

COMMENTARY TO HABILITATION THESIS¹

This document provides an overview of the chapters included in my habilitation thesis, "Bridging Theory and Practice: A Scientific Inquiry into Classroom Discourse and Teacher Development." The thesis consists of a collection of published articles with introductory and concluding sections that frame the research in a coherent narrative. Below, I describe each chapter's focus and my contributions. For Chapters 2 and 3, where there are co-authors, the contributions are divided equally (50%). For the other chapters, I am the sole author. This document serves as a brief summary of each chapter, including contribution percentages and a bibliographic record. A more detailed and comprehensive description can be found in the habilitation thesis itself.

[1]²

Chapter 1: Analyzing the Function of Teacher Questions in Classroom Discourse

This chapter investigates how teachers use questioning strategies in lower secondary school classrooms. It highlights the dominance of closed questions, their impact on cognitive engagement, and the potential for more open-ended questioning techniques to foster critical thinking.

Švaříček, R. (2011). Funkce učitelských otázek ve výukové komunikaci na druhém stupni základní školy. [The Function of Teacher Questioning in Educational Communication at Lower Secondary School]. *Studia paedagogica*, 16(1), 9–46.

Experimental work (%)	Supervision (%)	Manuscript (%)	Research direction (%)
100%	100%	100%	100%

[2]

Chapter 2: The Role of Visual Acts in Classroom Communication

Co-authored with Zuzana Šalamounová, this chapter examines the role of nonverbal communication in structuring classroom interactions. It categorizes visual acts into thematic and interactive functions, emphasizing their impact on student participation and lesson flow.

Švaříček, R. & Šalamounová, Z. (2013). Vizuální akty ve výukové komunikaci. [Visual Acts in Classroom Discourse]. *Pedagogická orientace*, 23(1), 48–71.

¹ The commentary must correspond to standard expectations in the field and must include a brief characteristic of the investigated matter, objectives of the work, employed methodologies, obtained results and, in case of co-authored works, a passage characterising the applicant's contribution in terms of both quality and content.

² Bibliographic record of a published scientific result, which is part of the habilitation thesis.

Experimental work (%)	Supervision (%)	Manuscript (%)	Research direction (%)
50%	50%	50%	50%

[3]

Chapter 3: Teacher Feedback in Classroom Discourse

Co-authored with Klára Šedřová, this chapter explores the nature of teacher feedback, showing that it often serves to verify rather than deepen student responses. It critiques the reliance on implicit evaluations and highlights the need for more constructive feedback strategies.

Šedřová, K. & Švaříček, R. (2012). Feedback in educational communication in Czech secondary schools. *Educational Assessment, Evaluation and Accountability*, 24(3), 239–261. <https://doi.org/10.1007/s11092-012-9144-8>

Experimental work (%)	Supervision (%)	Manuscript (%)	Research direction (%)
50%	50%	50%	50%

[4]

Chapter 4: Enhancing Teacher Feedback through Professional Development

This chapter presents a professional development intervention aimed at improving teacher feedback using action research. It introduces a three-step model for feedback transformation and highlights the role of video analysis in teacher reflection.

Švaříček, R. (2016). Video as the Mediator of a Teacher-Researcher Relationship in Action Research. In Assunção Flores, Maria; Al Barwani, Thuwayba. *Redefining Teacher Education for the Post-2015 Era*. Global Challenges and Best Practices. Nova Science Publishers.

Experimental work (%)	Supervision (%)	Manuscript (%)	Research direction (%)
100%	100%	100%	100%

[5]

Chapter 5: Examining the Development of Professional Identity in Experienced Teachers

This chapter focuses on how experienced teachers construct their professional identities through reflection and interaction. It identifies critical incidents that shape identity development and discusses the role of mentorship and institutional culture in professional growth.

Švaříček, R. (2011). Zlomové události při vytváření profesní identity učitele. [Critical Incidents in Forming the Professional Identity of the Teacher]. *PEDAGOGIKA.SK*, 2(4), 247–274.

Experimental work (%)	Supervision (%)	Manuscript (%)	Research direction (%)
100%	100%	100%	100%

[6]

Chapter 6: A Case Study of Teacher Transformation in Dialogic Teaching Practices

This case study follows a teacher's journey in adopting dialogic teaching methods. It analyzes how reflective cycles and video-based interventions contribute to pedagogical transformation, particularly in engaging previously silent students.

Švaříček, R. (2024). Sceptical teacher and silent students: a case study of teacher changes during a teacher professional development programme. *Journal of Education for Teaching*.
<https://dx.doi.org/10.1080/02607476.2023.2296459>

Experimental work (%)	Supervision (%)	Manuscript (%)	Research direction (%)
100%	100%	100%	100%