

In this section, the editors of Pedagogická orientace want to provide space for promotion of Czech monographs that might be of interest internationally and might otherwise go unnoticed outside the Czech context. The editors selected nine monographs published in 2013 that represent coherent contributions to topical issues in educational research (and have a representative English summary).

Píšová, M., Hanušová, S., Kostková, K., Janíková, V., Najvar, P., & Tůma, F. (2013). *Expert teacher: The nature of expertise and determinants of professional development (in FLT perspective)*.

[Učitel expert: jeho charakteristiky a determinanty profesního rozvoje (na pozadí výuky cizích jazyků)]

Brno: Masarykova univerzita.

The topic of the book is teacher expertise. It presents the findings of a three-year research project, which aimed to explore various characteristics of expertise and expert performance of teachers of English and German as foreign languages in the context of basic schools in the Czech Republic.

The methodology of the research project is introduced as well as the findings of the five consecutive studies that were realised within the general framework of a multiple case study. The main outcome of the entire endeavour is a proposed model of teacher expertise, which builds on the empirical findings accumulated through the five individual research studies, which were: 1) *A look on expert performance in the classroom* (using structured classroom observation, characteristics of expert performance were extracted), 2) *A look on expert professional insight* (an interview was realised with each of the 30 participating expert teachers that focused on teacher knowledge and teacher insight), 3) *A look on the form of expert teachers' in-the-classroom thinking* (video-based stimulated-recall interviews were realised in which a subsample of 16 expert teachers were asked to recall specifically "what went through their heads during the lesson"), 4) *A look on the content of expert teachers' in-the-classroom thinking* (an interpretative phenomenological analysis of the stimulated-recall interview transcripts), and 5) *A look on the development of teacher expertise* (extensive biographical interviews were realised with a further subsample of eight expert teachers focusing on the ways and means through which teacher expertise is developed and nourished).

The structure of the book is not intuitive. The first part of the book presents a brief introduction of theoretical and some methodological considerations (Chapter 1) and the synthesis of the findings that leads to the presentation of a model of teacher expertise (all in Chapter 2). The second part of the book is built of the research report; Chapter 3 is the summary of the research methodology (including research design, research sample and the methods and techniques of data collection and analysis). Chapter 4 provides an overview of the issues connected with the problem of selecting expert teachers and Chapters 5 and 6 present the findings of the individual analyses.

Methodologically, the research was guided by Shulman's idea of disciplined eclecticism and used the concept of *multiple case study* as the methodological framework. The model presented in Chapter 2 aims to show the complexity of teacher expertise by taking into account not only expert performance but also expert insight, lived experience, commitment and other concepts that are fundamental for different dimensions of teacher expertise.

Řezníčková, D. et al. (2013). *Pupils' skills in biology, geography and chemistry education.*

[Dovednosti žáků ve výuce biologie, geografie a chemie]

Praha: Nakladatelství P3K.

This monograph outlines and enframes the outcomes of the research project in didactics for the subjects of biology, geography, and chemistry. This project has been supported by the Czech Science Foundation (P407/10/0514). Based on a multi-level analysis of skills on the levels of the intended, realised, and achieved curriculum, an entirely new structure of skills which students should master at the end of primary, lower secondary and upper secondary education has been proposed for the given subjects. The proposed skill system corresponds to the inquiry based learning model. For the relevant student age categories in all three subjects, the required skills have been structured into 4–5 skill sets: questions in natural science, information gathering from various sources, information organization, evaluation of outputs, and formation of conclusions. In the next phase, the proposed overview of skills was subjected to surveys addressed to primary, lower secondary and upper secondary school teachers, as well as to university pedagogues. The analysis

of their responses represents one of the bases for the modification of the first draft of the skill system proposal and allows for an observation of disparities among participants. The third phase of the project consisted in the testing of partial skills from the aforementioned skillsets on students of various age. Simultaneously, we created a survey for teachers and students, in order to successfully put the students' test results into context. The outputs of structured interviews with 27 randomly selected teachers with varying approbations and lengths of experience also formed an important source of information used for an adjustment of our original proposals. The comparison of results across disciplines, conducted during the final stage, allows for a deeper insight into the formation and structuring of subject-relevant skills, as well as into the process of their implementation.

