

# Mapping Educational Landscapes: Case of Exploring Teacher Use of Culturally Relevant Resources in the Czech Republic

DOI: 10.30819/cmse.8-1.03

## ABSTRACT

The aim of this article is to look into the extent to which teachers in secondary schools of economics in the Czech Republic use relevant sources of information, materials and professional references. In today's era that is full of misinformation and misleading information freely available on the Internet, it is necessary to examine what information is used in education, as it undoubtedly constitutes a broad social and cultural source. Then, the aim was to determine in what measure teachers prepare for teaching, whether they update their teaching materials, whether they use reputable sources, or at least take an active interest in their field in the scientific sphere. The source of data for this article is a questionnaire survey in which several selected schools in the Czech Republic participated. On the basis of answers from 84 respondents, an analysis of the absolute values obtained is carried out, and percentage counts, descriptive statistics, and methods of formal logic are used as well. Statistical methods in the form of Pearson correlation coefficient and Granger test are also applied. The results show that the aforementioned teachers almost always spend some time preparing their materials for teaching, usually 16-30 minutes for one lesson. Furthermore, the results show that there is some effort on the part of educators to implement reputable information websites in their lesson preparation, but these are often websites where the accuracy of data and information cannot be guaranteed. Teachers are also convinced that it is currently very difficult to distinguish good quality information from misinformation. Moreover, it is confirmed that the longer teachers' experience, the less time they need to prepare their lessons, and the less they adapt and update their teaching materials. It continues to be evident that the more time a teacher spends.

## KEY WORDS

Education, misinformation, teaching materials, teaching staff, quality education process, economically oriented schools, preparation for teaching

Paper received: 27 August 2023 • Paper revised: 19 April 2024 • Paper accepted: 31 May 2024

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