

ABSTRACT

The presented rigorous thesis is entitled "Didactic use of the animated series "Once Upon a Time" in the teaching of science" and deals with the possibilities of implementing the animated series "Once Upon a Time" in the teaching of science in primary schools and in the corresponding years of multi-year grammar schools.

The aim of the rigorous thesis is to offer the possibility of using worksheets tailored to the popular animated series "Once Upon a Time" in the teaching of science in primary schools and at the lower level of multi-year grammar schools. In connection with this, to create worksheets for selected episodes of the said series, both in unresolved and resolved form. Then, by sending the worksheets to schools, to verify their usefulness.

Semi-structured interviews (pilot research) and an online questionnaire survey were used as tools for gathering information and data in the practical part of the work. To collect data on the usability and quality of the worksheets tested in the classroom, evaluation sheets created separately for students and for teachers were used.

With reference to the above research tools, the following findings of this rigorous thesis can be discussed. One of the first findings is that even in today's teaching, the series "Once Upon a Time" finds use among some teachers, despite the considerable competition from modern sources of educational videos and animations. Other findings from this work relate in particular to the difficulty of the worksheet tasks. The work offered insights into the possible links between task difficulty and its popularity with students. In fact, pupils often marked as least liked in the evaluation sheet the very task that they had previously marked as the most difficult. Furthermore, differences then emerged between pupils' perceived task difficulty and theoretical cognitive difficulty. Pupils did not perceive the tasks requiring summarising knowledge as problematic in the evaluation of the worksheets, and it was to be expected that, given their theoretically high cognitive demand, they would be perceived as such.

The objectives set for the submitted rigorous thesis were also met.