Šed'ová, K. (2013). *School humor*.

[Humor ve škole]

Brno: Masarykova univerzita.

The publication is devoted to the phenomenon of humor in school environment. It presents results of original empirical research based on narrative analysis of written narratives provided by pupils and teachers from lower secondary schools. The book describes typical motives and plots of school humor and studies its functions in a detail. Although it is assumed that humor can facilitate the process of learning, the realized research shows that the center of its operation is in the field of social relations. On the one hand, humor has potential to harmonize relationships within the group and to strengthen solidarity, on the other hand it can serve as an offensive weapon in power struggles and negotiations. The publication also discusses the fact that humor is an important instrument that enables pupils to cope with demands the school imposes on them and to deal with some institutional features of the school, especially with boredom and oppressive authority of adults. Against the background of these findings the question is answered whether humor disrupts and challenges the traditional school procedures and mechanisms or conversely contributes to their maintenance. The book contains a number of authentic examples which allow readers to get an idea about the form of humor in contemporary Czech schools.

Pol, M., Hloušková, L., Lazarová, B., Novotný, P., & Sedláček, M. (2013). *When schools learn.*

[Když se školy učí]

Brno: Masarykova univerzita.

The publication explores organisational learning at schools, which is a topic that has not yet been given proper research attention in the Czech environment, although Czech schools find themselves in a situation where much is asked of them. On the one hand they are expected to heed external demands while on the other they are also expected to regulate themselves and develop their work professionally, creatively and autonomously in most essential areas of their work.

It follows that such expectations can only be met once adults communicate and cooperate; in other words, once they learn. The authors are interested in the processes of learning that adults who work in schools undergo, whether these are on the level of individuals, teams or organisations. In accordance with the findings of other researchers, they understand organisational learning in a broad way as a process that can be instigated by a school's own initiative and also by pressures from outside. Further, organisational learning can take place on many different levels at schools, is related to important areas of a school's life, influences the efficiency of an organisation and causes changes of cognitive and behavioural character. The presented research study seeks answers to a number of questions: (1) what and how do adults learn at schools; (2) how systematic is the leadership and management of organisational learning; (3) in what groups do adults learn at schools; (4) which factors support organisational learning at schools.

Even though the topic of organisational learning seems to be rather implicit in Czech schools, they are aware of the need to organise their inner life so that their teachers in particular can improve the quality of the work of the school. Hence there are a number of more or less successful attempts to implement adult learning in schools.

Janík, T. et al. (2013). *Quality in Education: Content focused approach to analysing and improving instruction.*

[Kvalita (ve) vzdělávání: obsahově zaměřený přístup ke zkoumání a zlepšování výuky]

Brno: Masarykova univerzita.

This monograph maps some of the significant phases which a student of a doctoral study programme may encounter. The book's main goal is to identify in specific dissertation projects critical points which most doctoral students encounter regardless of their field of study, and to help PhD candidates to navigate through such situations, analyse them and eventually solve them.

Only the first study stands outside the overall direction of the monograph. It sets the issue of doctoral study programmes (DSP) into a wider context of science development and the transformation of the way science understands itself. This chapter explains the cause of the crisis of DSP while relating this phenomenon to the meaning and the message of this monograph.

The following part of the book "Toward thriller" focuses on ways how doctoral applicants can transform the results of their diploma theses into dissertation research. Here we encounter a project which has shifted from the results of a discourse analysis of a children's book in the original diploma thesis onto the research topic of constructing a media image of disability in the most widely read Czech daily newspaper. Another project explores the possibilities of using garden therapy in working with socially disadvantaged groups. The third example of a dissertation project design is based on the original analysis of legal regulation of professional foster care in three countries which the dissertation research will examine in terms of their historical development. The last chapter of this section deals with designing transnational parenthood research, a topic with which its author became acquainted during her original research of Filipino domestic helpers.

