

PLANNING EDUCATION - ASSESSMENT OF THE COMPETENCE (CASE STUDY)

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Abstract: The competence of designing and planning education belongs to key teachers professional competences aimed at the management of teaching process. The competence represents a relatively complex set of requirements on teachers consisting of both content and methodological mastery of a particular topic in a particular subject. The paper presents a case study describing the assessment process of the teacher competence to plan the teaching process in a specific subject lesson (Civics) using a newly developed assessment tools within the research project APVV-14-0446 *Evaluation of teacher competences* and applying the AAA (Annotation - Analysis - Alternation) methodology. The results are presented in the annotation part which shows the context of the teaching situation in the lesson and didactic grasp of the content of the curriculum, and the analysis part which deals with the method of content transformation and its evaluation from the point of view of different aspects of the competence. Finally, the discussion part of the paper provides alternative suggestions for the improvement of the monitored teacher professional competence.

Keywords: assessment, competence, education planning, teacher.

1 Introduction

The research project APVV-14-0446 *Evaluation of teacher competences* (2015-2019) had an ambitious goal: to create relevant tools for evaluating teacher competences and to introduce these tools into current school practice in the Slovak Republic.

Based on a pre-research survey of teachers and head teachers opinion all over Slovakia the research team identified ten key competences of the present teacher necessary for their successful work in schools (see Magová a kol., 2016; Lomnický a kol., 2017; Hašková - Dovalová, 2017). For each competence, three evaluation tools were designed, validated and fine-tuned: an assessment sheet, a self-assessment sheet and a sheet with the recommended outline of the post-observation interview (see also Stranovská a kol., 2018; Sandanusová a kol., 2018; Szijártóová a kol., 2018; Gadušová a kol., 2019).

The designed tools were step by step modified. The modifications respected on the one hand the opinions of experts, who commented on both formal and content issues, and on the other hand the observations of teachers from practice, which were based on pilot verifications of the tools created. Many practitioners participated in piloting tools, either as evaluators or as evaluated teachers.

The aim of the paper is to present one example, a case study, of the use of the developed tools for one of the ten competences - namely, the competence to plan education process and its application in a particular situation, in a specific subject lesson in school. It is a record of an authentic situation from teaching the subject *Civics* by an experienced teacher.

2 Materials and methods

The case study is based on the teacher's work in a specific lesson - Civics. The presented method of evaluation assumes the attendance of the evaluator (observer) in the lesson. The assessment model takes into account a systematic approach to the competence being analyzed, and comprises all the components involved in the development of the competence structure.

Using the developed assessment and self-assessment sheets the AAA (Annotation - Analysis - Alternation) evaluation methodology was implemented.

AAA methodology:

(1) Annotation describes and shows the context of the lesson (the situation in the classroom) and presents a description of the initial situation. Its aim is to point out, in this case, at teacher's ability to plan a lesson and its constituents.

(2) Analysis is carried out on the basis of the assessment criteria of the relevant assessment tool for the competence. It supports the ability of the evaluator to judge and evaluate the quality of the teacher pedagogical activities carried out.

(3) Alternation expresses the relationship between evaluation of the quality of planned and performed education and the evaluator's proposals aimed at improving the quality and effectiveness of the teaching process or the teaching situation. It is focused on actively seeking opportunities to improve the quality of planning and the evaluator together with the evaluated teacher suggests alternative ways of working, which stem from the taught lesson.

The assessment as well as the self-assessment sheet for teacher competence of designing and planning education takes the form of a table and provides a relatively fast and efficient record of the assessment of the criteria, through a choice of answers on the scale: 1 = yes, 2 = rather yes, 3 = rather no, 4 = no, NP = not possible to assess.

The need for a deeper analysis of teacher performance assessment also requires the evaluator to make use of the methodological opportunities provided by the AAA methodology. The selection of competence assessment criteria reflects the requirements that are differentiated into selected indicators (both criteria and indicators are part of the Assessment Sheet). For clarity, we present them in a tabular form (see Table 1).

