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Podklad pro zadání DISERTAČNÍ práce studenta

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Téma práce: ICT – Systém asistované podpory pro řešení problémů učitele
Téma práce anglicky: ICT-Asisted Support System for Teacher's Problem Solving

Vedoucí práce: doc. PhDr. Hana Marešová, Ph.D.
Katedra českého jazyka a literatury

Zásady pro vypracování:

Teachers have to confront various problems in practice. Solving these problems is very important because they are related to teacher outcomes, professional development, and teacher well-being.
Research on TPS (teacher?s problem solving) is under the influence of MPS (mathematical problem solving), CPS (cognitive problem solving) and SPS (social problem solving). Earlier researches have investigated the problems encountered by teachers. Bnd it remains unknown how teachers define a situation as a problem, select a problem as their target, and attach meaning to their problem solving.
Earlier researches borrowed the idea that problem solving was a higher order thinking skill and focused on the assessment and training of teacher?s problem-solving skills. Teacher?s problem-solving skills were often found to be low. But teachers were unable to report the actual skills they used in the process of solving different kinds of problems.
Some researchers believe that the lack of support for teachers is another reason that makes teacher?s problem solving difficult. Different approaches have been developed to support teacher?s problem solving. But all of these approaches have limitations and teacher?s initiative, needs, and choices in support seeking are often ignored. And it remains unknown how teachers seek support for their problem solving.
In this research, the pragmatic paradigm and mixed research methods were adopted to answer these questions. A descriptive and bottom-up approach was used by taking a teacher perspective and a holistic view and stressing the individual and situational differences between particular problems. Maximum variation samples were selected from three sample schools and one-month-long chat log entries were selected from a teacher?s chat group. Data collected by narrative interview, semi-structured interview and chat log analysis were combined and compared for narrative, thematic, text and descriptive analysis. The results revealed that the participants were facing a variety of problems which could be categorized by their primary problem-solving goal. And learning problems were assumed to be most important to them. The participants distinguished problems from quasi problems after a three-step process of problem definition. They used 13 different kinds of strategies separately or combined for problem solving. The five-step process could take place with or without careful planning. Reviewing the success and failure of the participant?s problem-solving attempts, 22 implications were found for teacher?s problem solving. There were many factors affecting participant?s strategy selection and use. The factors could cause difficulties for teacher?s problem solving. And the participants had established an ICT-assisted support system to deal with the difficulties. The support system consisted of problems, goals, difficulties, needs, channels and supports. Based on the analysis of participant?s support seeking, five principles were suggested for building such a system. And there were 16 style indicators that could describe the differences between teacher?s problem definition, problem solving and support seeking.

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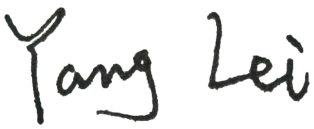
Podpis studenta:  Datum:

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