

## Education and Psychology Final State Examination Guide: Follow-Up Master's Studies

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### Content

1. Final State Examination Areas
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The following document contains the examination topics for The State Final Examination (SFE) in education and psychology, along with detailed information on how to maintain the student portfolio and its application in the SFE, as well as the criteria for evaluating the SFE. The state final examination in pedagogy and psychology is conducted as a professional discussion on a randomly drawn topic from the specified areas (as documented in Chapter 1), supported by appropriately selected practical documents presented in the student teacher portfolio. The topics in the SFE areas consist of educational and psychological questions (students draw one area, which includes both educational and psychological components). It is desirable to effectively combine the educational and psychological perspectives on the drawn topic within a time limit of 20 minutes, supported by the study of recommended selected sources listed for each topic. The aim of this approach to the state final examination is to enhance the ability of future graduates to apply pedagogical and psychological knowledge in their teaching practice and bridge the gap between theory and practice.

The SFE areas include application and portfolio tasks, which are based on tasks completed during studies at the Faculty of Education, Masaryk University. If you did not complete the mentioned application and portfolio tasks during your studies, they are not part of your SFE portfolio. You should theoretically consider the given portfolio task in connection with your practical experience or supplement it with other documents you have already prepared (e.g., from other subjects or practical experiences) that you can link to the theory. Thus, during exam preparation, students select documents from their portfolio to

demonstrate their understanding of theory in practice, and these documents are used during the exam. The portfolio provides the examination committee with materials that they can use for further questioning during the exam. The portfolio requirements are outlined in Chapter 2.

Students are evaluated in the exam based on the criteria specified in Chapter 3, which we recommend paying close attention to. Familiarity with these criteria will allow students to better understand the exam requirements and prepare for the state final examination more effectively.

## 1. Thematic Areas for Final State Examination in Education and Psychology

FSE Area	Application and Portfolio Tasks	Literature
<p><b>1 – Education and psychology as scientific disciplines</b></p> <p><b>Education as a scientific discipline</b> (subject, sources of knowledge, educational disciplines and their foci, current issues in education).</p> <p><b>Importance of psychology for teaching and for yourself as a teacher.</b> Psychology as science. Subject of psychology. Basic paradigms and approaches: Behaviourism, psychodynamics, humanism, phenomenology, gestalt, cognitivism and their influence on educational thinking and school practice both in history and at present. School psychology (school counselling psychology).</p>	<p>On the basis of an article of your choice and on the basis of your study of academic journals, outline the topics that are currently discussed in educational sciences.</p> <p>Critically evaluate an academic or popularization text of your choice.</p> <p>Using your selected approach to psychological research try to prove the use of its principles in a teacher’s specific work with students.</p>	<p>Bartlett, S., &amp; Burton, D. (2016). <i>Introduction to education studies</i>. Sage.</p> <p>Sawyer, R. K. (Ed.). (2005). <i>The Cambridge handbook of the learning sciences</i>. Cambridge University Press.</p> <p>Wyse, D., Hayward, L., &amp; Pandya, J. (Eds.). (2015). <i>The SAGE handbook of curriculum, pedagogy and assessment</i>. Sage.</p> <p>English issues of the following journals:  <i>Pedagogická orientace</i> / Journal of the Czech Pedagogical Society: <a href="https://journals.muni.cz/pedor/issue/archive">https://journals.muni.cz/pedor/issue/archive</a>  <i>Studia Paedagogica</i>: <a href="http://www.phil.muni.cz/journals/index.php/studia-paedagogica/issue/archive">http://www.phil.muni.cz/journals/index.php/studia-paedagogica/issue/archive</a>  <i>Pedagogika</i>: <a href="http://pages.pedf.cuni.cz/pedagogika/?cat=16390&amp;lang=cs">http://pages.pedf.cuni.cz/pedagogika/?cat=16390&amp;lang=cs</a>  <i>Orbis Scholae</i>: <a href="http://www.orbisscholae.cz/english">http://www.orbisscholae.cz/english</a>                      International journals such as:</p>

		<p><i>Educational Research Review</i>: <a href="https://www.journals.elsevier.com/educational-research-review/">https://www.journals.elsevier.com/educational-research-review/</a></p> <p><i>Review of Educational Research</i>: <a href="http://journals.sagepub.com/home/rer">http://journals.sagepub.com/home/rer</a></p> <p><i>Learning and Instruction</i>: <a href="https://www.journals.elsevier.com/learning-and-instruction/">https://www.journals.elsevier.com/learning-and-instruction/</a></p>
<p><b>2 – Educational and psychological research and its application in teacher’s work</b></p> <p><b>Educational research and its methodological parts</b> (research problem, quantitative and qualitative approach, validity, reliability, data collection methods, methods of data analysis and interpretation).</p> <p>Methods of data collection in psychology: observation, interview, product analysis, experiment (field and laboratory), quasi-experiment, ex post facto research. Longitudinal and cross-sectional research, correlational research. Quantitative, qualitative, and mixed-method research design. Standardised psychological tests. Questionnaires. Ethical aspects of research and data collection. GDPR. Working with personal data at schools.</p>	<p>Using your portfolio tasks show the standard structure of an empirical study or research report. 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.</p>	<p>APA 7 (2020). <i>Publication manual of the American Psychological Association</i>. APA.</p> <p>Creswell, J. W. (2014). <i>Educational research: Planning, conducting, and evaluating quantitative and qualitative research</i>. Pearson.</p> <p>Field, A. (2013). <i>Discovering statistics using SPSS</i>. Sage.</p> <p>Gall, J. P., Gall, M. D., &amp; Borg, W. R. (2006). <i>Educational Research: An introduction</i>. Pearson.</p> <p>Johnson, R. B., &amp; Christensen, L. B. (2010). <i>Educational research: Quantitative, qualitative, and mixed approaches</i>. Sage.</p> <p>Strauss, A., &amp; Corbin, J. (2007). <i>Basics of qualitative research: Techniques and procedures for developing Grounded Theory</i>. Sage.</p> <p>Yin, R. K. (2013). <i>Case study research: Design and methods</i>. Sage.</p> <p>Dvořák, D., Urbánek, P., &amp; Starý, K. (2014). High autonomy and low accountability: Case study of five Czech schools 1. <i>Pedagogická orientace</i>, 24(6), 919.</p> <p>Woods, P. (2011). <i>Divided school</i>. Routledge.</p>