Table 1: Evaluation criteria and indicators of the competence to design and plan education

EVALUATION CRITERIA	INDICATORS
<i>School planning system and planning in a particular subject</i>	<ul style="list-style-type: none"> The teacher took into consideration the requirements set in the school curriculum when planning the teaching process. The teacher relevantly achieved the lesson objectives in accordance with the school curriculum. When planning the lesson, the teacher reflected the results of their previous lessons monitoring.
<i>Monitoring the development of the subject from the theoretical and methodological aspect</i>	<ul style="list-style-type: none"> The teacher included current scientific knowledge into the content of the lesson. The teacher applied didactic analysis of the curriculum in the process of its planning. The teacher used teaching methods supporting active learning of pupils.
<i>Planning reflects interdisciplinarity in education and evaluation processes</i>	<ul style="list-style-type: none"> The lesson was planned with active application of cross-curricular connections. The planning of the lesson included the active application of cross-curricular topics. The teacher used a sophisticated procedure for assessing and evaluation of pupils' work and achievements.
<i>Lesson structure</i>	<ul style="list-style-type: none"> The teacher set central and partial goals of the different lesson stages.

	<ul style="list-style-type: none"> • The teacher implemented the planned content and performance requirements. • The teacher respected and adhered to the planned time schedule of the lesson.
<i>Content and methodology aspect of the lesson</i>	<ul style="list-style-type: none"> • The lesson respected the planned content stratification. • Selection and application of methods and forms of work corresponded to the achievement of the set objectives for the lesson. <ul style="list-style-type: none"> • The logical structure of the curriculum content met the requirements of its didactic transformation. • The methodological approach was appropriate to the age of the pupils and their individual differences (specificity of the approach to a certain group of pupils).
<i>Lesson in the context with pupil's needs</i>	<ul style="list-style-type: none"> • The teacher systematically developed selected competences of pupils. <ul style="list-style-type: none"> • The teacher used the educational aspect of the lesson planned according to the topic. • Teacher's contact and cooperation with pupils was thoughtfully realized. • The use of material and didactic means was thought out and purposeful.

Source: own elaboration

3 Results

The developed assessment tools for the competence to plan the process of education were applied in a lesson of a compulsory subject *Civics* the topic of which was *Legal state and its features* being a part of the thematic unit *Citizen and state*. It was carried out in the second grade of an upper secondary school. The main goal of the lesson set by the teacher for learners was acquiring knowledge about legal state and its functioning. The teacher set also some specific goals, content and performance standards. Furthermore, relevant learners' competences, teaching methods and forms of work, interdisciplinary connections, material and didactic means were also defined (see Appendix 1).

As to the structure of the lesson (see Appendix 2), it consisted of all parts of a standard lesson in which methods oriented at active learners' work supported the development of critical and independent thinking (see also Entlova et al., 2018). The main goal of the lesson was introduced at the beginning of the lesson and was followed by review and diagnostic lesson stages lasting 10 minutes. A caricature representing totalitarian regime – fascism, was presented to the learners. Their task was to identify the regime and name different features of totalitarianism based on the concrete examples from the caricature. In the motivational stage of the lesson (5 minutes) the teacher draw a table with two columns on the blackboard and the learners were asked to write the features of the totalitarian regime into the first column, and, based on these features, they tried to identify features of a democratic regime and write them into the second column of the table. In the exposition stage of the lesson (15 minutes), the teacher asked the learners the following questions:

- *You have listed characteristic features of both regimes; where are these features enshrined?*
- *Can these features be found in the Constitutions of states or in other Acts?*
- *Do the totalitarian regimes have their Constitutions?*

In this stage of the lesson, a combination of teaching methods of subject matter explanation (mainly special terms and notions were presented) and continuous Socrates discussion was used.

