

Abstract

This thesis deals with selected student preconceptions and misconceptions in social geography. The first part of the thesis is theoretical, in which necessary terms are defined and selected social geographic misconceptions are presented according to scientific literature. The next chapter describes the methodology of the research and characterizes the research sample. The second chapter is about the qualitative and quantitative research itself. The qualitative part of the research was conducted through interviews with teachers. A didactic test was created according to the data obtained from the interviews and literature research. The aim of this test was to reveal student preconceptions and misconceptions relating to selected social geographic terms. The next part of the research quantitatively analyzed the results obtained from 144 students of primary and grammar schools. The test charted the most common student preconceptions and revealed several misconceptions. Further research will be conducted to confirm the specific misconceptions.

Keywords: preconception, misconception, constructivist pedagogy, concept mapping, social geography