

# DOCUMENT

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<b>Document type:</b>	Characteristics of the submitted research/ artistic/other output
<b>The name of the university</b>	Catholic University in Ružomberok
<b>The seat of the university</b>	Hrabovská cesta 1A, 034 01 Ružomberok
<b>The name of the faculty</b>	Faculty of Education
<b>The seat of the faculty</b>	Hrabovská cesta 1, 034 01 Ružomberok

## **OCA1. - Surname awarded to the assessed person**

Jablonský

## **OCA2. - Name awarded to the assessed person**

Tomáš

## **OCA3. - Degrees awarded to the assessed person**

prof. PaedDr., PhD.

1st evaluated output

1.

## **OCA5. - Area of assessment**

preschool and elementary pedagogy

## **OCA6. - Category of the research/ artistic/other output**

scientific output

## **OCA7. - Year of publication of the research/artistic/other output**

2009

## **OCA8. - ID of the record in the Central Registry of Publication Activity (CRPA) or the Central Registry of Artistic Activity (CRAA)**

[https://tner.polsl.pl/dok/volumes/tner\\_3\\_2009.pdf](https://tner.polsl.pl/dok/volumes/tner_3_2009.pdf)

## **OCA9. - Hyperlink to the record in CRPA or CRAA**

[http://www.crepc.sk/portal?fn=\\*review&uid=178418&pageId=resultform&full=0](http://www.crepc.sk/portal?fn=*review&uid=178418&pageId=resultform&full=0)

## **Justification of the RATP**

The article focuses on cooperative learning as an innovative educational strategy based on students' collaboration in small groups. It emphasizes its theoretical foundations in the social-constructivist approach and highlights the importance of social interaction in the learning process. The study points out the benefits of this method for developing knowledge, social skills, responsibility, and critical thinking. For study programmes oriented toward pedagogy and teacher education, it provides an important theoretical and practical framework for applying innovative teaching methods. It is also relevant for related fields, as it supports the development of teamwork and effective communication within the educational process.

## **OCA14. - Characteristics of the author's contribution**

The author participated in the implementation of research and didactic application of the concept of cooperative learning and teaching, analysis of foreign and domestic research findings, formulation of theoretical background and recommendations for practice.

## **OCA17. - List of maximum 5 most significant citations corresponding to the output**

[1] BOSSAERT, G. - DOUMEN, S. - BUYSE, E. - VERSCHUEREN, K. Predicting children's academic achievement after the transition to first grade: A two-year longitudinal study. In *Journal of Applied Developmental Psychology*, 2011, volume 32, issue 2, p. 47-57.

[3] PISOŇOVÁ, Mária. Uplatňovanie dimenzií operačných objektov v odbornom vzdelávaní=Application of the dimensions of operational objects in the vocational education. In *Strategie technického vzdelávania v reflexi doby*. Ústí nad Labem : Univerzita J. E. Purkyně, 2011, s. 284.

[3] GARCÍA VILLA, Ana. Trabajo de Fin de Grado : Grado de Maestro en educación Primaria Mención lengua extranjera: francés : Los aspectos socioculturales en el aula de francés. Valladolid : Universidad de Valladolid, 2013, p. 60.

[1] MUCHTAROM, M. - BUDIMANSYAH, Dasim. - SURYADI, Ace. The implementation of integrated education to develop the intact personality of students. In *New Educational Review*, 2016, volume 43, issue 1, p. 147-156.

### **OCA18. - Characteristics of the output's impact on socio-economic practice**

It is an effective teaching concept with an emphasis on the theoretical-application framework of the model of cooperative learning and explains cooperative learning as an innovative tool for a new paradigm in school education, as the focus shifts from knowledge transmission to constructive cognition (discovery processes, translation ...) We present cooperatively learning on the basis of its significant system-forming properties, thanks to which it is effective. Understanding the key elements allows its users to plan, implement and evaluate cooperative educational units or their parts. These more general starting points of theories considered to be of high value in the field of teaching and learning research are then reflected in the questions of empirical research associated more specifically with the system of cooperative learning and its implementation in various conditions, including school conditions.

### **OCA19. - Characteristics of the output and related activities' impact on the educational process**

One of the most important gaps in the current didactic system is the lack of attention paid to the aspect of interpersonal and social relations, therefore it is a relevant stimulus for individual fulfillment of general approaches, for creating specific variants according to school conditions, subject, educational style, teacher, etc. It has the ambition to be one of the relevant concepts of education for the current social conditions and for the person in them and to be a model perspective in the conditions of the future. It should also be noted that, if teachers 'and pupils' understanding of cooperative learning is accepted, it functions as an innovation of education, not only in part, but also in a fundamental nature.

## 2nd evaluated output

1.

