Study plan

Name of study plan: U itelství fyziky pro st ední školy

Faculty/Institute/Others:

Department:

Branch of study guaranteed by the department: Welcome page

Garantor of the study branch:

Program of study: Master Continuation Programme in Physics Education

Type of study: Follow-up master combined

Required credits: 0

Elective courses credits: 120 Sum of credits in the plan: 120

Note on the plan:

Name of the block: Compulsory courses in the program

Minimal number of credits of the block: 0

The role of the block: PP

Code of the group: NMSPUCIFY1

Name of the group: NMS P_UCIFY 1. ro ník

Requirement credits in the group:

Requirement courses in the group: In this group you have to complete at least 13 courses

Credits in the group: 0 Note on the group:

Note on the grou	•					
Code	Name of the course / Name of the group of courses (in case of groups of courses the list of codes of their members) Tutors, authors and guarantors (gar.)	Completion	Credits	Scope	Semester	Role
15AMV	Activating Teaching Methods David Šarboch, Petr Distler, V ra Kraj ová Petr Distler Petr Distler (Gar.)	KZ	4	12B		PP
02UAOR	Astrophysics and General Relativity Boris Tomášik Boris Tomášik Boris Tomášik (Gar.)	ZK	3	8B	L	PP
02UDIF1	Physics Didactics 1 V ra Kraj ová Boris Tomášik V ra Kraj ová (Gar.)	Z,ZK	6	16B	Z	PP
02UDIF2	Physics Didactics 2 V ra Kraj ová Boris Tomášik V ra Kraj ová (Gar.)	Z,ZK	6	16B	L	PP
02UINT	Didactics of Integrated Science Education Boris Tomášik, Maksym Dreval Boris Tomášik Boris Tomášik (Gar.)	KZ	6	18B	Z	PP
02UHF	History of Physics and Technology Applications Radka Vozábová Boris Tomášik Radka Vozábová (Gar.)	KZ	3	8B	L	PP
32MC-K-ODID-01	General Didactics David Van ek, Kate ina Mrázková David Van ek David Van ek (Gar.)	Z,ZK	5	16B		PP
32MC-K-PEDO-01	General Pedagogy Daniela Nováková, Martin Kursch Daniela Nováková Martin Kursch (Gar.)	Z,ZK	5	16B		PP
01PTZ	Support for Talented Pupils Lubomíra Dvo áková Lubomíra Dvo áková (Gar.)	KZ	4	12B		PP
02UPSP	Practicum in School Physics Experiments V ra Kraj ová, Radka Vozábová Boris Tomášik Radka Vozábová (Gar.)	KZ	3	8B	Z	PP
32ME-K-PRSK-01	Presentation and Communication Skills	ZK	4	16B		PP
02UPPP	Introduction to Teaching Practice Boris Tomášik V ra Kraj ová (Gar.)	Z	6	16B	L	PP
32MC-K-PSEP-01	Psychology in Educational Process Lenka Emrová, Eva Šírová Eva Šírová Lenka Emrová (Gar.)	Z,ZK	5	16B		PP

Characteristics of the courses of this group of Study Plan: Code=NMSPUCIFY1 Name=NMS P_UCIFY 1. ro ník

15AMV	Activating Teaching Methods	KZ	4			
The student will becom	The student will become familiarboth theoretically and especially practically with activation methods used in science education, their significance, and their effective implementation in					
the teaching and learning	the teaching and learning process. Based on the instructional objective, the student selects an appropriate activation method and designs a segment of a lesson, including its reflection					
and evaluation.						
02UAOR	Astrophysics and General Relativity	ZK	3			

The course provides a basic overview of concepts in astronomy, key topics in astrophysics, and selected topics from general relativity. It is designed as an introduction for future teachers who, after completing the course, will be better equipped to understand the subject matter and independently study further topics.