<p><b>3 – Educational policy in the Czech Republic and inclusive education</b></p> <p><b>Czech educational policy</b> 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).</p> <p><b>Inclusive teaching and counselling at school.</b> 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.). Psychological aspects of education of students. Possibilities of compensation and correction of significant problems connected with school. Principles of work with students with special educational needs in school (role of class teacher and school counselling).</p>	<p>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.</p> <p>Illustrate how the principles are implemented, using an SEP.</p>	<p><i>A Memorandum on Lifelong Learning:</i>  <a href="http://arhiv.acs.si/dokumenti/Memorandum_on_Lifelong_Learning.pdf">http://arhiv.acs.si/dokumenti/Memorandum_on_Lifelong_Learning.pdf</a></p> <p><i>EURYDICE:</i> <a href="https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Main_Page">https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Main_Page</a></p> <p><i>The Lisbon Strategy:</i>  <a href="http://www.europarl.europa.eu/document/activities/cont/201107/20110718ATT24270/20110718ATT24270EN.pdf">http://www.europarl.europa.eu/document/activities/cont/201107/20110718ATT24270/20110718ATT24270EN.pdf</a></p> <p><i>The Bologna Declaration:</i> <a href="http://www.magna-charta.org/resources/files/text-of-the-bologna-declaration">http://www.magna-charta.org/resources/files/text-of-the-bologna-declaration</a></p> <p><i>The Bologna process and the Czech system of education:</i>  <a href="http://files.eric.ed.gov/fulltext/ED497502.pdf">http://files.eric.ed.gov/fulltext/ED497502.pdf</a></p>
<p><b>4 – Current school and its influence on a student</b></p> <p><b>Czech lower and upper-secondary education in the educational system</b> (as classified by ISCED).</p>	<p>Choose a Czech curriculum document (or a curriculum document from another country) and explain the principles of its functioning and the</p>	<p><i>The Education System in the Czech Republic:</i>  <a href="http://www.msmt.cz/file/27043/download/">http://www.msmt.cz/file/27043/download/</a></p>

<p>The function of schools in contemporary society. School and curriculum transformation and changes in the society.</p> <p><b>Stressful and challenging life situations in a student's life.</b> 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.</p>	<p>role that it plays in relation to schools and educational change. Critically analyse the benefits and problems of the so called two-level curriculum.</p> <p>Discuss the selected school metaphor (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.</p> <p>Based on stress theories and coping strategies, describe the ways in which a student could cope with a situation when they find it impossible to deal with "regular" school tasks (and how the teacher can be helpful).</p>	<p><i>The Framework Educational Program for Basic Education (FEP BE):</i> <a href="http://www.msmt.cz/file/9481_1_1/">www.msmt.cz/file/9481_1_1/</a></p> <p>Greger, D., &amp; Walterová, E. (2007). In pursuit of educational change: The transformation of education in the Czech Republic. <i>Orbis scholae</i>, 1(2), 11–44.</p>
<p><b>5 – School management and options for support of teacher's professional development</b></p> <p><b>Processes of school administration, management, and leadership.</b> 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.</p> <p><b>Stressful and demanding life situations in a teacher's life.</b> Psychological difficulties of the teaching profession and way of coping with</p>	<p>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.</p> <p>Describe the way you cope with stress.</p>	<p>Hargreaves, A., &amp; Fink, D. (2006). <i>Sustainable leadership</i>. Jossey-Bass.</p> <p>Macbeath, J. E., &amp; McGlynn, A. (2002). <i>Self-evaluation: what's in it for schools?</i> Routledge.</p> <p>Macbeath, J. E., &amp; Mortimore, P. (2001). <i>Improving school effectiveness</i>. Open University Press.</p> <p>EURYDICE: <a href="https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Main_Page">https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Main_Page</a></p>