The monograph's main part "Through thriller toward happy end" is concerned with significant types of crises which the student can encounter when working on his or her doctoral project. The first type of crisis is the *subjective type crisis* – the chapter's author describes the causes of such a crisis caused by non-conscious influence of thought stereotypes as well as ways of revealing and neutralizing them. Another type typical for the project's first

phase is the *basic skill crisis*. The author of this chapter identifies the skills which candidates usually lack at the beginning and how to tackle this deficiency. The third type – and as it seems the most complicated one – is the *paradigm crisis*. If a doctoral student faces this crisis, he or she has to take a very difficult path of creatively pondering all the foundations of his or her research in order to arrive at information which will assist in altering his or her fundamental pre-understanding of his or her research. The following chapter addresses the *harmony of theory and research direction crisis*. Many doctoral students must face the fact that while working on the dissertation their research has gradually taken a direction which may differ from the original theory. Noticing the increasing disproportion may not be easy because the change in direction takes place gradually and in small steps. The last type of crisis is the *end of dissertation crisis*. It is not a vital crisis. It is, however, at this phase that doctoral candidates reach a certain “dissertation maturity”. It is then that they realise that things do not end with a successful defence of the dissertation because research results only indicate possible topics suitable for further research.

The final chapter is a reflection of a researcher from the perspective of several years on her dissertation thesis which was produced under non-standard conditions – at the time of department establishment. The form, content and methods of the defended thesis thus naturally became the shaping circumstances of the foundation of the department and the whole field. This specificity confirms in its exceptionality the more general fact that the first scientific work becomes the opening of a life horizon which is a significant part of the person’s destiny and the scientific community.

Šíp, R. (2013). *Story thesis: This thriller begins and ends with happy end.*

[Příběh první vědecké práce: od thrilleru k happyendu]

Brno: Masarykova univerzita.

This monograph maps some of the significant phases which a student of a doctoral study programme may encounter. The book’s main goal is to identify in specific dissertation projects critical points which most doctoral students encounter regardless of their field of study, and to help PhD candidates to na-

vigate through such situations, analyse them and eventually solve them. Only the first study stands outside the overall direction of the monograph. It sets the issue of doctoral study programmes (DSP) into a wider context of science development and the transformation of the way science understands itself.

The following part of the book "Toward thriller" focuses on ways how doctoral applicants can transform the results of their diploma theses into dissertation research. The monograph's main part "Through thriller toward happy end" is concerned with significant types of crisis which the student can encounter when working on his or her doctoral project and with the ways how to deal with the crises. The monograph identifies, depicts, and solves these types: subjectivity crisis, basic skills crisis, paradigm crisis, harmony of theory and research direction crisis, and end of dissertation crisis.

The final chapter is a reflection of a researcher from the perspective of several years on her dissertation thesis which was produced under non-standard conditions – at the time of department establishment. This specificity confirms in its exceptionality the more general fact which is not easily visible under normal circumstances; it is the fact that the first scientific work becomes the opening of a life horizon which is a significant part of the person's destiny and scientific community.

Slavík, J., Chrz, V., & Štech, S. et al. (2013). *Creative work as a means of cognising.*

[Tvorba jako způsob poznávání]

Praha: Karolinum.

The book approaches the topic of creative work and creativity from the perspective of education, which is seen as the principle in sustaining and developing human society and culture. The multidimensional issue of creative work is approached as the search for the intricate balance between *reproduction and innovation* and also between *subjectivity and intersubjectivity*. Creative work is related to reproduction through a specific culture framework with all the associations to its meanings and rules against which an act of creative work is critically explained, and at the same time upon which it must build. At the same time, in order for a process to be called an act of creative work, it

must be original and innovative. The same dialectics applies to the relationship between subjectivity and intersubjectivity.