02UDIF1 Physics Didactics 1 The course provides an introduction to and practical training in methodological approaches to teaching physics in secondary schools. It covers diverse approaches to science education and to physics instruction specifically. Emphasis is placed on lesson preparation and delivery with a focus on engaging students. Students will practice both student-led and demonstration experiments, as well as laboratory work. The course highlights interesting and essential topics in mechanics, molecular physics, and oscillations and waves, tailored to the secondary school level. 02UDIF2 Physics Didactics 2 Z.ZK This course builds upon Physics Didactics I. It offers practical training in methodological procedures for teaching physics in secondary schools. The course introduces inquiry-based learning and laboratory work in physics. It emphasizes learning in context and the application of physics knowledge in practice. Student motivation and possibilities for formative assessment in physics education are addressed. The course focuses on engaging and essential topics in electricity and magnetism, optics, and modern physics at the secondary 02UINT Didactics of Integrated Science Education ΚZ This course explores cross-cutting topics from the perspective of natural sciences. While mathematics, physics, and chemistry are traditionally taught as separate subjects in schools, their content frequently overlaps and intersects. In such cases, collaboration among teachers across disciplines is beneficial. The course will present several topics suitable for building interdisciplinary relationships and fostering cooperation among teachers within a school. Students will be introduced to tandem teaching and project-based learning methods. 02UHF History of Physics and Technology Applications K7 Students will become acquainted with key experiments and discoveries that have significantly contributed to the development of our current understanding of the natural world. This knowledge can be effectively incorporated into physics teaching as a supplement to the curriculum. Presenting interesting facts about experiments, prominent scientists, and their applications will enrich the instruction and enhance student motivation. Z,ZK 32MC-K-ODID-01 General Didactics 5 32MC-K-PEDO-01 General Pedagogy Z.ZK 5 The course focuses on basic knowledge of educational phenomena, processes, laws, principles, categories, and theories that form the basis of pedagogical thinking. Education and training will be discussed in the context of pedagogical sciences in connection with changes in the Czech education system over the past twenty years, namely in relation to curricular reform, diversification of the system, alternative educational concepts, and changes in vocational education. 01PTZ Support for Talented Pupils 02UPSP Practicum in School Physics Experiments K7 3 The aim of the course is to acquaint students with the fundamental types of experiments and their effective integration into secondary school physics instruction. The course also introduces the technical equipment of the physics laboratory and preparation room. Pre-service teachers will learn to prepare, appropriately incorporate into lessons, and clearly explain

core experiments in mechanics, oscillations and waves, thermodynamics, electricity and magnetism, and optics. The Practicum in School Physics Experiments complements the theoretical foundations provided in Physics Didactics 1 and Physics Didactics 2.

32ME-K-PRSK-01	Presentation and Communication Skills	ZK	4
02UPPP	Introduction to Teaching Practice	Z	6
The course focuses on	preparing students for lesson planning before they begin their teaching practice.		
32MC-K-PSEP-01	Psychology in Educational Process	Z,ZK	5

The course guides students toward future applications of psychological theory in practical teaching activities. It facilitates the acquisition and development of specific skills, particularly in the area of personal development and understanding the personality traits of others. Furthermore, the course presents selected psychological knowledge necessary for understanding and guiding the educational process. This mainly concerns the characteristics and development of cognitive, motivational, and emotional processes, the psychological characteristics of individuals, and their changes in individual developmental stages, especially during adolescence.

Code of the group: NMSPUCIFY2

Name of the group: NMS P_UCIFY 2. ro ník

Requirement credits in the group:

Requirement courses in the group: In this group you have to complete at least 10 courses

Credits in the group: 0

Note on the grou	p:					
Code	Name of the course / Name of the group of courses (in case of groups of courses the list of codes of their members) Tutors, authors and guarantors (gar.)	Completion	Credits	Scope	Semester	Role
02UPDP	Didactic-Pedagogical Project of the Diploma Thesis Boris Tomášik Boris Tomášik (Gar.)	Z	2	4B	Z	PP
02UDIP	Diploma Thesis Boris Tomášik Boris Tomášik (Gar.)	Z	12	2B	L	PP
02UICT	ICT in Natural Science Education V ra Kraj ová, Maksym Dreval, Lukáš Tomaník Boris Tomášik V ra Kraj ová (Gar.)	KZ	3	8B	Z	PP
32MC-K-OSPN-01	Personality: Pathology and Normality	KZ	3	8B		PP
32MC-K-SVZP-02	Education of Pupils with Special Educational Needs in Science Subjects	ZK	4	12B		PP
02UPPS	Direct School-Based Teaching Practice Boris Tomášik V ra Kraj ová (Gar.)	Z	15	320XH	Z	PP
02URPP	Reclection on Teaching Practice Boris Tomášik V ra Kraj ová (Gar.)	Z	3	6B	L	PP
32MC-K-PEDS-01	Social Pedagogy	ZK	3	8B		PP
02USTA	Current Trends in the Development and Application of Natural Sciences Boris Tomášik Boris Tomášik (Gar.)	Z	6	16B	L	PP
32MC-K-SKMN-01	School Management	ZK	3	8B		PP