The method of work with special text was used during the pair-work when learners were given texts of two constitutions: Constitution of the Slovak Republic dated 31 July 1939, and Constitution of the Czechoslovak Socialist Republic (11 July 1960). The learners were expected to analyze the texts and find answers to the given questions, and, while working with the texts of the two Constitutions to deduce basic principles of a legal state.

In the fixation stage (8 minutes), the learners were expected to apply the acquired knowledge and fix it for what the teacher chose a method of individual work. Each learner received a text for their own use, and their task was to identify undemocratic features and transform them into democratic ones corresponding to the legal state. The set homework was aimed to further develop the cognitive part of the topic; this stage lasted two minutes. In the final stage of the lesson (another 2 minutes), the teacher assessed the learners' work and summarized what they should learn about the presented topic by writing the key words on the blackboard.

The teacher fixed all the above mentioned stages in a model lesson plan (Appendix 1 and 2) which illustrates the quality of the teacher's competence to plan a lesson. The model takes into account several relevant factors: school, specification of the complex educational requirements, specification and development of performance requirements for pupils, creative didactic modification of teaching content, creative work of the teacher with teaching methods and learning situations.

Having this annotation and being present in the lesson as an observer and assessor, the lesson was analyzed on the basis of the six assessment criteria for assessing the competence (see Table 1 above). Each of the criteria contains indicators creating the inner structure of the criterion. In the analysis, assessors can apply a contextual approach based on considering different indicators in their mutual intertwining in such a way that a created image about the quality of the applied criteria used for the assessment is complex.

It should be remembered that in planning the teaching process, the teacher followed the requirements of the school educational programme formulated within the aims of the school subject *Civics*. In the lesson, the teacher was developing learners' legal awareness, strengthened their sense of personal and civil responsibility, and motivated them to the active participation within the life in the democratic society. In planning the lesson, the teacher took into account learners' knowledge from the previously taught topics. The monitoring of the lesson, however, did not prove the expected outcome; some learners were not able to react to the teacher's questions appropriately.

The teacher showed excellent knowledge in the field of citizenship education, namely, in its content part – law, which he adequately connected with the knowledge from history. The comparison of democratic and undemocratic political systems provided learners with relevant information about the character of the legal state. This was emphasized in the context with the current political and social situation in the Slovak Republic which, to a certain extent, tolerates activities of political groups preferring undemocratic elements. The use of actualization which is inevitable in the subject *Civics* was positively assessed.

Didactic analysis of the teaching material was appropriate, the lesson results demonstrated that the teacher in the process of planning considered this aspect to be important as the learners showed a good orientation in the given problems and were able to relatively correctly solve individual tasks in the fixation stage of the lesson.

The teacher used several teaching methods. In the exposition stage, besides the explanation, Socrates discussion was applied, the questions were asked frontally, demonstrations were included. During the explanation stage of the lesson, the learners were writing information on the blackboard and, at the same time, in their exercise books, what gave them a better image

about the presented matters. In the process of interpretation of the special texts (Constitution of the Slovak Republic brought into force on 31 July 1939, and Constitution of the Czechoslovak Socialist Republic brought into force on 11 July 1960), the teacher applied group-work thus fulfilling the requirement of active learning. Teacher's work oriented at the development of learners' knowledge and attitudes, what they could express while working with the constitutions texts, can also be assessed positively; the learners were given space for expressing their opinion on the adherence to these documents.

From the lesson observation it was evident that when planning the lesson, the teacher included active application of interdisciplinary connections with other school subjects. Above all, the connection with the subject of history dominated; knowledge from this subject was used by the learners during the exposition stage of the lesson. The application of the Slovak language and literature subject knowledge and skills was observed in the learners' work with the texts of Constitutions; it was primarily about the special text comprehension which was evident in the answers to the pre-formulated questions, such as: *In your opinion, do the selected parts of the Constitution show its democratic nature? Justify your opinion.* The language element of the subject was also used in learners' independent work during the fixation stage of the lesson; the learners answered the questions in the written form.

