vice versa.  Introduce your (teacher) concept of teaching, compare it with a selected model of teacher competences (e.g. Framework of Professional Qualities, Norms/Standard of a Student Teacher’s Professional Competences). Describe an example of your strong and weak professional competences (you can use materials from Standard of Quality of a Student Teacher’s Professional Competences).  Describe how a teacher can use the basic principles of your selected personality theory while working with pupils.  Describe how you cope with stress and challenge.  Using your portfolio tasks show the standard structure of an empirical study or research report (i.e. teacher´s professional identity, teacher as reflective practitioner, stress, and well-being in teaching profession). Introduce its systematic review, research question, appropriate methods of data collection and analysis, results, and discussion of the findings. Clarify the steps of data analysis you have applied: qualitative open coding, creation of categories and theory (including author references), basic statistical data analysis. | Brubacher, J. W. (1993). *Becoming a reflective educator: How to build a culture of inquiry in the schools*. Sage.  Korthagen, F. A. J., & Kessels, J. (2008). *Linking practice and theory: The pedagogy of realistic teacher education*. Routledge.  Korthagen, F., & Vasalos, A. (2005). Levels in reflection: Core reflection as a means to enhance professional growth. *Teachers and Teaching, 11*(1), 47–71.  Moon, J. A. (2004). *A handbook of reflective and experiential learning: Theory and practice*. Routledge Falmer.  *Code of ethics for educators*. Association of American Educators. <https://www.aaeteachers.org/index.php/about-us/aae-code-of-ethics>  Pollard, A., Black-Hawkins, K., Cliff Hodges, G., Dudley, P., James, M., Linklater, H., Swaffield, S., Swann, M., Turner, F., Warwick, P., Winterbottom, M., & Wolpert, M. A. (2014). *Reflective teaching in schools* (4th edition). Bloomsbury.  Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. ([2014]). Stress, health, and coping. In S. Nolen-Hoeksema, B. Fredrickson, G. R. Loftus, & C. Lutz (Eds.), Atkinson & Hilgard's introduction to psychology (16th ed., pp. 502-535). Cengage Learning.  APA 7 (2020). *Publication manual of the American Psychological Association*. APA.  Creswell, J. W. (2014). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research.* Pearson.  Gall, J. P., Gall, M. D., & Borg, W. R. (2006). *Educational Research: An introduction*. Pearson.  Johnson, R. B., & Christensen, L. B. (2010). *Educational research: Quantitative, qualitative, and mixed approaches.* Sage.  Yin, R. K. (2013). *Case study research: Design and methods.* Sage.  Dvořák, D., Urbánek, P., & Starý, K. (2014). High autonomy and low accountability: Case study of five Czech schools 1. *Pedagogická orientace, 24*(6), 919.  Woods, P. (2011). *Divided school*. Routledge. |
| **PED-PSY**  **A teacher's personality**  **Pedagogical and psychological research and its use in the work of a teacher**   * **A teacher's personality**, teacher’s role, professional competences and development. Teacher norms (Standard of a Teacher), professional ethics (e.g. Framework of Teacher’s Professional Qualities). Teacher as a reflective practitioner, models of reflection (ALACT). Class teacher. * **A teacher's personality** from the psychological perspective. The theories of personality and their applications in the educational environment. Life stories of teachers and pupils and their influence on the process of education. Teacher´s well-being and burnout prevention (self-care, social support, school practice). * **A teacher and research:** Differences in quantitative and qualitative research designs (provide examples of research problems and research methods). Action research. Data collection methods. Ethical aspects of research and data acquisition. Standardized psychological tests. Work with personal data in school practice. GDPR. |
| 2. LEARNER | **DID**  Language learner – individual differences (learner beliefs, learning styles, Multiple Intelligences, learner strategies, specific learning differences). Learner autonomy and learner training. | In what specific way can you contribute to pupils’ education at school? Demonstrate it on an example from your practice.  Using an example from your practice, explain in what way you respect your pupils’ developmental specifics in your teaching.  Give examples of effective classroom management strategies that may prevent pupils from disturbing the class. Illustrate the use of some of these strategies in your practice.  Describe various ways of motivating pupils in classes and, using a selected example, illustrate the way they are applied (database of various ways of motivation).  Based on stress theories and coping strategies, describe the ways in which a pupil could cope with a situation when they find it impossible to deal with “regular” school tasks (and how the teacher can be helpful).  Outline the scenario of a situation in which you introduce yourself as a class teacher to the parents of your pupils at the first parents’ meeting.  Describe some risks of communication between a family and school and options for their prevention. | Bear, G. G. (2010). *School discipline and self-discipline: A practical guide to promoting prosocial student behavior*. Guilford Press.  