Characteristics of the courses of this group of Study Plan: Code=NMSPUCIFY2 Name=NMS P_UCIFY 2. ro ník

02UPDP	Didactic-Pedagogical Project of the Diploma Thesis	Z	2
Students will becom	e familiar with the principles of writing a masters thesis, conduct a literature review and research other relevant sources, and propo	ose the structure a	and methodology
of their work. They v	ill also develop and present the theoretical didactic-pedagogical section of their thesis. These outcomes will be presented to per	ers and defended	during the
presentation.			
02UDIP	Diploma Thesis	Z	12
Under expert super	ision, students will prepare the practical part of their diploma thesis. At the end of the semester, they will present their work to fe	ellow students and	d defend their
approach.			
02UICT	ICT in Natural Science Education	KZ	3
This course is desig	ned for students in teacher education and introduces methods of working with ICT and their application in teaching mathematics	s, physics, chemis	try, and natural
ciences in general,	taking into account the students specialization. In addition to familiarizing students with current ICT options, the course strength	ens their compet	encies in digital
echnologies and co	mmunication.		
32MC-K-OSPN	01 Personality: Pathology and Normality	KZ	3
32MC-K-SVZP-	02 Education of Pupils with Special Educational Needs in Science Subjects	ZK	4
2UPPS	Direct School-Based Teaching Practice	Z	15
Before beginning the	e teaching practice, the student completes an introductory course in teaching practice (Introduction to Teaching Practice). The firs	t phase of direct	practice primarily
nvolves classroom	observation at a specific school and the preparation of observation protocols. In the following phase, students actively participate	e in teaching and	engage in
chool-related activi	ties. The student carries out the practice at a designated school for one semester, either two days per week or one day per week	k over the course	of the school
/ear. At least 90 hoι	rs must be spent in the classroom, of which 45 hours involve actual teaching, either independently or in pairs. The full 15 ECTS (credits also accou	int for time spen
			o op o
n lesson preparation	n, writing observation protocols, and similar activities, amounting to a total of 450 hours.		
	n, writing observation protocols, and similar activities, amounting to a total of 450 hours. Reclection on Teaching Practice	Z	3
2URPP		_	3
02URPP This practically orier	Reclection on Teaching Practice	well as on strateg	3 lies for managing
02URPP This practically orier dynamic changes in and processing emo	Reclection on Teaching Practice ted course places special emphasis on collaboratively seeking effective solutions to common challenges in teaching practice, as contemporary education. The instruction is primarily based on creating a safe and supportive environment for reflecting on ones tions and challenging professional topics, including the presentation and communication of students initial pedagogical outcome	well as on strated own learning disp	3 lies for managing positions, sharing
02URPP This practically orier dynamic changes in and processing emo	Reclection on Teaching Practice ted course places special emphasis on collaboratively seeking effective solutions to common challenges in teaching practice, as contemporary education. The instruction is primarily based on creating a safe and supportive environment for reflecting on ones	well as on strated own learning disp	3 lies for managing
D2URPP This practically orier dynamic changes in and processing emo	Reclection on Teaching Practice ted course places special emphasis on collaboratively seeking effective solutions to common challenges in teaching practice, as contemporary education. The instruction is primarily based on creating a safe and supportive environment for reflecting on ones tions and challenging professional topics, including the presentation and communication of students initial pedagogical outcome	well as on strated own learning disp	3 lies for managing positions, sharing
D2URPP This practically orier dynamic changes in and processing emo structured discussio 32MC-K-PEDS	Reclection on Teaching Practice ted course places special emphasis on collaboratively seeking effective solutions to common challenges in teaching practice, as contemporary education. The instruction is primarily based on creating a safe and supportive environment for reflecting on ones tions and challenging professional topics, including the presentation and communication of students initial pedagogical outcomens, feedback interviews, and mentoring.	well as on strateg own learning disp es. Methods incor	3 lies for managing positions, sharing porated include
D2URPP This practically orier dynamic changes in and processing emo structured discussio 32MC-K-PEDS- D2USTA	Reclection on Teaching Practice ted course places special emphasis on collaboratively seeking effective solutions to common challenges in teaching practice, as contemporary education. The instruction is primarily based on creating a safe and supportive environment for reflecting on ones tions and challenging professional topics, including the presentation and communication of students initial pedagogical outcome ns, feedback interviews, and mentoring. O1 Social Pedagogy	well as on strateg own learning disp es. Methods incor	3 ies for managing oositions, sharing porated include 3 6
02URPP This practically orier dynamic changes in and processing emo structured discussio 32MC-K-PEDS 02USTA This course is desig	Reclection on Teaching Practice ted course places special emphasis on collaboratively seeking effective solutions to common challenges in teaching practice, as contemporary education. The instruction is primarily based on creating a safe and supportive environment for reflecting on ones tions and challenging professional topics, including the presentation and communication of students initial pedagogical outcome ns, feedback interviews, and mentoring. O1 Social Pedagogy Current Trends in the Development and Application of Natural Sciences	well as on strateg own learning disp es. Methods incor ZK Z Dlaced on develop	3 ies for managin positions, sharin porated include 3 6 ing professiona