The application of the cross-curricular connections formulated in the innovated State Educational Programme should also be a part of the lesson planning. The lesson observation clearly showed the use of the topic *Personal and social development* planned by the teacher. The post-observation interview revealed that though the application of some elements of the topic *Multicultural education* was planned, the teacher was unable to apply them sufficiently.

In the lesson, verbal evaluation of learners prevailed; the teacher used such words by which he expressed his satisfaction with learners' work (as, for example, *excellent, well done, I agree, thank you*) but also his dissatisfaction (as, for example, *I don't agree, give more evidence*). The teacher systematically observed the learners' performance and supported them with positive reinforcement. Grading of learners was not used in the lesson.

The teacher appropriately set the main goal of the lesson which was focused on acquiring the relevant knowledge about the legal state and principles of its functioning. Specific, partial aims were differentiated on the basis of B. S. Bloom, D. R. Kratwohl, and E. J. Simpson taxonomy:

- cognitive aims: the learner can define the legal state, can list the principles of the legal state and the differences between the democratic and undemocratic regime;
- psychomotor aims: the learner can identify democratic and undemocratic features in the constitution and other related texts;
- socio-affective aims: the learner can assess advantages and disadvantages of the legal state and can express their own attitude to and opinion about different state political regimes.

The teacher did not set the aims for different stages of the lesson that is why their achievement cannot be assessed.

The educational standards were formulated in compliance with the requirements on the subject *Civics* included in the State and School Education Programmes. The performance standard was focused on the learners' ability to grasp and understand the meaning of the legal state notion and their ability to use its principles in practice. Knowledge related to mastery of the conceptual apparatus of the topic - legal state, act, state power, restrictions of power, was part of the content standard.

The timing of different stages of the lesson was planned well; the teacher respected it and kept the time limits, just with the

exception of small time discrepancies which resulted from the learners' work.

Based on the course of teaching using the selected methods and didactic means, it is possible to conclude that the teacher coordinated the teaching process on the basis of pre-thought and planned steps. In this context, no major hesitations were observed either in the timing of the lesson stages or in the presentation of lesson content. Similarly, we evaluate the chosen methods and forms of work that have been selected in accordance with the planned aims and objectives.

We also appreciate the systematic approach in relation to the curriculum content structuring. The presentation of the teaching material had the necessary logical structure, from the undemocratic features of the state the teacher moved to the democratic ones, which the learners compared with the given undemocratic features. This was followed by the presentation of the principles of the legal state and their comparison with undemocratic principles. Working with the institutes formed the application part of the exposition stage, in which the learners were looking for the features showing suppression of human rights and freedoms.

We consider the consistency of the methodological structure of the lesson with the age and mental-knowledge dispositions of learners to be appropriate. The teacher did not apply any specific individual approach to the learners because there were no learners with special needs in the classroom.

In planning the lesson, the teacher formulated his ambition to develop learners' civil, communicative and social competences. The choice of competences in the context with the topic is considered to be correct. The development of learners' civic competences was evident during the whole lesson; the teacher supported learners' need to understand the citizens' rights and their observance, as well as learners' interest in the current state of social events, its evaluation and expression of individual standpoint based on arguments. The communicative and social competences were developed through the support of oral and written communication tasks for group-work during the lesson. The educational dimension of the topic of the lesson was significant; the teacher supported it especially in establishing and adjusting learner attitudes, although he did not include this aspect directly in planning.

The teacher's contact and cooperation with learners was carried out at an appropriate level. The teacher used cultivated communication that corresponded to the professional demands placed on teachers. He spoke accurately, clearly, briefly and comprehensibly. His communication with learners was polite and his behaviour was pleasant.

The use of material didactic means, i.e. the teacher's didactic-technological competence (Záhorec - Hašková - Munk, 2017), can also be positively evaluated. The teacher used appropriate teaching aids which served the learners not only as a source of information but also as a motivation for learning (Brečka - Valentová - Hašková, 2019). In the presentation stage, he used interesting pictorial materials in which the learners were trying to identify the features of undemocratic regime. An important part of the exposition stage of the lesson was working with the Constitutions carried out as group-work. Both the learners and the teacher used the blackboard. Through the power-point presentation, the teacher could use other teaching material not only to diversify and enrich the lesson, but also to motivate the learners to work with this rather demanding topic. The presentation also served as a source for learners' notes.

