

ABSTRACT

The thesis deals with the application of foreign assessment method „Learning stories“ in the Czech environment of age-heterogeneous preschool class. The aim of the study is to map the first phase of the implementation of the Learning Stories method and to analyze the evaluation of the method by parents, an influence of the method on communication with parents and on the education of multilingual children.

The theoretical part contains five chapters. First of them characterizes formative assessment, the second is devoted to pedagogical diagnosis of the child in preschool education and its methods, tools, and pedagogical diagnosis in the concept of the Framework Educational Programme for Pre-school Education (2021). It is followed by key features of the Learning Stories method. It is mainly focused on parent communication and cooperation, on the age- and language-heterogeneous organization of the pre-school class.

The empirical part of the thesis involved action research of application Learning Stories method in the age-heterogeneous pre-school class. The empirical part presents two methods of data research, encoding analysis of letters based on the categories proposed by Helen Knauf (2018) and questionnaire survey. The responses of survey were evaluated with encoding analysis. An additional data source was semi-structured observations recorded in the researcher's diary. The contextualization of the findings enabled the processing of case reports of multilingual children in the pre-school age. A combination of methods supported the data triangulation.

KEYWORDS

Pedagogical diagnosis and assessment, formative assessment, Learning Stories method, preschool education, age-heterogeneous class, parent communication, children's multilingual education.