Cangelosi, J. S. (2013). *Classroom management strategies: Gaining and maintaining students' cooperation*. John Wiley & Sons.  Pace, J. L., & Hemmings, A. (Eds.). (2006). *Classroom authority: Theory, research, and practice*. Routledge.  Yisrael, S. B. (2012). *Classroom management: A guide for urban schoolteachers*. Rowman & Littlefield Education.  Epstein, J. L. (2009). *School, family, and community partnerships: Your handbook for action*. Corwin Press.  Steinberg, L. (2001). We know some things: Parent–adolescent relationships in retrospect and prospect*. Journal of Research on Adolescence, 11*(1), 1–19.  *The Education System in the Czech Republic:* <http://www.msmt.cz/file/27043/download/>  *The Framework Educational Program for Basic Education (FEP BE):* [www.msmt.cz/file/9481\_1\_1/](http://www.msmt.cz/file/9481_1_1/)  Greger, D., & Walterová, E. (2007). In pursuit of educational change: The transformation of education in the Czech Republic. *Orbis scholae, 1*(2), 11–44. |
| **PED-PSY**  **Theories of education, relationship between upbringing and education.**  **Current school and its influence on a pupil**  **Understanding pupil needs.**   * **Education and cross-curricular topics in school**, global education as a formative process, antinomy of education, education styles according to Steinberg. * **Challenging life situations in a pupil’s life.** School education as a source of stress. Transition between educational institutions as a demanding life situation. Stress theory (Selye, Lazarus). Ways of stress management (coping strategies). Types of demanding life situations for school age children. Principles of crisis intervention. * **Learning motivation, working with motivation in school.** Motivation theory and theory of needs in educational environment (cognitive, social; theory of need for achievement and need to avoid failure). Working with aspiration level of pupils in education. Motivation diagnostics and working with motivation. Principles of using rewards and punishments. Factors decreasing motivation and school achievement (boredom and fear in school). * **Developmental specifics of the learner.** Periodization of development and its various aspects (cognitive, psychosocial, emotional, and physical development; critical and sensitive periods, developmental milestones). Attachment theory and psychosocial deprivation in childhood. Emotions (classification, expressions) and development of emotional regulation. Neurotic disorders. Characteristics of an older school-aged child in psychological theories (Erikson, Piaget, Kohlberg). Developmental needs and developmental crises in relation to education. * **Pupils with behavioural difficulties** and their perception by the teacher. Concept of problematic behaviour and specific behavioural disorders. Possible causes of problematic behaviour. Displays of problematic behaviour. Possibilities of correction of problematic behaviour. School procedures when working with a child with behaviour difficulties (including the role of the class teacher and school counselling centre). Role of perceptual errors and cognitive biases in interactions between teachers and pupils. |
| 3.LEARNING | **DID**  Theories of second language acquisition (behaviorism, innatism, Monitor Model, information processing, social interactionism) - main characteristics of particular theories and the authors. Implications of the theories of second language acquisition for English language teaching. | Using your specific lesson plan, demonstrate your knowledge and reflection of current psychological learning theories.  Explain how a teacher can use the principles of your selected personality theory while working with a pupil in the area of the pupil’s personality development. Try to put this impact into context using the concept of key competences. | Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). *Taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Allyn & Bacon.  Connelly, F. M., & Clandinin, D. J. (1988). *Teachers as curriculum planners. Narratives of experience*. Teachers College Press.  Noble, T. (2004). Integrating the revised Bloom's taxonomy with multiple intelligences: A planning tool for curriculum differentiation. *Teachers College Record, 106*(1), 193–211.  Epstein, J. L. (2009). *School, family, and community partnerships: Your handbook for action*. Corwin Press.  Steinberg, L. (2001). We know some things: Parent–adolescent relationships in retrospect and prospect*. Journal of Research on Adolescence, 11*(1), 1–19. |