ZK

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Name of the block: Compulsory elective courses

Minimal number of credits of the block: 0

The role of the block: PV

Code of the group: NMSPUCIFYPV

Name of the group: NMS P_UCIFY povinn volitelné p edm ty

Requirement credits in the group:

32MC-K-SKMN-01 School Management

Requirement courses in the group: In this group you have to complete at least 2 courses

Credits in the group: 0 Note on the group:

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Code	Name of the course / Name of the group of courses (in case of groups of courses the list of codes of their members) Tutors, authors and guarantors (gar.)	Completion	Credits	Scope	Semester	Role
32MC-K-PSHY-01	Psycho-hygiene Aspects of Teaching Profession	Z,ZK	3	8B		PV
32MC-K-SPKO-01	Social and Pedagogical Communication	KZ	3	8B		PV
32MC-K-TECR-01	Impacts of Information Technology on Society	Z,ZK	3	8B		PV
32MC-K-RIZZ-01	Risk Behavior of Punils	KZ	3	8B		PV

Characteristics of the courses of this group of Study Plan: Code=NMSPUCIFYPV Name=NMS P_UCIFY povinnvoliteIné p edm ty32MC-K-PSHY-01Psycho-hygiene Aspects of Teaching ProfessionZ,ZK332MC-K-SPKO-01Social and Pedagogical CommunicationKZ332MC-K-TECR-01Impacts of Information Technology on SocietyZ,ZK332MC-K-RIZZ-01Risk Behavior of PupilsKZ3

List of courses of this pass:

Code	Name of the course	Completion	Credits
01PTZ	Support for Talented Pupils	KZ	4