<p>them. Burn-out syndrome, prevention, and coping possibilities (theory, legislation, school practice). Teacher's mental health.</p>		
<p><b>6 – Encouragement of students' success and students with special educational needs at school</b></p> <p><b>Person-centred approach in education</b>, 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.</p> <p><b>Students with special educational needs at school.</b> 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).</p>	<p>Using your lesson plans and reflections, indicate how you applied the principle of individualization and differentiation in the classroom (Universal Design of Learning – UDL).</p> <p>Exemplify the principle of differentiation in teaching, using teaching aids and materials.</p>	<p>Booth, T., &amp; Ainscow, M. (2002). <i>Index for inclusion</i>. CSIE.</p> <p>Friend, M., &amp; Bursuck, W. D. (2014). <i>Including students with special needs: A practical guide for classroom teachers</i>. Pearson.</p> <p>Hammeken, P. A. (2007). <i>The teacher's guide to inclusive education</i>. SAGE.</p> <p>Heward, W. L. (2014). <i>Exceptional children: An introduction to special education</i>. Pearson.</p>
<p><b>7 – Gifted and exceptionally gifted student at school</b></p> <p>Educating gifted and talented students according to current Czech legislation and curriculum (FEPs). Working with gifted students, acceleration, and enrichment. Individual educational plan.</p> <p>Giftedness, talent. Intelligence theories and measurement methods of intelligence. Typology</p>	<p>Provide specific examples of content enrichment for gifted students.</p>	<p>Freeman, J. <i>Talented Lives</i>. <a href="http://www.joanfreeman.com/books.php">http://www.joanfreeman.com/books.php</a></p> <p>Johnsen, S. K. (2011). <i>Identifying gifted students: A practical guide</i>. Prufrock Press.</p> <p>Leavitt, M. R. (2007). <i>Building a gifted program: Identifying and educating gifted students in your school</i>. Great Potential Press.</p> <p>Rowe, A. (2013). <i>Creating effective programs for gifted students with learning disabilities</i>. Prufrock Press.</p>

<p>of talents and gifted students. Possibilities of giftedness diagnostics (depistage, psychological methods). Possibilities of teachers, schools and school counselling centres to work with a gifted student.</p>		<p>Škrabánková, J. (2014). <i>Talent: Is it really a gift?</i> University of Ostrava.</p> <p>Siegle, D. (2013). <i>Underachieving gifted child: Recognizing, understanding, and reversing underachievement.</i> Prufrock Press.</p> <p><i>The education of pupils with special educational needs:</i> <a href="http://www.msmt.cz/areas-of-work/social-programs/the-education-of-pupils-with-special-educational-needs?highlightWords=individual+study+plan">http://www.msmt.cz/areas-of-work/social-programs/the-education-of-pupils-with-special-educational-needs?highlightWords=individual+study+plan</a></p>
<p><b>8 – Teachers’ and students’ personalities</b></p> <p><b>A teacher's personality</b>, teacher’s role, professional competences and development. Teacher norms (<i>Standard of a Teacher</i>), professional ethics (e.g., Framework of Teacher’s Professional Qualities). Teacher as a reflective practitioner, models of reflection (ALACT). Class teacher.</p> <p><b>A teacher’s personality and a student’s personality.</b> The teacher’s personality from a psychological perspective. Personality theories and their application in the educational environment. Professional development of teacher and life development of student and their influence on learning and educational process.</p>	<p>Using an entry from your teaching journal, illustrate the features of reflective writing. Explain in what way the entry contributed or did not contribute to your professional learning.</p> <p>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 <i>Standard of Quality of a Student Teacher’s Professional Competences</i>).</p> <p>Describe how a teacher can use the basic principles of your selected personality theory while working with students.</p>	<p>Brubacher, J. W. (1993). <i>Becoming a reflective educator: How to build a culture of inquiry in the schools.</i> Sage.</p> <p>Korthagen, F. A. J., &amp; Kessels, J. (2008). <i>Linking practice and theory: The pedagogy of realistic teacher education.</i> Routledge.</p> <p>Korthagen, F., &amp; Vasalos, A. (2005). Levels in reflection: Core reflection as a means to enhance professional growth. <i>Teachers and Teaching</i>, 11(1), 47–71.</p> <p>Moon, J. A. (2004). <i>A handbook of reflective and experiential learning: Theory and practice.</i> Routledge Falmer.</p> <p><i>Code of ethics for educators.</i> Association of American Educators. <a href="https://www.aeteachers.org/index.php/about-us/aae-code-of-ethics">https://www.aeteachers.org/index.php/about-us/aae-code-of-ethics</a></p>
<p><b>9 – Working with educational objectives to support students’ achievement</b></p> <p><b>Objectives of Czech primary, lower and upper secondary education</b> in Framework Educational</p>	<p>Using your lesson plans, provide examples of objectives, explain their typology, describe the way of working with selected objectives in your</p>	<p>Dreikurs, R., Grunwald, B. B., &amp; Pepper, F. C. (1998). <i>Maintaining sanity in the classroom: Classroom management techniques.</i> Taylor &amp; Francis.</p>

<p>Programs (FEPs), and their application in School Educational Programs (SEPs). Taxonomies of educational objectives. The role of objectives in classroom management.</p> <p><b>Academic (educational) achievement and underachievement.</b> Academic achievement – objective and subjective definitions. Factors impacting academic achievement. Sociocultural disadvantage theory. Forms of encouraging students’ educational achievement in class.</p>	<p>teaching. State whether the objectives were achieved or not.</p>	<p>Marzano, R. J., Marzano, J. S., &amp; Pickering, D. (2003). <i>Classroom management that works: Research-based strategies for every teacher</i>. ASCD.</p> <p>Petty, G. (2009). <i>Evidence-based teaching</i>. Nelson Thornes.</p> <p>Scrivener, J. (2012). <i>Classroom management techniques</i>. Cambridge University Press.</p>
<p><b>10 – Education, critical and sensitive periods in development</b></p> <p><b>Theories of education, relationship between upbringing and education.</b> Education and cross-curricular topics in school, global education as a formative process, antinomy of education, education styles according to Steinberg.</p> <p><b>Critical and sensitive periods in development, developmental milestones and school.</b> Periodization of development and its various aspects (cognitive, psychosocial, emotional, and physical development). Characteristics of an older school-aged child in psychological theories (Erikson, Piaget, Kohlberg). Developmental needs and developmental crises in relation to education. Working with developmental possibilities and limits at school. Attachment theory, psychosocial deprivation in childhood. Relationships</p>	<p>In what specific way can you contribute to students’ education at school? Demonstrate it on an example from your practice.</p> <p>Using an example from your practice, explain in what way you respect your students’ developmental specifics in your teaching.</p>	<p>Kirkwood-Tucker, T. F. (2009). <i>Visions in global education: The globalization of curriculum and pedagogy in teacher education and schools: Perspectives from Canada, Russia, and the United States</i>. Peter Lang.</p> <p>Global Education in the Czech Republic: <a href="http://gene.eu/wp-content/uploads/Gene_NationalReport-Czech.pdf">http://gene.eu/wp-content/uploads/Gene_NationalReport-Czech.pdf</a></p> <p>Global Storylines: <a href="http://www.globalstorylines.org.uk/">http://www.globalstorylines.org.uk/</a></p> <p><i>The Framework Educational Programme for Basic Education</i> (FEP BE) – Cross-curricular subjects: <a href="http://www.msmt.cz/file/9481_1_1/">www.msmt.cz/file/9481_1_1/</a></p> <p>Steinberg, L. (2001). We know some things: Parent–adolescent relationships in retrospect and prospect. <i>Journal of Research on Adolescence</i>, 11(1), 1–19.</p>



