Practice teaching is an important feature of pre-professional preparation of teachers. This study assessed student teachers’ (STs) and pupils’ overall evaluation and evaluation of pupils’ roles in physical education (PE) and second subject lessons. STs delivered the lessons using either traditional or progressive teaching approaches. Questionnaires were completed by 57 STs and 10,517 high school pupils who assessed the lessons taught by the STs. Differences in the evaluation of pupil’s role were analysed according to teaching approach, school years, and gender. In both types of lessons, pupils evaluated progressive teaching approaches more positively than the traditional approaches. Pupils’ roles in lessons delivered using progressive teaching approaches also increased. STs evaluated the progressive approaches in both lessons more positively than traditional approaches. Girls evaluated PE lessons more favourably than boys regardless of teaching approach. If the goal is to increase pupils’ role in the lessons, progressive teaching approach may be more effective than traditional.

Key words: student teacher, teaching style, high school pupils, gender, questionnaire, health

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