

ABSTRACT:

The thesis investigates the factors influencing the implementation of the recent minor revision of the Framework Educational Programme (RVP) in Czech primary schools. Its primary objective is to identify the specific factors that impact the implementation of this RVP revision.

A qualitative research approach, utilizing grounded theory, was adopted for this study. Semi-structured interviews with six participants, comprising school principals and school educational programme (ŠVP) coordinators, were conducted to gather data.

Data analysis indicated that individual motivation and attitudes, particularly among those responsible for developing ŠVPs, are pivotal. A positive disposition towards technology and a willingness to embrace new learning experiences were found to be more influential than formal computer science education.

The findings align with previous quantitative research while offering a more nuanced understanding of the subject. Based on these results, recommendations are proposed to facilitate the implementation of future RVP revisions.

KEYWORDS: Computer science, Revised curriculum, Digital competence, Evaluation tools for teachers