00114.00	10 10 10	71/	
02UAOR	Astrophysics and General Relativity ides a basic overview of concepts in astronomy, key topics in astrophysics, and selected topics from general relativity. It is designed a	ZK s an introduction	for future
The course prov	teachers who, after completing the course, will be better equipped to understand the subject matter and independently study furthe		ioi iuture
02UDIF1	Physics Didactics 1	Z,ZK	6
	s an introduction to and practical training in methodological approaches to teaching physics in secondary schools. It covers diverse app	•	I .
nd to physics instr	uction specifically. Emphasis is placed on lesson preparation and delivery with a focus on engaging students. Students will practice both s	student-led and de	emonstratio
experiments, as we	ell as laboratory work. The course highlights interesting and essential topics in mechanics, molecular physics, and oscillations and war school level.	ves, tailored to th	e secondary
02UDIF2	Physics Didactics 2	Z,ZK	6
	upon Physics Didactics I. It offers practical training in methodological procedures for teaching physics in secondary schools. The cou		
_	oratory work in physics. It emphasizes learning in context and the application of physics knowledge in practice. Student motivation an hysics education are addressed. The course focuses on engaging and essential topics in electricity and magnetism, optics, and mode school level.	-	
02UDIP	Diploma Thesis	Z	12
	ervision, students will prepare the practical part of their diploma thesis. At the end of the semester, they will present their work to fello approach.		1
02UHF	History of Physics and Technology Applications	KZ	3
	me acquainted with key experiments and discoveries that have significantly contributed to the development of our current understand		1
knowledge can b	e effectively incorporated into physics teaching as a supplement to the curriculum. Presenting interesting facts about experiments, pro applications will enrich the instruction and enhance student motivation.	ominent scientists	, and their
02UICT	ICT in Natural Science Education	KZ	3
	igned for students in teacher education and introduces methods of working with ICT and their application in teaching mathematics, ph		and natura
ciences in genera	 taking into account the students specialization. In addition to familiarizing students with current ICT options, the course strengthens technologies and communication. 	their competenc	ies in digita
02UINT	Didactics of Integrated Science Education	KZ	6
	es cross-cutting topics from the perspective of natural sciences. While mathematics, physics, and chemistry are traditionally taught as		
	ently overlaps and intersects. In such cases, collaboration among teachers across disciplines is beneficial. The course will present several process and intersects.		
	y relationships and fostering cooperation among teachers within a school. Students will be introduced to tandem teaching and project		
02UPDP	Didactic-Pedagogical Project of the Diploma Thesis	Z	2
	ne familiar with the principles of writing a masters thesis, conduct a literature review and research other relevant sources, and propose t ey will also develop and present the theoretical didactic-pedagogical section of their thesis. These outcomes will be presented to peer		_
of their work. Th	presentation.	s and defended (ading the
02UPPP	Introduction to Teaching Practice	Z	6
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02UPPS	The course focuses on preparing students for lesson planning before they begin their teaching practice.		15
		Z ase of direct prac	15 tice primaril
efore beginning the involves classro school-related ac	The course focuses on preparing students for lesson planning before they begin their teaching practice. Direct School-Based Teaching Practice Le teaching practice, the student completes an introductory course in teaching practice (Introduction to Teaching Practice). The first phase	Z ase of direct pract in teaching and e wer the course of	15 tice primaril engage in the school
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efore beginning the involves classro school-related actear. At least 90 ho	The course focuses on preparing students for lesson planning before they begin their teaching practice. Direct School-Based Teaching Practice The teaching practice, the student completes an introductory course in teaching practice (Introduction to Teaching Practice). The first phase om observation at a specific school and the preparation of observation protocols. In the following phase, students actively participate tivities. The student carries out the practice at a designated school for one semester, either two days per week or one day per week ours must be spent in the classroom, of which 45 hours involve actual teaching, either independently or in pairs. The full 15 ECTS credit on lesson preparation, writing observation protocols, and similar activities, amounting to a total of 450 hours. Practicum in School Physics Experiments Dourse is to acquaint students with the fundamental types of experiments and their effective integration into secondary school physics is	Z ase of direct pract in teaching and e ver the course of ts also account fo KZ nstruction. The co	15 cice primari engage in the school or time sper
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efore beginning the involves classro school-related actear. At least 90 hoto 02UPSP The aim of the controduces the technical involves classro.	The course focuses on preparing students for lesson planning before they begin their teaching practice. Direct School-Based Teaching Practice The teaching practice, the student completes an introductory course in teaching practice (Introduction to Teaching Practice). The first phase of one observation at a specific school and the preparation of observation protocols. In the following phase, students actively participate tivities. The student carries out the practice at a designated school for one semester, either two days per week or one day per week ours must be spent in the classroom, of which 45 hours involve actual teaching, either independently or in pairs. The full 15 ECTS credit on lesson preparation, writing observation protocols, and similar activities, amounting to a total of 450 hours. Practicum in School Physics Experiments Durse is to acquaint students with the fundamental types of experiments and their effective integration into secondary school physics in incal equipment of the physics laboratory and preparation room. Pre-service teachers will learn to prepare, appropriately incorporate in sin mechanics, oscillations and waves, thermodynamics, electricity and magnetism, and optics. The Practicum in School Physics Experiments.	Z ase of direct praction teaching and ever the course of ts also account for KZ astruction. The coro lessons, and cl	15 tice primaril engage in the school or time sper
