

## I. Basic information

I.1 Surname:	Rochovská
I.2 Name:	Ivana
I.3 Degrees:	doc. PaedDr., PhD.
I.4 Year of birth:	1983
I.5 Name of the workplace:	Matej Bel University Banská Bystrica, Faculty of Education
I.6 Address of the workplace:	Ružová 13, 974 11 Banská Bystrica, Slovakia
I.7 Position:	Associate Professor
I.8 E-mail address:	ivana.rochovska@umb.sk
I.9 Hyperlink to the entry of a person in the Register of university staff:	<a href="https://www.portalvs.sk/regzam/detail/8269">https://www.portalvs.sk/regzam/detail/8269</a>
I.10 Name of the study field in which a person works at the university:	Teaching and Educational Sciences
I.11 ORCID iD:	<a href="https://orcid.org/0000-0001-9346-7993">https://orcid.org/0000-0001-9346-7993</a>

## II. Higher education and further qualification growth

### II.4 Associate professor

II.a Name of the university or institution:	Eszterházy Károly College in Eger, Hungary, Faculty of Teacher Training and Knowledge Technology
II.b Year:	2014
II.c Study field and programme:	Educational Sciences

### II.5 Professor

### II.6 Doctor of Science (DrSc.)

## III. Current and previous employment

III.a Occupation-position	III.b Institution	III.c Duration
Associate Professor	Matej Bel University Banská Bystrica, Faculty of Education	Since 09/2023
Associate Professor	Catholic University in Ružomberok, Slovakia, Faculty of Education	09/2014 - 08/2023
Lecturer	Catholic University in Ružomberok, Slovakia, Faculty of Education	09/2008 - 08/2014

## IV. Development of pedagogical, professional, language, digital and other skills

IV.a Activity description, course name, other	IV.b Name of the institution	IV.c Year
Examina rigorosa, Preschool and Elementary School Education	Matej Bel University in Banská Bystrica, Slovakia, Faculty of Education	2007

## V. Overview of activities within the teaching career at the university

### V.1 Overview of the profile courses taught in the current academic year according to study programmes

V.1.a Name of the profile course	V.1.b Study programme	V.1.c Degree	V.1.d Field of study
Theory of Pre-primary Education	Preschool and Elementary School Education	1. (Bc.)	Teaching and Educational Sciences
Theory of Primary Education	Preschool and Elementary School Education	2. (Mgr.)	Teaching and Educational Sciences
Theory of Upbringing and Education	Preschool and Elementary School Education	1. (Bc.)	Teaching and Educational Sciences

### V.2 Overview of the responsibility for the delivery, development and quality assurance of the study programme or its part at the university in the current academic year

V.2.a Name of the study programme	V.2.b Degree	V.2.c Field of study
Preschool and Elementary School Education	1. (Bc.)	Teaching and Educational Sciences
Primary School Teaching	2. (Mgr.)	Teaching and Educational Sciences
Preschool and Elementary School Education	3. (PhD.)	Teaching and Educational Sciences

## V.4 Overview of supervised final theses

### V.4.1 Number of currently supervised theses

V.4.a Bachelor's (first degree): 5

V.4.b Diploma (second degree): 4

V.4.c Dissertation (third degree): 1

### V.4.2 Number of defended theses

V.4.a Bachelor's (first degree): 37

V.4.b Diploma (second degree): 59

V.4.c Dissertation (third degree): 1

## V.5 Overview of other courses taught in the current academic year according to study programmes

V.5.a Name of the course	V.5.b Study programme	V.5.c Degree	V.5.d Field of study
Curriculum Policy	Preschool and Elementary School Education	3. (PhD.)	Teaching and Educational Sciences

## VI. Overview of the research/artistic/other outputs

### VI.1 Overview of the research/artistic/other outputs and the corresponding citations

#### VI.1.1 Number of the research/artistic/other outputs

VI.1.a Overall: 187

VI.1.b Over the last six years: 89

#### VI.1.2 Number of the research/artistic/other outputs registered in the Web of Science or Scopus databases

VI.1.a Overall: 19

VI.1.b Over the last six years: 18

#### VI.1.3 Number of citations corresponding to the research/artistic/other outputs

VI.1.a Overall: 526

VI.1.b Over the last six years: 177

#### VI.1.4 Number of citations registered in the Web of Science or Scopus databases

VI.1.a Overall: 31

VI.1.b Over the last six years: 25

#### VI.1.5 Number of invited lectures at the international, national level

VI.1.a Overall: 2

VI.1.b Over the last six years: 2

### VI.2 The most significant research/artistic/other outputs

1. V3 Rochovská, I. (2024). Motivation and self-regulation of learning in homeschooled students. *Problems of Education in 21st Century*, 82(5), 723-736. <https://doi.org/10.33225/pec/24.82.723>