### **OCA5. - Area of assessment**

Pre-school and Elementary Pedagogy

### **OCA6. - Category of the research/ artistic/other output**

scientific output

### **OCA7. - Year of publication of the research/artistic/other output**

2025

### **OCA8. - ID of the record in the Central Registry of Publication Activity (CRPA) or the Central Registry of Artistic Activity (CRAA)**

1484091

### **OCA9. - Hyperlink to the record in CRPA or CRAA**

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### **Title of the publication to which the hyperlink points**

alues and Value Orientations in the Teaching Profession and Teacher Education - TEM Journal

### **Justification of the RATP**

The article examines values and value orientations in the teaching profession and in teacher education, which closely relates to the graduate profile of a study programme focused on pedagogy and teacher training. It analyzes the importance of value orientation for teachers' professional identity, ethical decision-making, and the quality of pedagogical practice. The study provides both theoretical foundations and empirical findings applicable in courses such as pedagogy, educational psychology, and professional ethics. Its results support the development of students' personal, social, and moral competencies in teacher preparation. Therefore, the publication is directly relevant to the content focus and quality assurance of the given study programme.

#### **OCA14. - Characteristics of the author's contribution**

The author contributed to the sections devoted to theoretical foundations and interpretation of research findings. The aim of the research was to determine the structure of values, attitudes towards values, and the importance of motivational factors in the teaching profession. The main research questions were to determine the structure of values and value orientations of teachers and teacher education students, their attitudes towards values, and the importance of motivational factors in their professional activities.

#### **OCA18. - Characteristics of the output's impact on socio-economic practice**

The research provides findings applicable to improving initial teacher education and the design of continuing professional development systems. The result that teachers achieve higher levels of value orientations, attitudes toward values, and motivational factors than student teachers highlights the importance of professional practice in shaping professional identity. The outcomes can inform educational policy, human resource management in schools, and the development of induction and mentoring programs. Indirectly, they contribute to the development of human capital and to long-term socio-economic stability

#### **OCA19. - Characteristics of the output and related activities' impact on the educational process**

The research findings contribute to improving the educational process through a deeper understanding of the value orientations and motivational factors of teachers and student teachers. They enable targeted adjustments to the content and methods of initial teacher education in order to strengthen professional identity, ethics, and intrinsic motivation. The results can also be applied in the design of induction, mentoring, and professional development programs in schools. In this way, they enhance the quality of teaching and learning as well as the overall culture of the school environment.

### 3rd evaluated output

1.

#### **OCA5. - Area of assessment**

Pre-school and Elementary Pedagogy

#### **OCA6. - Category of the research/ artistic/other output**

scientific output

#### **OCA7. - Year of publication of the research/artistic/other output**

2021

#### **OCA8. - ID of the record in the Central Registry of Publication Activity (CRPA) or the Central Registry of Artistic Activity (CRAA)**

445604

#### **OCA9. - Hyperlink to the record in CRPA or CRAA**

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[fn=detailBiblioFormChildIj8Q5&sid=60380272C77F60D1C769DEDEAB&seo=CREP%C4%8C-detail-%C4%8C%C3%A1nok](https://app.crepc.sk/?fn=detailBiblioFormChildIj8Q5&sid=60380272C77F60D1C769DEDEAB&seo=CREP%C4%8C-detail-%C4%8C%C3%A1nok)

#### **Title of the publication to which the hyperlink points**

The influence of cooperative learning on prosocial behaviour of pupils of younger school age - Ad alta

#### **Justification of the RATP**

The article examines the impact of cooperative learning on the prosocial behaviour of pupils of younger school age and provides empirical evidence that cooperative teaching strategies enhance peer relationships, collaboration, and altruistic behaviour in primary education. This topic is closely aligned with the objectives of study programmes focused on pedagogy and teacher education, particularly in the areas of primary and elementary education. The findings support the development of students' competencies in fostering positive classroom climate, social skills, and inclusive educational practices. The research offers practical and evidence-based justification for integrating cooperative learning methods into courses such as didactics, methodology of teaching, and pre-school and elementary pedagogy. Therefore, the article is directly relevant to the graduate profile, curriculum content, and quality assurance of the study programme ensured by the responsible person.

**OCA14. - Characteristics of the author's contribution**

The author participated in the processing and interpretation of the results of empirical findings of the impact of cooperative learning on the prosocial behavior of younger students.

**OCA18. - Characteristics of the output's impact on socio-economic practice**

In Slovakia, comprehensive research on prosocial behavior in connection with the cooperative way of teaching at the first stage of primary schools has not yet been carried out. Research has confirmed that the cooperative teaching method has a positive effect on the prosocial behavior of young school-age children. are just beginning to take shape. In the groups where cooperative learning took place, we found higher values of tendencies to altruistic prosocial behavior, which are related to a more mature level of moral consciousness.

**OCA19. - Characteristics of the output and related activities' impact on the educational process**

The mentioned output of creative activity is usable and stimulating both for the realization and implementation of a cooperative way of teaching in relation to the development of prosociality, as well as in the university training of future teachers and educators. These procedures based on the results of the state school inspection are still untapped potential in specific educational situations. In prosocial behavior development programs, experts recommend the implementation of cooperative activities.

4th evaluated output

1.

