

STUDIES

Career Plans of Novice University Teachers: The Research Perspective

*Adriana Wiegerová**

DOI: 10.1515/atd-2017-0001

Received: February 8, 2017; received in revised form: March 6, 2017;
accepted: March 7, 2017

Abstract:

Introduction: The career trajectories of young university teachers have been a relatively frequent research target in North American and Western European countries but an entirely neglected topic of the Czech and Slovak educational research. This paper's ambition is to narrow the gap. The research goal is to describe one aspect of career advancement of young university teachers - their professional plans after their entry to an academic position at a university after completion of their doctoral studies.

Methods: This qualitative investigation was concentrated on a sample of ten young university teachers currently employed in Czech universities. The data were gathered through in-depth interviews, sound recordings were converted to written transcripts, and then open- and category coded.

Results: The findings show how the young teachers adapted to the workplace environment, how they struggled with the double roles in academia, i.e., an instructor and a researcher, and which personal decisions they made for the next years in employment. It was revealed how the desire to attain assistant professorship overwhelmed their professional, occupational and personal decisions.

Limitations: As concerns the limitation of the findings, the qualitative investigation went deeply into the thinking and decision making of the study participants but was unable to draft wide generalisations.

Key words: professional career, occupational career, teacher, researcher, postdoc.

* Adriana Wiegerová, Faculty of Humanities, University of Tomas Bata in Zlín, Zlín, Czech Republic; wiegerova@fhs.utb.cz

Population Reduction, Unification of Curriculum and Diversification of Financial Support of Secondary Education in the Czech Republic: The Situation in the Years 2006 – 2016

*Ilona Kočvarová**

DOI: 10.1515/atd-2017-0002

Received: February 8, 2017; received in revised form: March 12, 2017;
accepted: March 13, 2017

Abstract:

Introduction: The article focuses on the situation in the area of secondary education in the Czech Republic. Its aim is to reflect three topics: population reduction, unification of curriculum and diversification of financial support of secondary education in the Czech Republic in 2006 - 2016.

Methods: The results are underlined by available data from the national statistics. The data are collected annually and are accessible on the website of the Ministry of Education, Youth and Sports. They contain the entire population of secondary schools, teachers and pupils. Analysis was provided with the use of SPSS, version 24.

Results: There is a reduction of vocational and apprentice schools, but at the same time we are increasing financial support to their fields of study. Under the 2004 law, each school has an individual school educational program, but realistically, we see that the curriculum at secondary school level of education rather standardises. On the labour market, we need graduates of vocational and apprentice schools, but we still strongly support grammar schools and other theoretically oriented schools, whose graduates are not motivated for manual professions.

Discussion: Closer analysis focused on reflection of selected trends in the area of secondary education is needed for the purposes of education policy and for planning future research studies in this area.

Limitations: Continuous development takes place in the field of education. All comparisons in the years 2006 - 2016 are therefore limited. The data were used in their original form, in some cases were not available and therefore they could not be included in the analysis.

* Ilona Kočvarová, Faculty of Humanities, University of Tomas Bata in Zlín, Zlín, Czech Republic; kocvarova@fhs.utb.cz

Conclusions: Educational policy is very complicated, because education is difficult to control and it is based on freedom of access. Therefore, the most important target for the future is to stabilize the situation and be able to reflect maximum of factors influencing secondary education in our society. Although current trends clearly support lifelong learning and its unification, we should not forget the specific fields of apprentice and vocational schools, which are needed on the labour market.

Key words: the Czech Republic, secondary education, education policy, school financing, normatives ¹.

¹ In this text we use the expression “normatives” to talk about the guaranteed amount of money paid regularly by regions to schools for each pupil (per capita). It could also be translated as standards or norms.

Learning from Visual Materials: A Psycho-Didactic Experiment

*Tomáš Svatoš – Martina Maněnová**

DOI: 10.1515/atd-2017-0003

Received: February 16, 2017; received in revised form: March 12, 2017;
accepted: March 13, 2017

Abstract:

Introduction: The authors consider a book (as a pedagogical text) a traditional and timeless source of knowledge for many different groups of learners. It is a known fact that textbook authors, teachers, researchers, etc. generally pay more attention to the text part of the book than to its visual materials. However, the latter are just as important in understanding the subject matter and its applications as textual information on the topic.