| **PED-PSY**  **The learning process and its context factors.**  **Relationship between learning and thinking.**  **Socialization, family, and school.**   * **Learning. Importance of learning for a human’s life.** Main types of learning – sensorimotor, cognitive, social. Main principles of learning: learning by trial and error, insight learning, conditioning, learning by imitation and identification. Learning and memory in the context of lesson planning and requirements for pupils. One selected classical learning theory and current approaches to learning (cognitivist, constructivist) – main authors, characteristics, and importance for teaching practice. * **Learning process in relation to a pupil’s personality development and identity**. Identify the options for influencing pupils’ personality at school and the potential risks. * **Relationship between learning and thinking.** Types of thinking, development of thinking and speech (Vygotsky). Cognition, cognitive styles and learning styles. Current criticism of learning styles. Assessment of cognitive styles and learning preferences. Efficient learning strategies and learning tactics. * **Family as a social and educational environment:** functions of a family, features of a functional family, parenting styles according to Steinberg. Types of family backgrounds. Cooperation between pupils’ parents and teachers. Role of school and family in child’s socialization, differences in family and school socialization. Roles within a family. Difficult situations in a family. Psychological perspective on the relationship between family and school, including communication. |
| 4.TEACHING PROCESS | **DID**  Methods and approaches in ELT (traditional methods, alternative methods, communicative approach, task-based learning, lexical approach, post-methods era). CLIL.  Teaching materials (coursebook set, supplementary materials). How to select an appropriate coursebook. Advantages and disadvantages of coursebooks published in Great Britain and in the Czech Republic.  Mother tongue in ELT (historical development and the current approach). Role of translation in ELT.  Modern technologies in the language classroom and e-learning. | Describe the teaching strategies you apply in your practice. Using a specific example, illustrate the way to apply them to achieve selected objectives. Using your selected lesson plan, describe the teaching strategies/methods/principles you have used.  Explain the term “teacher’s concept of teaching”. Compare and contrast your beliefs with the standard from the Code of Ethics for Educators.  How does classroom communication differ in frontal, group, and individual teaching? Illustrate on examples from your practice.  Provide a written self-reflection of your micro-teaching performance that focused on classroom communication.  Give examples of teacher questions of different cognitive levels from your own teaching practice.  Using two different parts of your lesson plan, discuss the appropriateness of using different types of questions.  Discuss whether and how you would implement feedback in the specific situation. What kind of pupil answers would you expect in this specific situation? How would you react to them? How would you correct a mistake in this specific situation?  Using your selected lesson plan, describe the teaching strategies/methods/principles you have used.  Describe your way of work with a selected teaching strategy you apply in your practice, from its original plan to its realization and alteration.  Using your lesson plans, discuss: (a) the assignment of homework and expected preparation for lessons, (b) the use of selected interactional pattern in teaching. | *Code of ethics for educators*. Association of American Educators: https://www.aaeteachers.org/index.php/about-us/aae-code-of-ethics  König, J. (Ed.). (2012). *Teachers’ pedagogical beliefs*. Waxmann Verlag.  Kyriacou, C. (1997). *Effective teaching in schools: Theory and practice.* Nelson Thornes.  Cazden, C. B. (2001). *Classroom discourse: The language of teaching and learning*. Heinemann.  Mercer, N. (2010). The analysis of classroom talk: Methods and methodologies. *British Journal of Educational Psychology, 80*(1), 1–14.  Simonds, C. J., & Cooper, P. J. (2014). *Communication for the classroom teacher.* Pearson.  Walsh, S. (2013). *Classroom discourse and teacher development.* Edinburgh University Press.  Bear, G. G. (2010). *School discipline and self-discipline: A practical guide to promoting prosocial student behavior*. Guilford Press.  Cangelosi, J. S. (2013). *Classroom management strategies: Gaining and maintaining students' cooperation*. John Wiley & Sons.  Pace, J. L., & Hemmings, A. (Eds.). (2006). *Classroom authority: Theory, research, and practice*. Routledge.  Yisrael, S. B. (2012). *Classroom management: A guide for urban schoolteachers*. Rowman & Littlefield Education.  Comenius, J. A. (1896). *The great didactic*. Рипол Классик.  French, J. R., Raven, B., & Cartwright, D. (1959). The bases of social power. *Classics of Organization Theory, 7*, 311–320.  Kochhar, S. K. (1992). *Methods and techniques of teaching*. Sterling Publishers.  Uljens, M. (1997). *School didactics and learning: A school didactic model framing an analysis of pedagogical implications of learning theory.* Psychology Press.  Richmond, V. P., & McCroskey, J. C. (1992). *Power in the classroom: Communication, control, and concern*. Psychology Press.  Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81–112.  Nystrand, M. et al. (2003). Questions in time: Investigating the structure and dynamics of unfolding classroom discourse. *Discourse Processes, 35*(2), 135–198.  Šeďová, K., Sedláček, M., & Švaříček, R. (2016). Teacher professional development as a means of transforming student classroom talk. *Teaching and Teacher Education, 57*, 14–25.  Larmer, J., Mergendoller, J., & Boss, S. (2015). *Setting the standard for project-based learning*. ASCD.  Oelkers, J., & Rhyn, H. (2000). *Dewey and European education: General problems and case studies*. Springer Science & Business Media. |