2. V1 Rochovská, I. (50%), & Krupová, D. (2016.). *Umělci v mateřské škole. Aktivita zaměřené na interpretaci výtvarného umění [Artists in kindergarten. Activities focused on the interpretation of fine arts]*. Praha: Portál.

3. V1 Rochovská, I. (50%), & Krupová, D. (2015.). *Vědci v mateřské škole. Aktivita pro malé badatele [Scientists in kindergarten. Activities for the younger scientists]*. Praha: Portál.

4. V3 Rochovská, I. (34%), Droščák, M., & Šilonová, V. (2020). Comparison of preferred didactic forms and methods in homeschooling. *The New Educational Review*, 61(3), 13-25. <https://doi.org/10.15804/tner.2020.61.3.01>

5. V3 Rochovská, I. (70 %), Dolinská, E., Porubčanová, D., & Gažiová, M. (2023). Unschooling vs. classic methods and forms of homeschooling from the perspective of the parents of homeschooled children. *Specialis Ugdymas*, 45(1), 5-20. <https://doi.org/10.15388/se.2023.45.1>

### VI.3 The most significant research/artistic/other outputs over the last six years

1. V3 Rochovská, I. (80 %), Švábová, B. 2023. The use of creative drama methods within kindergartens from the perspective of the teaching staff. *Problems of Education in 21st Century*, 81 (3), 388-400. <https://doi.org/10.33225/pec/23.81.388>
2. V3 Rochovská, I. (70%), Švábová, B. (2021). The use of the interpretation of works of art in pre-school education. *Problems of Education in the 21st Century*, 79(6), 956-970. <https://dx.doi.org/10.33225/pec/21.79.956>
3. V3 Rochovská, I. (70 %), Dolinská, E., Švábová, B. (2023). The use of works of musical art in preschool education. A Slovak perspective. *Educational Process: International Journal*, 12(3), 79-102. <https://doi.org/10.22521/edupij.2023.123.4>
4. V3 Rochovská, I. (50 %), Droščák, M. (2022). Compulsory examination of homeschoolers in Poland, the Czech Republic and Slovakia from the perspective of parents of homeschooled children. *Pedagogika*, 147(3), 107-124. <https://doi.org/10.15823/p.2022.147.5>
5. V3 Rochovská, I. (50 %), Droščák, M., Kožuchová, M. Gunčaga, J., Severini, E. (2024). Physics as a subject matter in primary education teacher students' training: Possibilities for elimination of misconceptions. *The New Educational Review*, 65(1), 140-151. <https://doi.org/10.15804/tner.2024.75.1.11>

