

Abstract

Title: Subjective evaluation of training courses in the field of inclusive physical education by Primary school educators

Objectives: The main objective of the diploma thesis is to examine the subjective evaluation of inclusive PE training courses by the Primary school educators.

Methods: The subjective evaluation of postgraduate education in the field of inclusive PE by the educators of Prague Primary schools was surveyed through empirical research, which was carried out within the Movement for Inclusion Project. An anonymous survey of our own design containing 22 survey questions was used to monitor the opinions and attitudes of Primary school educators. A total of 19 respondents (18 women and 1 man), who met the requirements for inclusion in the target research group, completed the survey via Google Forms.

Results: According to the thesis, all participants in the research have perceived an increase in competencies for working with SEN (specific educational needs) pupils. Furthermore, the advantages and disadvantages of full-time and distance forms of additional training were mapped. The participants (except three) agreed that they had studied the course books sent as part of distance training courses. Respondents consider the desire to enrich their existing knowledge to be the greatest motivation for participating in full-time education and attribute their absence to an unsatisfactory date, time or place of the event. When asking what other support the participants used within the project and which of them they would consider to be the most useful in terms of professional development, they mostly stated that the most beneficial for them was the direct support during PE lessons. All participants, except one, would appreciate the possibility of further professional education in the field of PE for work with SEN pupils. To a greater extent, they would prefer a combination of full-time and distance forms of postgraduate education.

Keywords: andragogy, adult education, postgraduate education of pedagogical staff, inclusion, inclusive education, applied physical education, specific educational needs