| **PED-PSY**  **Teaching strategies and working with motivation in instruction**  **Teaching methods.**  **Pedagogical communication and its psychological context**  **Teachers’ questions and feedback in classroom communication**   * **Teaching strategies** (deductive, inductive, and socially mediated learning). Types of teaching: informative, heuristic, and production teaching. Teaching methods, their classification, and criteria for selection. The legacy of J. A. Comenius in relation to current teaching strategies and principles of teaching**.** * **Strategies of classroom management, organization of teaching and learning.** Interaction patterns in teaching: frontal teaching, group, and individualized teaching. Cooperative learning. Pupils' preparation for classes and homework, individual education. * **Discipline and freedom in education and at school.** Analysis of misbehaviour, solution of educational conflicts: behavioural and humanistic approaches. Authority in education. Power in the classroom (teacher’s power base, power constellations in instruction). * **Problem-based teaching method. Project teaching**. Project teaching and problem-based teaching background: educational pragmatism and its representatives. Authentic learning, its basis, and principles. * **Specifics of classroom communication** (IRF – initiation – reaction – feedback communication structure, dialogue in education and dialogic teaching, conducting discussions, interview, and its types). * **Importance of questions in the learning process**, types of questions and their use in different instructional situations, relation of teachers’ questions and pupils’ answers according to the cognitive level. * **Teachers’ feedback in classroom communication** (functions of feedback, rules for giving feedback, feedback typology). * **Psychological aspects of questions and feedback** in instruction from the perspective of emotions and children’s self-perception. Strategies for effective support in children with diverse characteristics (including introverted or anxious traits, different learning paces, and limited linguistic competence etc.). |
| 5. CURRICULUM | **DID**  Course design and its components (needs analysis, setting aims, syllabus and materials list, evaluation and assessment, course evaluation). Lesson planning (components of a formal lesson plan, informal planning).  Literature in ELT. Rationale for using authentic literature, Selecting appropriate tasks. Using different types of texts (eg. short stories, novels, poetry. Planning activities for different stages of reading (eg. pre, while, post). Extensive reading.  Language learning and cultural awareness . Big “C“ Culture and small “ c“ culture. Whose culture are we teaching in ELT? Incorporating cultural elements into ELT. | Explain the principles of didactic transformation of content into curricular content and how the curricular contents become a content of the mind. Using an example from your teaching, explain the psychodidactic content transformation.  Use a lesson plan and illustrate the relationships between content, aims and pupils’ activities.  Illustrate how the aims, the content and assessment is interlinked in your course design project.  Describe the content of a School Educational Programme (SEP) and discuss how the curriculum in the SEP is reflected in the educational process. Give examples from your teaching practice at schools.  Illustrate how the principles of Czech educational policy are implemented, using an SEP.  Using your lesson plans, provide examples of objectives, explain their typology, describe the way of working with selected objectives in your teaching. State whether the objectives were achieved or not.  Using your selected lesson plans, discuss the application of elements of a selected alternative schools or innovative trends. Reflecting upon your own practical experience, discuss the problems and benefits of the selected alternative school or innovative trend.  Discuss the advantages and disadvantages of an alternative/innovative school movement or an innovative trend. | EURYDICE: <https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Main_Page>  Montessori, M. (2013). *The Montessori method*. Transaction publishers.  Petrash, J. (2010). *Understanding Waldorf education: Teaching from the inside out*. ReadHowYouWant.com  Reading and Writing for Critical Thinking (RWCT):  <http://www.criticalthinkinginternational.org/programs?id=13>  *A Memorandum on Lifelong Learning:*  http://arhiv.acs.si/dokumenti/Memorandum\_on\_Lifelong\_Learning.pdf  *EURYDICE:* <https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Main_Page>  *The Lisbon Strategy:*  <http://www.europarl.europa.eu/document/activities/cont/201107/20110718ATT24270/20110718ATT24270EN.pdf>  *The Bologna Declaration:* <http://www.magna-charta.org/resources/files/text-of-the-bologna-declaration>  *The Bologna process and the Czech system of education*:  <http://files.eric.ed.gov/fulltext/ED497502.pdf>  Dreikurs, R., Grunwald, B. B., & Pepper, F. C. (1998). *Maintaining sanity in the classroom: Classroom management techniques*. Taylor & Francis.  Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. ASCD.  Petty, G. (2009). *Evidence-based teaching*. Nelson Thornes. |