<p>with parents, teachers, and peers and possibilities of working with these relationships in school. Possible problematic situations of students (including crisis and critical situations) at school and their solution, e.g. eating disorders and self-harming (identification at school, cooperation with parents and counselling centres).</p>		
<p><b>11 – Planning in teaching and learning</b></p> <p><b>Planning in education</b> (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.</p> <p>Learning. Importance of learning for a human’s life. Main types of learning – sensomotoric, cognitive, social. Main principles of learning: learning by trial and error, insight learning, conditioning, by imitation and identification. Learning and memory in the context of lesson planning and requirements for students. One selected classical learning theory and current approaches to learning (cognitivist, constructivist) – main authors, characteristics, and importance for a student’s future teaching.</p>	<p>Using an educational case study from your field, explain the relationship among learning content, objectives, and students’ activities and capabilities.</p> <p>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 transformation of content.</p> <p>Using your specific lesson plan, demonstrate your knowledge and reflection of current psychological learning theories.</p>	<p>Anderson, L. W., Krathwohl, D. R., &amp; Bloom, B. S. (2001). <i>Taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives</i>. Allyn &amp; Bacon.</p> <p>Connelly, F. M., &amp; Clandinin, D. J. (1988). <i>Teachers as curriculum planners. Narratives of experience</i>. Teachers College Press.</p> <p>Noble, T. (2004). Integrating the revised Bloom's taxonomy with multiple intelligences: A planning tool for curriculum differentiation. <i>Teachers College Record</i>, 106(1), 193–211.</p>
<p><b>12 – Teaching strategies and working with motivation in instruction</b></p> <p><b>Teaching strategies</b> (deductive, inductive, and socially mediated learning). Types of teaching: informative, heuristic, and production teaching.</p>	<p>Using your selected lesson plan, describe the teaching strategies/methods/principles you have used.</p> <p>Describe your way of work with a selected teaching strategy you apply in your practice,</p>	<p>Comenius, J. A. (1896). <i>The great didactic</i>. Рипол Классик.</p> <p>French, J. R., Raven, B., &amp; Cartwright, D. (1959). The bases of social power. <i>Classics of Organization Theory</i>, 7, 311–320.</p>

<p>Teaching methods, their classification and criteria for selection. The legacy of J. A. Comenius in relation to current teaching strategies and principles of teaching.</p> <p><b>Learning motivation, working with motivation in school.</b> 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 students 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).</p>	<p>from its original plan to its realization and alteration.</p> <p>Describe various ways of motivating students in classes and, using a selected example, illustrate the way they are applied (database of various ways of motivation).</p>	<p>Kochhar, S. K. (1992). <i>Methods and techniques of teaching</i>. Sterling Publishers.</p> <p>Uljens, M. (1997). <i>School didactics and learning: A school didactic model framing an analysis of pedagogical implications of learning theory</i>. Psychology Press.</p> <p>Richmond, V. P., &amp; McCroskey, J. C. (1992). <i>Power in the classroom: Communication, control, and concern</i>. Psychology Press.</p>
<p><b>13 – School class as a social group and its management</b></p> <p><b>Strategies of classroom management, organization of teaching and learning.</b> Interaction patterns in teaching: frontal teaching, group, and individualized teaching. Cooperative learning. Students' preparation for classes and homework, individual education.</p> <p><b>School class and school.</b> Social group and group dynamics (conflict and cooperation). Developmental phase of a social group (applied to class development and group work with the class). School classroom management (authority and teacher's power). Social climate of a classroom and possibilities of its diagnostics.</p>	<p>Explain the term “teacher’s concept of teaching”. Compare and contrast your beliefs with the standard from the Code of Ethics for Educators.</p> <p>Using your lesson plans, discuss: (a) the assignment of homework and expected preparation for lessons, (b) the use of selected interactional pattern in teaching.</p>	<p><i>Code of ethics for educators</i>. Association of American Educators: <a href="https://www.aeteachers.org/index.php/about-us/aae-code-of-ethics">https://www.aeteachers.org/index.php/about-us/aae-code-of-ethics</a></p> <p>König, J. (Ed.). (2012). <i>Teachers’ pedagogical beliefs</i>. Waxmann Verlag.</p> <p>Kyriacou, C. (1997). <i>Effective teaching in schools: Theory and practice</i>. Nelson Thornes.</p>

