ABSTRACT

This bachelor thesis focuses on the visual components in lower-secondary natural science textbooks, with a focus on chapters about geology. The aim of the thesis is to evaluate individual visual components within the analyzed sample of textbooks through specific categories, assessing their relevance and contribution to the educational process.

In the practical part, the methodology from the Greek study (Dimopoulos, Koulaidis a Sklaveniti, 2003) is described, according to which the quantitative content analysis of visual components in the selected sample of textbooks was implemented. This sample includes natural science textbooks with the approval of the Ministry of Education. For each visual component, the type, function, form, vertical and horizontal scope, distance, and placement in the textbook were evaluated. The obtained results were further compared with research on the same topic.

The analysis results indicate that textbooks contain a significant proportion of identical visual components. These results can be further utilized to improve natural science textbooks.

KEYWORDS

natural science textbooks, visual component, visuals, analysis of textbooks, lower secondary education