**OCA5. - Area of assessment**

Pre-school and Elementary Pedagogy

**OCA6. - Category of the research/ artistic/other output**

scientific output

**OCA7. - Year of publication of the research/artistic/other output**

2018

**OCA8. - ID of the record in the Central Registry of Publication Activity (CRPA) or the Central Registry of Artistic Activity (CRAA)**

86661

**OCA9. - Hyperlink to the record in CRPA or CRAA**

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[fn=detailBiblioFormChildS4OCP&sid=F472978C741383324DDB3C2F&seo=CREP%C4%8C-detail-%C4%8C%C3%A1nok](https://app.crepc.sk/?fn=detailBiblioFormChildS4OCP&sid=F472978C741383324DDB3C2F&seo=CREP%C4%8C-detail-%C4%8C%C3%A1nok)

**Title of the publication to which the hyperlink points**

Solutions and the Algorithm of Screening Indicating the Presence of FASD in Preschool Aged Children in the System of Early Care - The New Educational Review

**Justification of the RATP**

The article focuses on screening for Fetal Alcohol Spectrum Disorders (FASD) in preschool-aged children and presents an algorithm and recommendations for identification and early care within the system of early interventions. Since FASD affects children's neurodevelopment, behavior, and cognitive functions, the study provides practical insights into diagnosis and timely intervention. For study programmes in pedagogy, special education, or pre-school and elementary pedagogy, this research offers empirical support for integrating screening and diagnostic procedures into the preparation of future educators. The findings can be applied in courses on educating children with special needs, developmental assessment, and early pedagogical intervention. Therefore, the article is directly relevant to the content, objectives, and quality assurance of the study programme overseen by the responsible person, especially in programmes focusing on early childhood and inclusive education.

**OCA14. - Characteristics of the author's contribution**

The author participated in the research of children of pre-primary age using the concept of their own selected domains indicating the occurrence of disorders in the FASD domains.

**OCA18. - Characteristics of the output's impact on socio-economic practice**

The study defines the basic criteria for FASD screening in the general population and the basic algorithm for the distribution of a recognized child in the early care system in the Slovak Republic, as there is an urgent demand for involvement of participants in active FASD care in Slovakia. multiple domains and brain functions that are significant and dynamically developing in children under 7 years of age. They could be taken into account in the child's inclusive educational or therapeutic intentions.

**OCA19. - Characteristics of the output and related activities' impact on the educational process**

At an early age, these children can be stabilized and included in inclusive support systems that create early service support networks. Orientation to early care and connection to 5 levels of support. To teach students methodological procedures in pedagogical diagnostics and identification of inclusive needs.

5th evaluated output

1.

**OCA5. - Area of assessment**

Pre-school and Elementary Pedagogy

**OCA6. - Category of the research/ artistic/other output**

pedagogical output

**OCA7. - Year of publication of the research/artistic/other output**

2007

**OCA8. - ID of the record in the Central Registry of Publication Activity (CRPA) or the Central Registry of Artistic Activity (CRAA)**

KU.Ružomberok.E0002056

**OCA9. - Hyperlink to the record in CRPA or CRAA**

[http://www.crepc.sk/portal?fn=\\*review&uid=34824&pageId=resultform&full=0](http://www.crepc.sk/portal?fn=*review&uid=34824&pageId=resultform&full=0)

**Title of the publication to which the hyperlink points**

Scientific Research in Pedagogy In: Introduction to Pedagogy

**Justification of the RATP**

The chapter “Scientific Research in Pedagogy” addresses the methodology, principles, and practical aspects of educational research, which are essential for understanding and applying scientific knowledge in education. It provides an overview of research approaches, data collection methods, and result analysis, which are important for effective planning and evaluation of pedagogical practice. For a study programme focused on pedagogy and teacher education, the chapter offers a theoretical foundation for developing the research competencies of future teachers. The content supports students’ ability to critically evaluate educational processes and effectively implement new teaching methods. Therefore, the chapter is directly relevant to the objectives, content, and quality assurance of the study programme overseen by the responsible person.

**OCA14. - Characteristics of the author's contribution**

The author elaborated the issue of scientific research in pedagogical sciences, elaborated the basic conceptual apparatus, goals of scientific research and types of research, research architecture, analysis of research methods.

**OCA18. - Characteristics of the output's impact on socio-economic practice**

It will help to gain an overview of the knowledge of the methodology of pedagogical sciences and to acquire skills in the preparation, use and evaluation of the methods with which it will work in the implementation of research. Also acquire knowledge of quantitative and qualitative methodology of pedagogical sciences as well as knowledge of broader philosophical starting points of qualitative and quantitative research; acquire the skills to develop an appropriate research strategy and to use research methods, process research data and interpret research results.

**OCA19. - Characteristics of the output and related activities' impact on the educational process**

Knowledge of methodological basis for research and understanding of the laws of pedagogical and social phenomena. It will help students to orientate themselves in the functions of scientific cognition, to master the basic concepts of research methodology and to gain an overview of research information sources. Use scientific methods in solving research problems of a specific educational practice.

**Date of last update**

23.02.2026