<p><b>14 – Educational assessment in school</b></p> <p><b>Assessment of a student and a class</b> (terminology, stages of assessment procedures, methods of assessment). Cooperation with parents, counselling centres and specialist services.</p> <p><b>Assessment in school.</b> Importance of assessment in teaching. Assessment of a student (areas, process, and procedures). Using various types of norms in students' assessment and various types of assessment (especially in the case of students with special educational needs). Teacher assessment and self-assessment: areas and process. Potential problems in assessment and ethical framework of assessment at school. GDPR.</p>	<p>Provide an assessment of a selected student or class according to an objective in the structure of the assessment process.</p>	<p>Black, P., &amp; William, D. (2006). <i>Inside the black box: Raising standards through classroom assessment</i>. Granada Learning LTD.</p> <p>Brandenburg, R. et al. (2018). <i>Teacher education. Innovation, intervention, and impact</i>. Springer.</p> <p>Brookhart, S. M., &amp; Nitko, A. J. (2019). <i>Educational assessment of students</i>. Pearson.</p>
<p><b>15 – Learning, its outcomes, and their impact on a student</b></p> <p><b>Acquisition of instruction outcomes.</b> Oral and written examinations, knowledge tests. Types of assessment (autonomous and heteronomous evaluation, complex formative evaluation). Assessment forms (verbal, numeric, graphic, non-verbal). Impact of assessment on academic achievement and failure.</p> <p><b>Learning process in relation to a student's personality development and identity.</b> Identify the options for influencing students' personality at school and the potential risks.</p>	<p>Based on a knowledge test of your own construction for students in the subject of your field (see the portfolio assignments) illustrate the processes of test construction, data processing and interpretation.</p> <p>Complement a selected learning outcome (e.g. presentation, essay, project) with assessment criteria or indicators.</p> <p>Explain how a teacher can use the principles of your selected personality theory while working with a student in the area of the student's personality development. Try to put this impact into context using the concept of key competences.</p>	<p>Scott, D. (2016). <i>New perspectives on curriculum, learning, and assessment</i>. Springer.</p> <p>Veldkamp, B., &amp; von Davier, M. (2017). <i>Methodology of educational measurement and assessment</i>. Springer.</p>

<p><b>16 – Learning and selected teaching methods</b></p> <p>Problem-based teaching method. Project teaching. Project teaching and problem-based teaching background: educational pragmatism and its representatives. Authentic learning, its basis, and principles.</p> <p><b>Relationship between learning and thinking.</b> Types of thinking, evolution 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.</p>	<p>Discuss the advantages and disadvantages of an alternative/innovative school movement or an innovative trend.</p>	<p>Larmer, J., Mergendoller, J., &amp; Boss, S. (2015). <i>Setting the standard for project-based learning</i>. ASCD.</p> <p>Oelkers, J., &amp; Rhyn, H. (2000). <i>Dewey and European education: General problems and case studies</i>. Springer Science &amp; Business Media.</p>
<p><b>17 – Development of alternative educational programmes and innovations at present and its reasons, affective needs not only in alternative education</b></p> <p>Alternative educational programmes and innovations in education: traditional alternative schools, new alternatives, innovations at current schools.</p> <p><b>School environment and emotions, dealing with emotions at school.</b> Classification of emotions, manifestations of emotions, relation between emotions and needs, emotions and motivation, emotions and learning. Emotional regulation and its development. Neurotic disorders.</p>	<p>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.</p>	<p>Montessori, M. (2013). <i>The Montessori method</i>. Transaction publishers.</p> <p>Petrash, J. (2010). <i>Understanding Waldorf education: Teaching from the inside out</i>. ReadHowYouWant.com</p> <p>Reading and Writing for Critical Thinking (RWCT): <a href="http://www.criticalthinkinginternational.org/programs?id=13">http://www.criticalthinkinginternational.org/programs?id=13</a></p>

<p>Behavioural and emotional disorders with onset usually occurring in childhood and adolescence.</p>		
<p><b>18 – Values and attitudes in education</b></p> <p><b>Axiological dimension of a human being</b> (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).</p> <p><b>Attitudes, prejudices, stereotypes at school.</b> Development of moral reasoning (Piaget, Kohlberg). Components of an attitude, formation and changes of attitudes in educational practice. Types of prejudices and stereotypes (gender, ethnical etc.), their influence on teachers', students', and parents' communication. Labelling. Possibilities of attitude change in the case of students' and teachers' prejudices and stereotypes. Development of social competences and their connection to the concept of key competences.</p>	<p>Choose one of the concepts from moral or character education and explain it (e.g. <i>Character strengths and virtues: A handbook and classification</i> by Seligman; <i>Developing the virtues: Integrative perspectives</i> by Narvaez; <i>Value-based education</i> by Mooney; Social and emotional learning, Mindfulness at schools).</p>	<p>Jacobs, H. H. (Ed.). (2010). <i>Curriculum 21: Essential education for a changing world</i>. ASCD.</p> <p>Marzano, R. J., &amp; Kendall, J. S. (2007). <i>The new taxonomy of educational objectives</i>. Corwin Press.</p> <p>Noddings, N. (2010). <i>Philosophy of education</i>. ReadHowYouWant.com.</p> <p>Sanger, M. N., &amp; Osguthorpe, R. D. (2015). <i>The moral work of teaching and teacher education: Preparing and supporting practitioners</i>. Teachers College Press.</p>
<p><b>19 – Socialization, family, and school</b></p> <p><b>Family as a social and educational environment:</b> functions of a family, features of a functional family, educational styles according to Steinberg. Types of family backgrounds. Cooperation between students' parents and teachers.</p>	<p>Outline the scenario of a situation in which you introduce yourself as a class teacher to the parents of your students at the first parents' meeting.</p> <p>Describe some risks of communication between a family and school and options for their prevention.</p>	<p>Epstein, J. L. (2009). <i>School, family, and community partnerships: Your handbook for action</i>. Corwin Press.</p> <p>Steinberg, L. (2001). We know some things: Parent-adolescent relationships in retrospect and prospect. <i>Journal of Research on Adolescence</i>, 11(1), 1–19.</p>