Generations of human beings continue with the creative works of their predecessors and modify them into new, more complex and varied shapes. The continuity of creative work is the result of reproduction of what has already been created. In other words, in order for someone to create something non traditional they must first be sufficiently educated about the tradition. This inobvious reproductive character of creative work – in a way very paradoxical one – is actually what nurtures its functional dynamics within education. It is because it opens the issue of the culture-specific *content of creative work*, the knowledge of which is the condition to creative continuity, along with wondering to what extent creative work can be *learnt* or *taught*. In this sense, creative work and creativity are one of the topics that connect the fields of *culture* and *education*.

The concept of *creative work* thus becomes more tangible for teachers and it can bring a new dimension to their work: understanding that every action on the part of the student can bear the key feature of creative work that is the tension between innovation (which is open into the future) and reproduction (which builds on the past and must remain within its own cultural context).

Creative work is seen as a means of developing and sharing knowledge between people in the recursive movement between real metaphors and categorical judgements. In this sense, we see creative work as the necessary foundation for teaching and learning, which is realised through *content transformation*. In a general sense, our text represents the search for the theoretical or philosophical perspective on didactically approached *content transformation*, which for some time has been the key concept of modern didactics. It is a concept that focuses attention on the *process* of creative work, i.e. the process of configuring and reconstructing of content.

The outlined approach makes it possible to discuss the issue of creative work and creativity from the perspective of the theory of educational content. It is also an opportunity to grasp traditional didactic issues in a new way. The texts in this book can thus be seen as the presentation of the theory and practice of the process of cultural transformation of content. This process has its *enculturation*, *socialisation* and *personalisation* dimensions; in the interrelation of these dimensions not only education but also all expressions of human culture take place and develop.

Švec, V., Bradová, J. et al. (2013). *A teacher in theory and practice.*

[Učitel v teorii a praxi]

Brno: Masarykova univerzita

This monograph presents two key issues: first, the teacher and his profession and, secondly, the relationship between theory and practice in teacher education. The relationship between theory and practice in teacher education can be regarded as one of the basic conditions for its effectiveness. Possible consequences of contradictions between the world of theory and practice can be far-reaching. The opening chapter outlines the issues addressed in the next six chapters, which can be divided into three thematic areas: a) teacher's subjective approach to teaching, b) teachers professional knowledge, c) other application areas.

The theme of *teacher's subjective approach to teaching* is opened by the chapter on biophile oriented education, which presents some interesting research findings. The theme of subjective approach is further developed by the chapter focused on professional self-concept shaping of student teachers, explored by qualitative research tools. The theme of *teachers' professional knowledge* consists of the following two chapters, focused on area of language education. The first one is devoted to the process of forming and developing of pedagogical content knowledge for teachers of English for specific purposes at Czech universities during the first three years of practice. The second deals with professional vision – the ability of the teacher to identify the key moments during teaching situations and the ability to reason about them in the context of their knowledge. The theme of *other application areas* is covered by the last two chapters. The paper aimed at e-learning support introduces the concepts of traditional e-learning and its alternatives. The paper dedicated to professional playworkers addresses specific tasks within the work with hospitalized children.

Kopecký, M. (2013). *Adult education between policies, economics, and science.*

[Vzdělávání dospělých mezi politikou, ekonomikou a vědou. Politika vzdělávání a učení se dospělých v éře globálního kapitalismu]

Praha: Univerzita Karlova, Filozofická fakulta.

Adult education has become a global phenomenon and a declared priority of decisive economic and political actors of the contemporary world. From a field that was originally, since the 19th century, dominated by an effort to promote social justice and self-actualization, it evolved, over the past several decades, into a tool of policies promoting economic growth and people's adaptation to global capitalism. The book analyses the processes of education policy Europeanisation and globalisation as driven by the activities of international political and economic organisations (OECD, UNESCO, EU and others). The critical theory approach underlying this publication is applied not only to education policy but also in a broader context, to analyse other policy domains in which adult education and learning plays an important role (e.g. work or citizenship). It is dealt with economization of education and its role in justifying social inequalities. Critical theory provides the main methodological inspiration. The author approaches adult education as a cultural and political phenomenon. He also studies alternative relationships between scientific research and education policy.