## VI.4 The most significant citations corresponding to the research/artistic/other outputs

1. Rochovská, I. (50%), & Krupová, D. (2015.) *Vědci v mateřské škole. Aktivita pro malé badatele [Scientists in kindergarten. Activities for the younger scientists]*. Praha: Portál.  
Citované:
  - Houřková, J. (2020). Physics for the youngest and their teachers. *20th Conference of Czech and Slovak Physicist, Proceedings*, pp. 97 – 98, Prague, 7th – 10th September 2020, Code 166300. (*Web of Science*)
  - Houřková, J. (2019). Formation of the natural-science image of the world in early years education. *API Conference Proceedings 2152, 030008. 21st Conference on Formation of the Natural Science Image of the World in the 21st Century DIDFYZ 2019.* (*Web of Science*)
  - Prachárová, I. (2020). From Fröbel's theory of education to constructivist teaching in context of primary education. *International Journal of New Economics and Social Sciences IJONESS*, 12(2), 145. (*Web of Science*)
  - Švábová, B. (2020). Realization of musical Activities in Pre-primary Education by Creative Drama. *Revue Internationale des Sciences Humanités et Naturelles*, 13(3), p. 126.
  - Belešová, M. (2018). *Primárne vzdelávanie v teórii a praxi*. Bratislava (Slovakia): Univerzita Komenského v Bratislave, p. 73.
  - Gašparová, M. (2018). *Regionálna výchova v ranej edukácii*. Banská Bystrica (Slovakia): Pedagogická fakulta Univerzity Mateja Bela, p. 84.
  - Švábová, B. (2017). Creative drama at school and creative drama activities. *Prima Educatione*, 10(1), p. 118.
  - Kušnířová, V., & Švábová, B. (2019). Aktívnořt a záujem o profesijný rozvoj učiteliek materských škôl. *Pedagogické diskusie*, 1(1), p. 106.
  - Huřová, Z. (2017). *Projektová, problémová, kooperatívna a výskumne ladená koncepcia vzdelávania v pregraduálnej príprave budúcich učiteľov*. Banská Bystrica (Slovakia): Pedagogická fakulta Univerzity Mateja Bela v Banskej Bystrici, p. 54.
  - Švábová, B. (2017). *Rozvoj komunikácie v inkluzívnom školskom prostredí v predprimárnom období vzdelávania*. Ružomberok (Slovakia): VERBUM, p. 69.
  - Kolaříková, M. (2015). *Dítě předškolního věku v prostředí sociální exkluze*. Opava (The Czech Republic): Silesian University, p. 36.
2. Krupová (Rochovská), I. (2009). The development of scientific literacy in pupils in the first stage of basic school using the method of managed discovery. *Pedagogika*, 59(3), 31-40. Citované:
  - Hockicko, P., Kriřták, L., & Němec, M. (2015). Development of students' conceptual thinking by means of video analysis and interactive simulations at technical universities. *European Journal of Engineering Education*, 40(2). (*Scopus*)
  - Stebílá, J., Brozman, D., Ruřiak, I., & Gajtanská, M. (2014). Environmental aspects of renewable sources of energy in the Slovak educational system. *Advanced Materials Research*, 1001, p. 46. (*Scopus*)
  - Hockicko, P., Trpiřová, B., & Ondruř, J. (2014). Correcting students' misconceptions about automobile braking distances and video analysis using interactive program tracker. *Journal of Science Education and Technology*, 23(6), pp. 763-776. (*Scopus*)
  - Hockicko, P., & Trpiřová, B. (2013). Are students' conceptions about automobile braking distances correct? In *41st SEFI Conference*, 16-20 September 2013, Leuven, Belgium. (*Scopus*)
  - Hockicko, P. (2012). Attractiveness of Learning Physics by Means of Video Analysis and Modeling Tools. *Proceedings of the 40th SEFI Annual Conference 2012 Engineering Education 2020: Meet the Future*. Thessaloniki (Greece): Aristotle University of Thessaloniki, Faculty of Engineering, p. 299. (*Scopus*)
3. Rochovská, I. (2012). *Formovanie prírodovednej gramotnosti študentov odboru predškolská a elementárna pedagogika [Developing the scientific literacy of students in study field Preschool and primary school education]*. Ružomberok (Slovakia): VERBUM – vydavateľstvo Katolíckej univerzity. Citované:
  - Severini, E., Kožuchová, M., Kuruc, M., & Kostrub, D. (2020). Self-regulation of learning in the natural science of future teachers. *AD ALTA. Journal of Interdisciplinary Research*, 10(2) p. 289. (*Web of Science*)
  - Huřová, Z., Gerová, L., & Gašparová, M. (2017). Relationship of Teachers to the Content of Technical Education in the 4th Grade at Primary School. In *4th International Multidisciplinary Scientific Conference on Social Sciences and Arts SGEM 2017*. 17(2), p. 307.
  - Dostál, J., & Kožuchová, M. (2016). *Badatelský přístup v technickém vzdělávání. Teorie a výzkum*. Olomouc (The Czech Republic): Univerzita Palackého v Olomouci, p. 69.
  - Kaleja, M., & Zezulková, E., Adamus, P., & Muhlpachr, P. (2015). *Etnografie školy jako edukační realita současnosti*. Opava (The Czech Republic): Silesian University, p. 21.
  - Hockicko, P., & Trjányiová, G. (2014). Testing and Analysis of Students' Conceptions from Physics. *Journal of Technology and Information Education*, 6(1)pp. 104-121.