<p><b>Socialization, family, and school.</b> Socialization process, its significance for a human being and society. Role of school and family in child's socialization, differences in family and school socialization. Role within a family, demanding situations in a family. Relationship of family and school from a psychological perspective. Ways of communication between school and family.</p>		
<p><b>20 – Discipline and freedom in education and their relationship to students with behavioural difficulties</b></p> <p><b>Discipline and freedom in education and at school.</b> 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).</p> <p><b>Students with behavioural difficulties and their perception by the teacher.</b> 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). Social perception and cognition in relation to teachers and students. Mistakes in perception and cognition of others in school practice.</p>	<p>Give examples of effective classroom management strategies that may prevent students from disturbing the class. Illustrate the use of some of these strategies in your practice.</p>	<p>Bear, G. G. (2010). <i>School discipline and self-discipline: A practical guide to promoting prosocial student behavior</i>. Guilford Press.</p> <p>Cangelosi, J. S. (2013). <i>Classroom management strategies: Gaining and maintaining students' cooperation</i>. John Wiley &amp; Sons.</p> <p>Pace, J. L., &amp; Hemmings, A. (Eds.). (2006). <i>Classroom authority: Theory, research, and practice</i>. Routledge.</p> <p>Yisrael, S. B. (2012). <i>Classroom management: A guide for urban schoolteachers</i>. Rowman &amp; Littlefield Education.</p>

<p><b>21 – The educational environment and impacts of participants’ social perception</b></p> <p><b>The educational environment</b> (characteristics of school, peer, and local environments). Culture and school climate. Community schools, open schools.</p> <p><b>Problematic relationships within a classroom and school.</b> 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).</p>	<p>Characterize the environment of the schools where you did your teaching practice.</p>	<p>Dryfoos, J. G., Quinn, J., &amp; Barkin, C. (2008). <i>Community Schools in Action: Lessons from a decade of practice</i>. Oxford University Press.</p> <p>James, A., Jenks, C., &amp; Prout, A. (1998). <i>Theorizing childhood</i>. Teachers College Press.</p> <p>Lines, C., Miller, G. B., &amp; Arthur-Stanley, A. (2010). <i>The power of family-school partnering: A practical guide for school mental health professionals and educators</i>. Routledge.</p>
<p><b>22 – Classroom communication and its psychological context</b></p> <p><b>Specifics of classroom communication</b> (IRF – initiation – reaction – feedback communication structure, dialogue in education and dialogic teaching, conducting discussions, interview, and its types).</p> <p><b>Communication and interaction at school.</b> Verbal and nonverbal communication. Possible problems in communication between teachers</p>	<p>How does classroom communication differ in frontal, group, and individual teaching? Illustrate on examples from your practice.</p> <p>Provide a written self-reflection of your micro-teaching performance that focused on classroom communication.</p>	<p>Cazden, C. B. (2001). <i>Classroom discourse: The language of teaching and learning</i>. Heinemann.</p> <p>Mercer, N. (2010). The analysis of classroom talk: Methods and methodologies. <i>British Journal of Educational Psychology</i>, 80(1), 1–14.</p> <p>Simonds, C. J., &amp; Cooper, P. J. (2014). <i>Communication for the classroom teacher</i>. Pearson.</p> <p>Walsh, S. (2013). <i>Classroom discourse and teacher development</i>. Edinburgh University Press.</p>

<p>and students. Principles of effective communication between teachers and students, with parents and colleagues. Communication fouls, communication mistakes. Self-fulfilling prophecy (Pygmalion and Golem effect), their dynamics and consequences for a student.</p>		
<p><b>23 – Teachers’ questions and feedback in classroom communication</b></p> <p><b>Importance of questions in the learning process</b>, types of questions and their use in different instructional situations, relation of teachers’ questions and students’ answers according to the cognitive level.</p> <p><b>Teachers’ feedback in classroom communication</b> (functions of feedback, rules for giving feedback, feedback typology).</p> <p>Psychological aspects of questions and feedback in instruction from the perspective of emotions and children’s self-perception. Children with potentially problematic features (introvert, anxious, slower, less gifted, having limited linguistic competence etc.) and possibilities of working with them.</p>	<p>Give examples of teacher questions of different cognitive levels from your own teaching practice.</p> <p>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 student answers would you expect in this specific situation? How would you react to them? How would you correct a mistake in this specific situation?</p>	<p>Hattie, J., &amp; Timperley, H. (2007). The power of feedback. <i>Review of Educational Research</i>, 77(1), 81–112.</p> <p>Nystrand, M. et al. (2003). Questions in time: Investigating the structure and dynamics of unfolding classroom discourse. <i>Discourse Processes</i>, 35(2), 135–198.</p> <p>Šedová, K., Sedláček, M., &amp; Švaříček, R. (2016). Teacher professional development as a means of transforming student classroom talk. <i>Teaching and Teacher Education</i>, 57, 14–25.</p>
<p><b>24 – Quality of school and relationships within the school</b></p> <p><b>Quality of schools, school evaluation</b> as a process, approaches to educational evaluation,</p>	<p>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.</p>	<p>Hargreaves, A., &amp; Fink, D. (2006). <i>Sustainable leadership</i>. Jossey-Bass.</p> <p>Macbeath, J. E., &amp; McGlynn, A. (2002). <i>Self-evaluation: What's in it for schools?</i> Routledge.</p>