| **PED\_PSY**  **Educational policy in the Czech Republic.**  **Working with educational objectives to support pupils’ achievement**  **Planning teaching and learning.**  **Development of alternative educational programmes and innovations at present and its reasons, affective needs not only in alternative education**   * **Czech educational policy** in the context of the European Union (the Lisbon Process, the Bologna Declaration, the Memorandum on Lifelong Learning). Principles of educational policy in the Czech Republic (The White Book, Strategy of Czech educational policy until 2030). School legislation in the Czech Republic (school laws). * **Objectives of Czech primary, lower and upper secondary education** in Framework Educational Programs (FEPs), and their application in School Educational Programs (SEPs). Taxonomies of educational objectives. The role of objectives in classroom management. * **Planning in education** (SEP as a starting point for planning), time topic plan and planning individual lessons. Objectives, content and its conception, didactic analysis of content, designing learning tasks. * **Alternative educational programmes and innovations** in education: traditional alternative schools, new alternatives, innovations at current schools. |
| 6.SUBJECT MATTER | **DID**  Receptive skills in theory and practice. Listening and reading texts, effective listening and reading strategies, pre-, while-, post- activities, testing listening and reading.)  Productive skills in theory and practice (spoken production and spoken interaction, types of activities, pre-communicative and communicative activities, process writing, creative writing, giving feedback on speaking and writing, testing speaking and writing).  Teaching and learning vocabulary (lexis, lexical sets, presentation, practice, recycling vocabulary, dictionaries). Testing vocabulary.  Teaching and learning pronunciation (pronunciation models, sounds, stress and rhythm, intonation, features of connected speech, giving  feedback, correction). Testing pronunciation.  Teaching and learning grammar (form and use and how to present them, inductive and deductive grammar teaching, controlled and free practice, noticing, authentic and restricted input/output, context). Testing grammar. | Give an example of preparation for a lesson - setting goals, content, didactic analysis of the content and the design of learning tasks.  Show a didactic test of your own construction, illustrate the possibilities of testing particular language skills and systems.  Choose one of the concepts from moral or character education and explain it (e.g. *Character strengths and virtues: A handbook and classification* by Seligman; *Developing the virtues: Integrative perspectives* by Narvaez; *Value-based education* by Mooney; Social and emotional learning, Mindfulness at schools). | Jacobs, H. H. (Ed.). (2010). *Curriculum 21: Essential education for a changing world*. ASCD.  Marzano, R. J., & Kendall, J. S. (2007). *The new taxonomy of educational objectives.* Corwin Press.  Noddings, N. (2010). *Philosophy of education*. ReadHowYouWant.com.  Sanger, M. N., & Osguthorpe, R. D. (2015). *The moral work of teaching and teacher education: Preparing and supporting practitioners.* Teachers College Press. |
| **PED\_PSY**  **Educational content**  **Values and attitudes in education**   * **Educational content, its design, didactic analysis of the content, design of learning tasks.** * **Values and attitudes in education. Axiological dimension of a human being** (values, character, virtues, needs), characteristics of several theories of values. Values in education and value dimension in the curriculum of Czech primary and lower and upper-secondary education. Ethics education: its objectives and methods (cognitive, emotional, act-oriented). * **Social cognition and attitudes at school.** Characteristics of social perception. Perception stereotypes. Social cognition and social learning in the formation of stereotypes and prejudice. Types of prejudices and stereotypes (gender, ethnic etc.), their influence on teachers’, pupils’, and parents’ communication. Labelling.   Components of an attitude, formation, attitude change. Possibilities for attitude change in the context of prejudices and stereotypes among pupils and teachers, considering the role of moral reasoning (Piaget, Kohlberg). Nurturing moral development, social perception, and social competence in pupils in relation to key competences. |
| 7.FEEDBACK AND EVALUATION | **DID**  Modern approaches to assessment and evaluation (assessment of learning versus assessment for learning). Norm-referenced assessment, criterion-referenced assessment, individual-referenced assessment. Self-evaluation and the ways to develop it.  Error correction in accuracy and fluency activities. Mistakes and errors. Correction in spoken and written production. | Using the example of a report by the Czech School Inspectorate and an Annual Report of school activity from the school where you had your teaching practice, describe the evaluated aspects (both external and internal) and compare them with your own experience.  Characterize the environment of the schools where you did your teaching practice.  Based on a knowledge test of your own construction for pupils in the subject of your field (see the portfolio assignments) illustrate the processes of test construction, data processing and interpretation.  