efore beginning the involves classro school-related actear. At least 90 hoto 02UPSP The aim of the controduces the technology and the core experiments	The course focuses on preparing students for lesson planning before they begin their teaching practice. Direct School-Based Teaching Practice Let teaching practice, the student completes an introductory course in teaching practice (Introduction to Teaching Practice). The first phase of one observation at a specific school and the preparation of observation protocols. In the following phase, students actively participate tivities. The student carries out the practice at a designated school for one semester, either two days per week or one day per week or urs must be spent in the classroom, of which 45 hours involve actual teaching, either independently or in pairs. The full 15 ECTS credit on lesson preparation, writing observation protocols, and similar activities, amounting to a total of 450 hours. Practicum in School Physics Experiments Durse is to acquaint students with the fundamental types of experiments and their effective integration into secondary school physics in incal equipment of the physics laboratory and preparation room. Pre-service teachers will learn to prepare, appropriately incorporate in some mechanics, oscillations and waves, thermodynamics, electricity and magnetism, and optics. The Practicum in School Physics Experiments in theoretical foundations provided in Physics Didactics 1 and Physics Didactics 2.	Z ase of direct praction teaching and ever the course of ts also account for KZ astruction. The coolers of the complete complete the complete complete the complete complete complete the complete comple	15 itice primaril engage in the school or time sper 3 ourse also early explai ments the
efore beginning the involves classro school-related actear. At least 90 ho 02UPSP The aim of the controduces the technology and the control of the	The course focuses on preparing students for lesson planning before they begin their teaching practice. Direct School-Based Teaching Practice Le teaching practice, the student completes an introductory course in teaching practice (Introduction to Teaching Practice). The first phase of one observation at a specific school and the preparation of observation protocols. In the following phase, students actively participate tivities. The student carries out the practice at a designated school for one semester, either two days per week or one day per week or urs must be spent in the classroom, of which 45 hours involve actual teaching, either independently or in pairs. The full 15 ECTS credit on lesson preparation, writing observation protocols, and similar activities, amounting to a total of 450 hours. Practicum in School Physics Experiments Durse is to acquaint students with the fundamental types of experiments and their effective integration into secondary school physics in inical equipment of the physics laboratory and preparation room. Pre-service teachers will learn to prepare, appropriately incorporate in some mechanics, oscillations and waves, thermodynamics, electricity and magnetism, and optics. The Practicum in School Physics Experiments and Physics Didactics 2. Reclection on Teaching Practice	Z ase of direct praction teaching and ever the course of tts also account for KZ astruction. The colo lessons, and cleriments comple	15 lice primari engage in the school or time spei 3 ourse also early explai ments the
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Before beginning the involves classro school-related activear. At least 90 horogen and the controduces the technore experiments of the controduces of the course is designated by the technore of the technore of the technore of the course focuse raining will be discourse guides on the area of personal desired and the course guides on the area of personal desired and the course guides on the area of personal desired and the course guides on the area of personal desired and the course guides on the area of personal desired and the course guides on the area of personal desired and the course guides on the area of personal desired and the course guides on the area of personal desired and the course guides on the area of personal desired and the course guides on the area of personal desired and the course guides on the area of personal desired and the course guides on the area of personal desired and the course guides on the area of personal desired and the course guides on the area of personal desired and the course guides on the course gu	The course focuses on preparing students for lesson planning before they begin their teaching practice. Direct School-Based Teaching Practice the teaching practice, the student completes an introductory course in teaching practice (Introduction to Teaching Practice). The first phisom observation at a specific school and the preparation of observation protocols. In the following phase, students actively participate tivities. The student carries out the practice at a designated school for one semester, either two days per week or one day per week or use must be spent in the classroom, of which 45 hours involve actual teaching, either independently or ins. The full 15 ECTS cred on lesson preparation, writing observation protocols, and similar activities, amounting to a total of 450 hours. Practicum in School Physics Experiments Durse is to acquaint students with the fundamental types of experiments and their effective integration into secondary school physics in incal equipment of the physics laboratory and preparation room. Pre-service teachers will learn to prepare, appropriately incorporate in sin mechanics, oscillations and waves, thermodynamics, electricity and magnetism, and optics. The Practicum in School Physics Experiments Reclection on Teaching Practice Reclection on Teaching Practice Inted course places special emphasis on collaboratively seeking effective solutions to common challenges in teaching practice, as well are continued and advantage of the preparation and communication of students initial pedagogical outcomes. In structured discussions, feedback interviews, and mentoring. Current Trends in the Development and Application of Natural Sciences gned for teacher education students. It introduces students to the latest research directions in the natural sciences. Emphasis is place therdisciplinary connections. The course is delivered through specialized seminars, which also include guest lectures from external extending process. Based on the instructional objective, the student selects an a	ase of direct praction teaching and ever the course of ts also account for the course of the cou	15 lice primari lingage in the school or time special abourse also learly expla ments the as or managir ons, sharin ated include brofessiona as a field tri about the series of the seri

32MC-K-RIZZ-01	Risk Behavior of Pupils	KZ	3
32MC-K-SKMN-01	School Management	ZK	3
32MC-K-SPKO-01	Social and Pedagogical Communication	KZ	3
32MC-K-SVZP-02	Education of Pupils with Special Educational Needs in Science Subjects	ZK	4
32MC-K-TECR-01	Impacts of Information Technology on Society	Z,ZK	3
32ME-K-PRSK-01	Presentation and Communication Skills	ZK	4

For updated information see http://bilakniha.cvut.cz/en/FF.html Generated: day 2025-10-03, time 22:32.