Methods: The psycho-didactic experiment described in this paper aims to widen the findings about the perception and understanding of visual parts of textbooks for pupils in their first years of schooling. In the paper, a less-known research method based on eye-tracking is presented.

Results: The main results of the research are as follows: According to the findings of the authors, each pupil accepts and understands visual materials individually and this acceptance and understanding of visual materials is influenced by pupils' personality traits. The research also shows that pupils prefer visual materials that depict reality as accurately as possible.

Conclusions: The research was designed as a case study which could be used for further research of a similar form.

Key words: eye tracker, visual materials, children's perception.

* Tomáš Svatoš, Faculty of Education, University of Hradec Králové, Hradec Králové, Czech Republic; tomas.svatos@uhk.cz
Martina Maněnová, Faculty of Education, University of Hradec Králové, Hradec Králové, Czech Republic; martina.manenova@uhk.cz

A Study of Conceptualisation of Quality of Life by Czech Fifth-Graders

*Hana Lukášová**

DOI: 10.1515/atd-2017-0004

Received: January 29, 2017; received in revised form: March 8, 2017;
accepted: March 9, 2017

Abstract:

Introduction: This study summarized the results of research on quality of life as conceived by Czech fifth-graders.

Methods: The subjects responded in writing to three tasks that asked them to describe the characteristics of quality of life. The first task required them to picture what they imagined under a magazine headline entitled “Quality of Children’s Lives”. The second task required them to explain this headline to their classmates, while the third task asked them to generate their own ideas of a bad life, normal life, and excellent life.

The sample consisted of 174 fifth-grade pupils from two Czech localities. The pupils’ statements were open-coded, and then the codes were culminated to create content categories.

Results: Ten large categories emerged from the data that depicted children’s ideas of quality of life. Data processing the frequencies of the content of the categories were computed to show the ranking of the characteristics of the quality of life as selected by the children. The study revealed that the fifth-grade pupils attributed a wide range of valuable characteristics (social, psychological, environmental, spiritual and personal) to the concept of quality of life.

Discussion: In pedagogical theory, the quality of children’s lives is a concept with a number of meanings. It includes qualities related to bio-psycho-personal, social, and spiritual aspects of life.

Limitations: The quality of children’s lives is a multidimensional concept and we can study only some of them.

Conclusions: Responses to the third research question can be summarized into three key answers, illustrated by relevant statements of the Czech fifth-grade students.

Key words: quality of children’s lives, primary education, pupils’ conceptualisations, fifth-grade pupils.

* Hana Lukášová, Faculty of Humanities, University of Tomas Bata in Zlín, Zlín, Czech Republic; hlukasova@fhs.utb.cz

ARTICLES

The Guerrilla Literacy Learners Project: Development of Literacies through Informal Learning

*Alena Jůvová**

DOI: 10.1515/atd-2017-0005

Received: September 30, 2016; received in revised form: March 21, 2017;
accepted: March 23, 2017

Abstract:

Introduction: This paper deals with the options of non-formal education and, partially, a set of literacies developed within informal learning, which an individual should be equipped with in order to succeed in life in the contemporary society. At the beginning, there is a mention to the nature of learning and knowledge of society in the context of lifelong learning.

Purpose: The aim of the paper is to analyse and explain non-formal education in contemporary society of knowledge and, subsequently, to provide examples of its use when developing operational literacy. This literacy can be defined as an individual's ability to be nimble, proactive, and responsive to various life situations.

Methods: The paper serves as an overview study of the subject. For a literary analysis, the methods of comparison and content analysis were used with examples of good practice at the end.

Conclusions: At the end of the paper, one can find an example of the international project "Guerrilla Literacy Learners" the goal of which is to find innovative strategies for informal learning and to develop a methodology that would support the development of literacy and active knowledge of a foreign language by using modern teaching resources, such as ICT, visually attractive materials and adequate methods – MOOC and blended learning.