Complement a selected learning outcome (e.g. presentation, essay, project) with assessment criteria or indicators.  Provide an assessment of a selected pupil or class according to an objective in the structure of the assessment process. | Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. Jossey-Bass.  Macbeath, J. E., & McGlynn, A. (2002). *Self-evaluation: What's in it for schools?* Routledge.  Macbeath, J. E., & Mortimore, P. (2001). *Improving school effectiveness*. Open University Press.  PISA: <https://www.oecd.org/pisa/>  Black, P., & William, D. (2006). *Inside the black box: Raising standards through classroom assessment*. Granada Learning LTD.  Brandenburg, R. et al. (2018). *Teacher education. Innovation, intervention, and impact.* Springer.  Brookhart, S. M., & Nitko, A. J. (2019). *Educational assessment of students*. Pearson.  Dreikurs, R., Grunwald, B. B., & Pepper, F. C. (1998). *Maintaining sanity in the classroom: Classroom management techniques*. Taylor & Francis.  Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. ASCD.  Petty, G. (2009). *Evidence-based teaching*. Nelson Thornes.  Scrivener, J. (2012). *Classroom management techniques*. Cambridge University Press.  Scott, D. (2016). *New perspectives on curriculum, learning, and assessment.* Springer.  Veldkamp, B., & von Davier, M. (2017). *Methodology of educational measurement and assessment*. Springer.  Dryfoos, J. G., Quinn, J., & Barkin, C. (2008). *Community Schools in Action: Lessons from a decade of practice*. Oxford University Press.  James, A., Jenks, C., & Prout, A. (1998). *Theorizing childhood*. Teachers College Press.  Lines, C., Miller, G. B., & Arthur-Stanley, A. (2010). *The power of family-school partnering: A practical guide for school mental health professionals and educators*. Routledge. |
| **PED-PSY**  **Quality of school and relationships within the school.**  **Communication and interaction at school. School class as a social group.**  **Educational assessment in school.**  **Academic (educational) achievement and underachievement**. **Learning, its outcomes, and their impact on a pupil.**   * **Pedagogical evaluation as a process, approaches to pedagogical evaluation, self-evaluation of a school.** **School climate**, teaching staff climate, pupils’ evaluation of teaching, working with novice teachers as possible indicators of school quality from the teacher’s perspective. Educational environment (school, peer, and local factors). Community schools, open schools. * **Communication and interaction at school.** Verbal and nonverbal communication. Principles of effective communication between teachers and pupils, with parents and colleagues. Communication fouls, communication mistakes. Self-fulfilling prophecy (Pygmalion and Golem effect), their dynamics and consequences for a pupil. * **School class as a s**ocial group and group dynamics (conflict and cooperation). Social group formation stages applied to class development and group work with the class. Social climate of a classroom and possibilities of its diagnostics. * **Assessment in school.** Importance of assessment in teaching. Assessment of a pupil (areas, process, and procedures). Using various types of norms in pupils’ assessment and various types of assessment (especially in the case of pupils with special educational needs). Teacher assessment and self-assessment: areas and process. Potential problems in assessment and ethical framework of assessment at school. GDPR. * **Learning, its outcomes, and their impact on a pupil.** Oral and written examinations, knowledge tests. Types of assessment (autonomous and heteronomous evaluation, complex formative evaluation). Assessment forms (verbal, numeric, graphic, nonverbal). Impact of assessment on academic achievement and failure. * **Academic (educational) achievement and underachievement**. Academic achievement – objective and subjective definitions. Factors impacting academic achievement. Sociocultural disadvantage theory. Forms of encouraging pupils’ educational achievement in class. |
| 8. SCHOOL AS AN INSTITUTION  INCLUSIVE EDUCATION | **DID**  Teaching English to heterogeneous classes (needs analysis, suitable accommodation techniques, differentiation.)  Teaching learners with specific learning differences. | Choose a Czech curriculum document (or a curriculum document from another country) and explain the principles of its functioning and the role that it plays in relation to schools and educational change. Critically analyse the benefits and problems of the so called two-level curriculum.  Based on an example of a school board in a selected institution, describe its components, main competences, and experience with its work at a specific school.  Using your lesson plans and reflections, indicate how you applied the principle of individualization and differentiation in the classroom (Universal Design of Learning – UDL). Exemplify the principle of differentiation in teaching, using teaching aids and materials.  Provide specific examples of content enrichment for gifted pupils.  Discuss a selected metaphor of the school (e.g. school as elevation, basis of life, humanity workshop, temple, lift, insurance company) and consider the kind of conception and functions of school in the background of this metaphor. Describe your personal metaphor. | Freeman, J. *Talented Lives.