4 Discussion

Quality assessment means assessing the extent to which the objectives of teaching are met by the learners through which we pursue:

- basic concepts or abilities,
- analysis and understanding of content,
- generalization, application.

(See also Múglová - Malá, 2017).

There are four quality levels that can be distinguished:

Level of failure: teaching does not benefit learners; the competences of learners are not developed; it is the result of didactic misconducts in teaching.

Underdeveloped level: teaching provides learners with an opportunity to acquire just basic knowledge, but does not allow for a wider development of their competences.

Incentive level: teaching leads learners to actively understand the topic, providing them with incentives (stimuli) for assessment, judgment, and deduction.

Developing level: learners show their ability to generalize knowledge, apply it, understand social relations; in assigned tasks they show understanding of the topic in a broader context (Janík - Slavík, 2016).

The quality assessment of teacher's work is possible in the form of: (a) data tables that are time-saving and provide quick orientation and notation; (b) written comments on target qualities and their levels (see also Čeretková a kol., 2019).

In the context of the assessed competence - to project and plan education, we evaluated the work of the teacher as follows in Table 2.

Table 2: Assessment of teaching quality

TARGET QUALITIES	QUALITY LEVELS			
	Failure	Underdeveloped	Incentive	Developing
Basic notions or abilities			+	
Analysis and content comprehension				+
Generalization, application			+	

Source: own elaboration

Based on the presented case (teaching the topic *Legal state and its features* in the *Civics* lesson), evaluation of the quality of teacher work, taking into account the requirements on professional competence to design and plan education, it is possible to present several proposals resulting from the analysis of different evaluation criteria. It is also important to draw attention to the need to justify the proposals. For illustration, we present the following proposals:

- More consistent use of monitoring aimed at determining the quality of learners' knowledge and skills. Despite the fact that the teacher used monitoring in the diagnostic stage of the lesson, when he was checking the application of learners' knowledge from previous topics, the learners' reaction showed that the cognitive aspect of the previous topics does not reach the required quality.
- Active use of cross-curricular connections is part of the planning. It can be stated that the teacher has actively used the context of History and Slovak Language subjects. However, it is possible to propose to use in the topic also cross-relations with the subject of Geography; for example, by searching for states on a geographic map that currently have a democratic or undemocratic government regime. Another proposal relates to the skills of learners acquired in the subject of Informatics. Pupils can individually find

examples of democratic and undemocratic government regimes on their mobile phones.

- The teacher planned to use the cross-curricular topic of Multicultural Education, but it was not implemented during the lesson. It is possible to suggest that the methodological approaches that will be used to implement this topic should be incorporated into the lesson scenario. For example, the teacher points to current events in the N country and it is up to the pupils to reflect on the impact this has on the domestic and neighbouring countries, and how the solidarity of the population outside the region should be shown, or what lessons we should draw from this.
- Setting partial goals for different stages of the lesson can be beneficial. Consistent planning of all stages of the lesson should also include partial educational and teaching goals; their clear identification can support the quality of learning outcomes, which are learners' competences.
- During the lesson, the teacher also directed learners' activities in terms of contributing their upbringing aspect. Therefore, it can be suggested that the teacher includes into the lesson scenario planning also the upbringing goals and methodologically specifies this potential of the topic.

We assume that the alternative suggestions may correspond to the following planning issues:

- The need for more consistent application of teacher monitoring reflection from the previous teaching process in a particular subject.
- Planning the implementation of current scientific knowledge and current events in the world, this is related to the overall updating of the subject content, and their didactic transformation into the teaching process.
- A more consistent approach to systematizing learners' knowledge in the active application of cross-curricular connections and topics.
- Planning and implementation of the main aim of the lesson and the partial objectives of its different stages.
- The degree of suitability of the planned methodological approach in relation to the individual needs and possibilities of learners (differentiated approaches to specific groups of learners).
- Active use of the upbringing aspect of the topic.

