Abstract

Title: Success rate of students of the TV and Sport Management study programme in selected subjects during full-time and distance learning

Objectives: The main goal of this bachelor's thesis was to compare the success rate of students of the bachelor's degree study program Management of physical education and sports during face-to-face and then distance learning, while focus was on students of the 1st year of the bachelor's degree program Management of physical education and sports.

Methods: In the first part of the thesis, it was applied a quantitative method, i.e. comparasion. To carry out the research, it was first necessary to obtain data on the study results of 1st-year students in the academic years 2017/2018, 2018/2019, 2019/2020 and 2020/2021 for specific obligatory accreditation subjects. This data was provided to me in an anonymized form by the supervisor of the bachelor's thesis using the Study Information system of the Charles University. Research and core set represented 1-st year students who had enrolled specific obligatory accreditation subject in the monitored academic years, regardless of whether they passed or not.

In the second (qualitative) part of the research was conducted semi-structured in-depth interview with teachers of those subjects, where significant deviations and differences in student results were observed in the monitored academic years.

Results: The results I have achieved in my work for the subjects I have studied are ambiguous. It is therefore not possible to state unequivocally whether a particular form of teaching is beneficial or not.

The success rate of the Basic Management subject was highest in terms of percentage success rate (students who duly completed the credit and exam) during distance learning, but according to the statistical indicators of the average number of exam attempts and the average final grade, it was the worst compared to academic years when it was taught face-to-face.

The success rate of the Microeconomics course was second to last terams of student success percentage during distance learning, but only by a few percent, so it can be concluded that success rate here was normal compared to academic years when it was taught face-to-face. The average number of exam attempts was lowest in distance learning and the average final grade was the highest.

The success rate of the Applied Mathematics course was event he worst in terms of percentage of students success during distance learning. Similarly, the other two statistical indicators (average number of exam attempts and average final grade) ranked second to last.

However, in Macroeconomics and Statistics, which were taught in two consecutive academic years in distance learning (subjects taught in the summer term), we found that students in the first year (2020) were paradoxically significantly more successful in terms of percentage success rate, average number of attempts and average final grade than in the second year (2021).

Thus, it can be concluded that it is not possible to clearly determine whether a particular form of teaching is beneficia lor not.