* http://www.joanfreeman.com/books.php  Johnsen, S. K. (2011). *Identifying gifted students: A practical guide*. Prufrock Press.  Leavitt, M. R. (2007). *Building a gifted program: Identifying and educating gifted students in your school*. Great Potential Press.  Rowe, A. (2013). Creating effective programs for gifted students with learning disabilities. Prufrock Press.  Škrabánková, J. (2014). *Talent: Is it really a gift?* University of Ostrava.  Siegle, D. (2013). *Underachieving gifted child: Recognizing, understanding, and reversing underachievement*. Prufrock Press.  *The education of pupils with special educational needs*:  <http://www.msmt.cz/areas-of-work/social-programs/the-education-of-pupils-with-special-educational-needs?highlightWords=individual+study+plan>  Booth, T., & Ainscow, M. (2002). *Index for inclusion*. CSIE.  Friend, M., & Bursuck, W. D. (2014). *Including students with special needs: A practical guide for classroom teachers.* Pearson.  Hammeken, P. A. (2007). *The teacher´s guide to inclusive education.* SAGE.  Heward, W. L. (2014). *Exceptional children: An introduction to special education.* Pearson.  Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. Jossey-Bass.  Macbeath, J. E., & McGlynn, A. (2002). *Self-evaluation: what's in it for schools?* Routledge.  Macbeath, J. E., & Mortimore, P. (2001). *Improving school effectiveness*. Open University Press.  EURYDICE: <https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Main_Page>  *The Education System in the Czech Republic:* <http://www.msmt.cz/file/27043/download/>  *The Framework Educational Program for Basic Education (FEP BE):* [www.msmt.cz/file/9481\_1\_1/](http://www.msmt.cz/file/9481_1_1/)  Greger, D., & Walterová, E. (2007). In pursuit of educational change: The transformation of education in the Czech Republic. *Orbis scholae, 1*(2), 11–44.  Dryfoos, J. G., Quinn, J., & Barkin, C. (2008). *Community Schools in Action: Lessons from a decade of practice*. Oxford University Press.  James, A., Jenks, C., & Prout, A. (1998). *Theorizing childhood*. Teachers College Press.  Lines, C., Miller, G. B., & Arthur-Stanley, A. (2010). *The power of family-school partnering: A practical guide for school mental health professionals and educators*. Routledge. |
| **PED-PSY**  **Current school and its influence on a pupil.**  **School management and options for support of teacher’s professional development.**  **Inclusive teaching and counselling at school . Inclusive education for all pupils.**  **The educational environment and impacts of participants’´ social perception.**   * **Primary school // secondary school in the education system** (ISCED classification). The function of schools in contemporary society and the current transformation of schools in connection with the transformation of the curriculum. Inclusive education. * **Processes of school administration, management, and leadership.** Decentralization, empowerment, accountability, self-evaluation, internal development of schools, quality management, schools as learning organizations. School boards as central elements of the school administration and management system. * **Person-centred approach in education,** three approaches facilitating learning (Rogers). Individualised and differentiated instruction at contemporary schools and working with diverse student populations. Inclusive education and its principles, support measures. * **School counselling services in everyday practice:** educational school counsellor, school prevention specialist, special educational needs specialist, school psychologist, class teacher (job description, division of tasks, risks of job). Cooperation with other institutions from the psychological perspective (Educational and Psychological Counselling Centre, Special Education Centre, Centre for Children with Behavioural Difficulties, Child Protective Services etc.). Principles of work with pupils with special educational needs in school (role of class teacher and school counselling). * **Problematic relationships within a classroom and school.** Form and significance of well-functioning relationships in a classroom. Manifestation of problematic relationships. Aggression. Bullying (Olweus theory; definition, phases; its identification and possible actors in school environment). Cyberbullying. Prevention of problematic relationships in the classroom. Intervention in a classroom with problematic relationships (teacher’s role, role of school counselling centre and other institutions, law). * **Educating gifted and talented pupils** according to current Czech legislation and curriculum (FEPs). Working with gifted pupils, acceleration, and enrichment. Individual educational plan. Giftedness, talent. Intelligence theories and measurement methods of intelligence. Typology of talents and gifted pupils. Possibilities of giftedness diagnostics (screening, psychological methods). Ways to support gifted students: teacher, school, and counselling centre roles. * **Pupils with special educational needs (SEN) at school**. Causes and symptoms of dyslexia, dysgraphia, dysorthography, dyscalculia, and dyspraxia. Possibilities of compensation and correction. Psychological working with children with these difficulties at school (including the role of class teacher and school counsellor). |