5 Conclusion

There is no doubt that the profession of teacher places high demands on the personality of the teacher. Each lesson is a small story that should neither be a thriller, nor a jolly comedy. The story of each lesson, each educational situation, should be written using the specific subject vocabulary, interlocked with the wise and kind words of the narrator - the teacher, and should provide the audience - the learners, with enough incentives to remember and think. The story of a well-taught lesson, or a successful classroom situation, should end with a curious, perhaps impatient, pupil's question: *What will happen next?* and, ideally, with an emotional addendum: *I'm looking forward to continuing the story!*

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APPENDICES

Appendix 1

Model Lesson Plan of the Assessed Lesson - teaching aims and learning standards

(designed on the basis of the requirements corresponding to short-term planning)

School, grade	Upper secondary school, 2 nd grade.
Teacher	
Thematic unit	Citizen and state.
Topic	Legal state and its features.
Main aim	Learner acquires knowledge about legal state and its functioning.
Specific/partial objectives/ aims	<p>a) <i>Cognitive</i>: learner can define the legal state, can list the principles of the legal state and identify differences between democratic and undemocratic regime.</p> <p>b) <i>Psychomotor</i>: learner can identify democratic and undemocratic elements in constitution and other related texts.</p> <p>c) <i>Socio-affective</i>: learner can assess advantages and disadvantages of the legal state, can express his/her own attitude to and opinion about different state political regimes.</p>
Performance standard	Learner can define the notion legal state, its meaning and principles.
Content standard	Legal state, act, state power, power restrictions.
Development of competences	Civil, communicative, social competences.
Cross-curricular topics	Personality and social development, multicultural education.
Interdisciplinary connections	History (examples of periods when power constraints did not exist), Slovak language and literature.
Teaching methods	Socrates discussion, questions and answers, explanation, work with special texts.

Organizational forms of work	Individual work, group-work.
Material and didactic means	Caricature, blackboard, markers/ chalk, writing instruments, sample texts of constitutions of 1939 and 1960, power-point presentations, work-sheet
Instruments for assessing learners' performances	Work-sheet.

Appendix 2

Structure of the Model Lesson Plan of the Assessed Lesson

Stage and timing	Teacher's activity; Learner's activity	Specification of methodological steps	Didactic notes	Teaching aids
Introduction 3 min.	Introducing the lesson.	Greeting and introducing the aim of the lesson.		
Checking / diagnosing 10 min.	Teacher displays a caricature and then learners analyse and assess it.	Learners try to identify features of undemocratic (totalitarian) regime in the caricature and write them on the blackboard.	Involving all the learners into subject topic revision.	Caricature; blackboard; markers/ chalk.
Motivation 5 min.	Teacher asks a question and learners answer it.	Based on totalitarian regime features learners try to define features of democratic regime.		Blackboard; markers/ chalk.
Exposition 15 min.	Teacher explains new teaching material, learners write notes.	Using the method of Socrates discussion, the teacher asks questions and explains notions.	Remember to emphasize important information that learners should write down.	Blackboard; markers/ chalk; sample texts of 1939 and 1960 constitutions.
Fixation 8 min.	The teacher sets the task, the learners complete it individually.	Using the text provided by the teacher, learners try to identify the principles of totalitarianism and transform them into principles of a democratic state.	Each learner should work with his/her text individually.	Work-sheet; writing tools.
Setting the homework 2 min.	Teacher sets homework, learners write it down.	Learners should learn the differences between totalitarian and legal states.	Make sure that each learner has noticed the assignment.	Exercise book; writing tools.
Conclusion (end of the lesson) 2 min.	Summarizing the teaching material.	Setting keywords of the subject matter.	Learners will fix the material they learned.	Blackboard; markers/chalk.