

Abstract (in English):

This thesis examines how the form of testing and assessment affects teaching and learning strategies. The thesis first introduces the basic concepts associated with e-learning. First, the phenomenon of micro-courses and micro-certificates is introduced. Then, the concept of e-learning itself and associated concepts such as m-learning and blended learning are described. Next, attention is paid to the description of massively open online courses, and the difference between cMOOCs and xMOOCs. Learning Management Systems and their open-source variant, Moodle, which is used within this thesis, are also briefly introduced. Selected models used for e-learning design are also described: the 4D model, ADDIE, and ASSURE. The section that deals with formative and summative assessment first briefly introduces summative assessment, and then formative assessment in more detail, its possible uses, its limitations, and its specificities in the online space. Space is also devoted to online testing and assessment and the types of feedback that can be used online. The chapter on Learning Strategies in e-learning briefly describes how online learning strategies are approached. Self-directed and self-regulated learning and selected models are also introduced. The second part is already devoted to research. First, an e-learning course is designed and all respondents will go through it. They will then also complete a supplementary questionnaire. Furthermore, an in-depth semi-structured interview is conducted. The results of the conducted research can then help to understand the respondents' attitudes towards online testing and feedback and how strategies and approaches to learning differ based on the form of testing present in e-learning.