Key words: knowledge and learning society, literacy, non-formal and informal learning, lifelong learning.

* Alena Jůvová, Institute of Education and Social Studies, Faculty of Education, Palacký University in Olomouc, Olomouc, Czech Republic; alena.juvova@upol.cz

Gaming Methods in the Management Teaching at Secondary Schools

*Martina Polčáková – Kateřina Bočková**

DOI: 10.1515/atd-2017-0006

Received: January 29, 2017; received in revised form: March 5, 2017;
accepted: March 6, 2017

Abstract:

Introduction: The paper deals with the design of gaming methods for teaching Management at secondary schools and the importance of using effective games in the process secondary education.

Methods: The authors analysed and summarised the relevant findings collected during the fifty-year history. For the purposes of the investigation, a questionnaire survey was carried out between April 11, 2016 and April 22, 2016. Finally, interviews with teachers were conducted.

Results: Specific gaming methods for teaching Management were implemented in classrooms which helped to identify the strengths and the weaknesses of the gaming methods.

Limitations: The limits of the survey were given by the small number of respondents (100) and by the fact that only 6 questions were asked.

Conclusions: The gaming methods are attractive not only for pupils and students but also for adults and represent one of the most attractive teaching methods. There is a connection between gaming methods, didactics and andragogy.

Key words: gaming methods, economical subjects, management.

* Martina Polčáková, Tomas Bata University in Zlín, Zlín, Czech Republic;
polcakova@fame.utb.cz
Kateřina Bočková, DTI University, Dubnica nad Váhom, Slovakia; bockova@dti.sk

Generation Alpha: Marketing or Science?¹

*Ádám Nagy – Attila Kölcsey**

DOI: 10.1515/atd-2017-0007

Received: September 17, 2016; received in revised form: March 8, 2017;
accepted: March 9, 2017

Abstract:

Introduction: The transition from the limited information environment to the extended information world has fundamentally transformed the communication and information-gathering processes. The new learning spheres (non-formal and informal learning, i.e. lifelong learning) require rethinking learning strategies.

Purpose: The generation logic and knowledge of different generations can help making the learning process more effective and efficient. It also helps, if we know which generation exists and which one is a “fictitious generation”. According to theory of Mannheim and the model of Prensky, we can describe Generation X, Y and Z, but now the name of the next generation is being established.

Methods: With the help of traditional desk research, such as literature search, data mining and web search, this article covers the origin of Generation Alpha (Alfa), the possible characteristics attributed to this age group, and tries to discern if this concept is meaningful in terms of the generation paradigm.

Conclusions: Overall, it is apparent that while the existence of X, Y, and Z generations is demonstrable, the naming and characterizing the Alfa generation is important for marketing purposes, scientifically there is no evidence for “Generation Alpha”.

Key words: generations, GenAlfa, Alpha generation.

* Ádám Nagy, Pallasz Athéné University, Kecskemét, Hungary; J. Selye University, Komárno, Slovakia; adam@nagydr.hu
Attila Kölcsey, Excenter Research Centre, Budapest, Hungary; kolcsey.attila@outlook.com

¹ This article is supported by Bolyai Research Fellowship

The School Culture Heritage of the Reformation

*László Trencsényi**

DOI: 10.1515/atd-2017-0008

Received: January 26, 2017; received in revised form: March 14, 2017;
accepted: March 17, 2017

Abstract: On the occasion of the 500th anniversary of the Reformation, this essay analyses those educational innovations in the history of central European education that were introduced by the Church reform in the 16th century, following these modernizations and their further developments through the spreading of the universal school systems in the late 18th and early 19th centuries. Drawing examples from the innovations in the college culture of the period, the author emphasises that those pedagogical values established in the 16th century are not only valid today, but are exemplary from the point of view of contemporary education. From these the author highlights: pupils' autonomy (in the form of various communities), cooperation with the teachers and school management and the relative pluralism of values.

Key words: reformation, history of education, school culture, colleges, pupils' autonomy, contemporary education.

* László Trencsényi, Eötvös Loránd University, Budapest, Hungary; trenyo@index.hu