2. Education and Psychology Final State Examination Assessment Criteria

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| **Criteria** | **Marks** | | | | | |
| **A** | **B** | **C** | **D** | **E** | **F** |
| **Content and**  **structure of**  **the topic** | The topic is presented in a logical way with deep understanding.  Gives suitable arguments.  Responds immediately to complementary questions. | **Contains some features of A and some features of C.** | Topics are presented with partial understanding.  Hesitates to give arguments to support or reject a certain perspective.  Needs further complementary questions to wholly grasp the topic. | **Contains some features of C and some features of E.** | Topics are presented partially with little understanding.  Gives very few arguments.  Needs frequent complementary questions to grasp the topic. | Topics are presented without understanding. Leaves out essential parts of the topic.  Not able to give arguments.  Not able to answer complementary questions. |
| **Professional terminology and working with professional literature related to the topic** | Uses professional terminology.  Uses professional literature.  Presents different concepts of the issue in a comprehensive way and compares different approaches of various authors. | Uses professional terminology partially.  Uses professional literature partially.  Presents one concept of the issue in a comprehensive way but does not use different approaches of various authors. | Uses professional terminology marginally.  Uses professional literature very little or cannot recall the exact professional source.  Presents one or different concepts of the issue in a fragmented way. | Very rarely uses professional terminology, explains him/herself in a non-professional way.  Does not use professional literature.  Uses mostly non-professional sources (Wikipedia, “notes”). |
| **Topic application** | Interconnects theory and practice (e.g. illustrates theory in a suitable way on portfolio materials).  Is able to reflect on their own practical training. | Marginally interconnects theory and practice. Based on the work with portfolio does not prove understanding of theory.  Reflects shallowly on their own practical training. Proceeds in a rather descriptive way. | With the help of an examiner presents a limited number of practical examples which do not always suitably illustrate the theory.  Does not reflect on their own practical training. Only describes. | Does not demonstrate understanding of fundamental theory based on illustrative examples. Uses wrong practical examples.  Cannot reflect on nor describe their own practical training in a meaningful way. |

3. Didactics Final State Examination Assessment Criteria

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| **Criteria** | | **Marks** | | | | | |
|  | **A** | | **B** | **C** | **D** | **E** | **F** |
| **Content** | Clear, detailed presentation of the topic with full understanding; good arguments; good effective logical structure. Refers to appropriate literature. Evidence of critical evaluation of reading. Gives own informed views on variety of issues. | | **Contains some features of A and some features of C.** | Clear, simplified presentation; partial understanding of the topic; reasons in support of or against a particular viewpoint given with hesitation. Occasionally guiding questions are needed. Refers to a limited number of resources. Sometimes reluctant to express informed views or give opinions. | **Contains some features of C and some features of E.** | Little understanding of the topic; few arguments; often not completely correct; parts missing. Limited evaluation of few resources and teaching experience. Can’t think of constructive solutions. | Very little understanding of the topic; arguments sometimes incorrect; parts missing. There is very little or no evidence of reading |
| **Style and Language** | Appropriate to the content; methodology terms used where necessary.  Language quality is high (both range and accuracy), fluent, and natural. | | Terminology sometimes substituted by general expressions. Searching for words; prompts necessary.  Language either limited in range or accuracy; frequent hesitations. | Simple way of explanation with frequent pauses and hesitations; terminology not often used; much prompting necessary; problems with accuracy and fluency. | Lack of terminology; mistakes in grammar or pronunciation. |
| **Applications** | Linking theory to practice giving good examples from portfolio. Flexible and creative in professional attitudes. Evidence of reflection and critical evaluation of teaching experience. | | Efforts to link theory to practice; at times examples from portfolio don’t show full understanding of the theory - either limited in quality or creativity. Limited evidence of reflection. | Can give a limited number of practical examples which don’t demonstrate the principles, or good examples without any rationale. Very limited evidence of reflection. Gives hardly any views. | No or wrong arguments; no justification. No evidence of underpinning theory. Wrong choice of practical activities and examples. Inflexible attitude to facts. Gives no views. |