<p>types of educational evaluation, school self-evaluation.</p> <p><b>School climate</b>, teaching staff climate, students' evaluation of teaching, working with novice teachers as possible indicators of school quality from the teacher's perspective.</p>		<p>Macbeath, J. E., &amp; Mortimore, P. (2001). <i>Improving school effectiveness</i>. Open University Press.</p> <p>PISA: <a href="https://www.oecd.org/pisa/">https://www.oecd.org/pisa/</a></p>
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## 2. Student teacher's portfolio

### 2.1 The aim of the portfolio

The aim of the portfolio is to guide student teachers towards continuous reflection on their theoretical preparation, self-reflection, reflection on teaching practice, and ongoing monitoring of their own professional development. The student portfolio is part of the state final examination in education and psychology. It provides students with the opportunity to demonstrate the competencies they have acquired, summarize their achievements and any shortcomings, reflect on various activities undertaken during their bachelor's and master's studies. It includes materials, documents, and artifacts produced by the student during their bachelor's and master's studies. Their thoughtful selection allows for tracking the professional development of student teachers, reflecting on the level of pedagogical and psychological knowledge, and providing stimuli for improvement. It serves as an important basis for discussions between the student and the instructor during partial exams and The State Final Examination in Education and Psychology.

### 2.2 Portfolio content

#### Mandatory Section

- Basic student information,

- **Portfolio tasks** from the common pedagogical-psychological module in bachelor's and subsequent master's studies, in which students acquire theoretical knowledge related to the pedagogical reality in schools; if you did not complete certain tasks (e.g., due to studying at a different school), they will not be included in the portfolio. For elective subjects, include portfolio tasks that you completed for the subject you selected. If you chose from multiple tasks in a specific subject, include in the portfolio the tasks you completed. For other tasks, consider them theoretically in connection with your practical experience and studies. You can also supplement them with other relevant materials you have.
- **Evidence of pedagogical practice:** e.g., selected lesson plans, photo and video documentation, reflective records from classmates or supervising teachers, feedback from supervising teachers, evaluation of student teaching by students (evaluation questionnaires),
- Overview of studied **professional sources**.

### **Optional, Recommended Section**

- **Application tasks** as partial tasks or outputs from seminars,
- Autobiographical description of the student's development as a future teacher,
- Motivations for choosing the teaching profession,
- Results of diagnostic and self-diagnostic methods implemented during the teaching of pedagogical and psychological disciplines,
- Other selected works from pedagogical-psychological disciplines, subject didactics (seminar papers, projects, posters),
- Annotations of pedagogical and psychological publications (beyond the required literature from individual subjects),
- Citations from professional literature and other ideas that the student considers valuable in relation to the teaching profession,
- Samples of teaching aids and materials,
- Records of extracurricular activities related to the process of becoming a teacher,
- Continuing education certificates,
- Other materials relevant for the profession.

## **2.3 Portfolio and application tasks in education-focused subjects**

In your portfolio, include tasks that you completed as part of your educational and psychological subjects. If you had a choice of tasks, include those that you worked on. For elective subjects (school management, inclusive education, alternative and innovative pedagogy), include tasks

you worked on. For tasks you didn't complete, think about them based on your practical experience and studies, and you can supplement them with similar professional outputs if necessary.

Area No.	FSE application and portfolio tasks	Subject	Task type
1	Based on an article of your choice and on the basis of your study of academic journals and theses from critical evaluation of professional texts, outline the topics that are currently discussed in educational sciences.	Introduction to Education and Psychology	Application
2	Using reports from quantitative and qualitative data analysis, show the standard structure of an empirical study or research report. Introduce its systematic literature review part, research question, appropriate methods of data collection and analysis, findings, discussion of findings and conclusions for theory, further research, and practice. Clarify the steps of data analysis you have applied: qualitative coding, creation of categories and theories (including the author references), basic statistical data processing.	Research in Education	Portfolio
3	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.	Seminar to Teaching Practice 2 (student teacher chooses one of three tasks)	Portfolio
4	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 transformation. Critically analyse the benefits and problems of the two-level curriculum.	School Education	Application
	Discuss a selected school metaphor (e.g., school as elevation, basis of life, humanity workshop, temple, lift, insurance company) and consider the kind of conception and functions of school behind this metaphor. Describe your personal metaphor.	School Education	Application
5	Based on an example of a school board in a selected institution, describe its members, main competences and experience with its work at a specific school.	Educational Management	Application
6	Using your lesson plans and reflection, indicate how you applied the principle of individualization and differentiation in the classroom (Universal Design of Learning).	School Education	Portfolio

	Demonstrate the principle of differentiated instruction on a team project – a mind map illustrating an activity for a heterogenous group, which enables equal involvement of a learner with special educational needs (according to the selected case study) and adaptation of this activity including removal of barriers, adaptation of rules or using compensatory aids.	Special and Inclusive Education, Inclusive Education	Portfolio
7	Provide specific examples of content enrichment for gifted students.	Education of Gifted Students	Application
8	Using an entry from your journal, illustrate the features of reflective writing. Explain in what way the entry contributed or did not contribute to your professional learning.	Seminars to Teaching Practice	Portfolio
	Describe an example of your strong and weak professional competences (you can use materials from Standard of Quality of Student’s Professional Competences).	Teaching Practice 1, 2, 3	Application
	Introduce your (teacher) concept of teaching on the example of: (a) an essay entitled “My image of a good teacher” or (b) unfinished sentences in a portfolio task in the subject of Seminar for Teaching Practice (Analysis of unfinished sentences with a comparison of a teacher’s norms (Standard) and characteristics of one’s own concept of instruction). Compare it with a selected model of a teacher’s competences (e.g. Framework of Professional Qualities).	Introduction to Education and Psychology Seminar for Teaching Practice 2	Portfolio
9	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.	School Education	Portfolio
10	In what specific way can you contribute to students’ education at school? Demonstrate it on an example from your practice.	School Education	Application
11	Using a didactic case study from your field, explain the relationship between learning content, objectives, and students’ activities and capabilities. Provide a critical evaluation of the suggested alternative of the solution of a teaching situation and suggest other alternatives.	School Education	Portfolio
	Explain the principles of didactic content transformation into curricular content and how the curricular contents become a content of the mind. Using an example from your teaching, explain the psycho-didactic transformation of content.	School Education: Curriculum Theory and Practice: lecture and study material.	Application

12	Describe the teaching methods and 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.	School Education	Portfolio
13	Using your lesson plans, discuss: (a) the assignment of homework and expected preparation for lessons; (b) the use of selected interactional patterns in teaching.	School Education	Application
14	Provide the assessment of a selected student or class according to an objective in the structure of the assessment process.	Basics of Educational Assessment, Educational-Psychological Assessment in Teacher's Practice; Teaching Practice 1.	Portfolio
15	Based on a knowledge test of your own construction for students in the subject of your field, illustrate the processes of test construction, data analysis and findings interpretation.	Educational-Psychological Assessment	Application
	Complement a selected learning outcome (e.g. presentation, essay, project) with assessment criteria or indicators.	Educational-Psychological Assessment, School Education	Application
16	Discuss the advantages and disadvantages of an alternative school or an innovative trend.	Alternative and Innovative Education	Application
17	Using your selected lesson plans, discuss the application of elements of a selected alternative school or innovation. Reflecting upon your own practical experience, discuss the problems and benefits of the selected alternative school or innovative trend.	Alternative and Innovative Education	Application
18	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).	Theory and Methodology of Education	Application
19	Outline the scenario of a situation in which you introduce yourself as a class teacher to the parents of your students at the first mutual meeting (parents' meeting).	Educational and School Management, Classroom Communication	Application

20	Give examples of effective classroom management strategies: rules in the classroom, prevention of student misbehaviour. Illustrate the use of some of these strategies in practice.	Self-Experiential Professional Preparation; Educational and School Management	Application
	Database of various ways in which a teacher motivates students in their instruction: Describe different ways of motivating students in class and illustrate the way they are applied using a selected example (a database of various ways of motivating students).	Seminar to Teaching Practice 1 (the student chooses one of two tasks)	Portfolio
21	Characterize the environment of the schools where you did your teaching practice.	Educational and School Management	Portfolio
22	How does classroom communication differ in frontal, group, and individual instruction? Illustrate on examples from your teaching practice.	Classroom Communication, Educational and School Management	Application
	Provide written self-reflection of your micro-teaching performance that focused on classroom communication.	Classroom Communication	Portfolio
23	Give examples of teacher questions of different cognitive levels from your own teaching practice.	Classroom Communication	Application
	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 students' answers would you expect in this specific situation? How would you react to them? How would you correct a mistake in this specific situation?	Classroom Communication	Application
24	Using the example of a report by the Czech School Inspectorate and a School Annual Report from the school where you had your teaching practice, describe the evaluated aspects (both external and internal) and compare them with your own experience.	Educational and School Management	Portfolio

## 4. Education and Psychology Final State Examination Assessment Criteria

Area of Assessment	Assessment Criteria	Marks / Indicators			
		A–B ←-----→	C–D ←-----→	E ←-----→	F ←-----→
<b>Content and Topic Structure</b>	Understanding of the Topic	Student presents the topic logically with in-depth understanding.	Presents the topic with partial understanding.	Presents the topic incompletely with limited understanding.	Presents without understanding, omitting essential parts of the topic.
	Level of Argumentation and Response to Questions	Argues effectively. Responds promptly to questions.	Argues hesitantly. Occasionally requires additional questions for a comprehensive grasp of the topic.	Provides very little argumentation. Often requires additional questions.	Unable to argue effectively. Unable to answer supplementary questions.
Notes:					
<b>Application of the Topic</b>	Integration of Theoretical Concepts with Practical Experience	Connects very well (e.g., illustrates theory on portfolio).	Connects to a limited extent. Does not demonstrate full understanding of theory in portfolio work.	Provides limited practical examples, examples do not always illustrate theory appropriately.	Does not connect basic theories with experience. Chooses examples incorrectly.
	Reflection on Own Practice	Capable of deep reflection on own practice.	Reflects on practice superficially or descriptively.	Does not reflect on practice, only describes it.	Unable to meaningfully describe own practice.

Notes:					
<b>Specialized Professional Terminology and Working with Professional Literature on the Topic</b>	Use of Specialized Professional Terminology	Utilizes specialized terminology.	Partially utilizes specialized terminology.	Utilizes specialized terminology to a limited extent.	Almost does not use specialized terminology, expresses ideas unprofessionally.
	Use of Specialized Professional Literature on the Topic	Utilizes specialized literature.	Partially utilizes specialized literature.	Utilizes very little literature, does not reference a professional source.	Does not utilize specialized professional literature.
Notes:					