- Krajčírková, L. (2013). Proccessus didactique spécialisée du domaine de formation Nature et Société In. Stankowski A. (ed.) *Vision dans l'éducation des élèves handicapés mentaux. Visions in Education of Mentally Handicapped Pupils*. Fribourg – Suisse : Association Internationale Sciences, Éducation, Cultures, Traditions, p. 147.
- Švábová, B. (2012). Tvorivá dramatika ako jedna z najefektívnejších metód výchovy a vzdelávania detí zo sociálne znevýhodneného prostredia. In Akimjaková, B., Mazur, P. (eds.) 2012. *Dialog jako spôsob wespółólnienia II*. [CD-ROM]. Chełm (Poland): The State School of Higher Education in Chełm, p. 94.
- Tarajčáková, E. (2012). Výchova k tvorivosti v príprave budúcich učiteľov. In Akimjaková, B., Mazur, P. (eds.) 2012. *Dialog jako spôsob wespółólnienia II*. [CD-ROM] Chełm (Poland): The State School of Higher Education in Chełm, p. 110.
- Švábová, B. (2014). Fenomén rozprávky v detskom svete a tvorivá dramatika. Ružomberok (Slovakia): VERBUM – Publisher of the Catholic University in Ružomberok, p. 51.
- Švábová, B. (2013). *Aktivizácia jednotlivcov s mentálnym postihnutím dramaterapiou*. Ružomberok (Slovakia): VERBUM – Publisher of the Catholic University in Ružomberok, p. 15.
- Šarníková, G. (2013). Vplyv čítania deťom na ich morálny, citový, sociálny a kognitívny rozvoj. In Akimjak, A. (ed.) *Týždeň vedy a umenia na Pedagogickej fakulte Katolíckej univerzity v Ružomberku*. Ružomberok (Slovakia): VERBUM – Publisher of the Catholic University in Ružomberok, p. 33.
- Gažiová, M. (2013). *Doprava a zdravie II*. Ružomberok (Slovakia): VERBUM – Publisher of the Catholic University in Ružomberok, p. 7.
- Kopáčková, J. (2012). Kompetencie študentov učiteľstva pre primárne vzdelávanie na vyučovanie prírodovedy. In Prídavková, A., Klimovič, M. (eds.) *Komplexnosť a integrita v predprimárnej, primárnej a špeciálnej edukácii*. Prešov (Slovakia): Publisher of the Prešov University, p. 644.

4. Rochovská, I. (34%), Droščák, M., & Šilonová, V. (2020). Comparison of preferred didactic forms and methods in homeschooling. *The New Educational Review*, 61(3), 13-25.

Citované:

- Guterma, O., Neuman, A., Gill, E. 2024. Four generations of evaluation and home schooling: A position paper. *International Journal of Education Reform* (Web of Science) <https://doi.org/10.1177/10567879241255320>
- Turrado-Sevilla, M. A., & Cantón-Mayo, I. (2022). Design and validation of an instrument to measure educational innovations in primary and pre-primary schools. *Journal of New Approaches in Educational Research*, 11(1), p. 80. (Web of Science)
- Martín-Sánchez, M. (2021). Two centuries of educational innovation in Spain. *Alternative Pedagogies: Are They Neo or Retro?* *The New Educational Review*, 63(1), p. 51. (Scopus)
- Chalkiadakis Leonidas. 2022. The impact of pandemic on the digital culture of primary school teachers in Greece. The quantitative research tool. 8th international scientific conference, Heraklion 8-10 JULY 2022, p. 206.
- O'Hara, B. 2020. Homeschool Research & News, December 2020. *The River Houses*. Dostupné na: <https://riverhouses.org/2020-12-research/>

5. Rochovská, I. (70 %), Švábová, B. (2021). The use of the interpretation of works of art in pre-school education. *Problems of Education in the 21st Century*, 79(6), 956-970.

- Wang, X. (2024). Research on the path of folk art: utilizing intelligent mobile devices for art education. *International Journal of Information and Communication Technology Education*, 20(1), 1-21. (Scopus)
- Xu, J. (2024). Intelligent e-learning system in the development of preschool music education based on digital audio technology. *Entertainment Computing*, 16. April 2024, 100682. (Scopus)
- Leung, S. K. Y., Wu, J., Lam, Y., Ho, T. H. (2023). An Explanatory Study of Kindergarten Teacher' Teaching Behaviours in their Visual Arts Classrooms. *Teaching and Teacher Education*, 124(3), 104018. (Scopus)
- Czarkowski, J. J., Bursová, J., Dolinská, E., Šimek, V., & Porubčanová, D. 2023. Personality as a factor in the learning process of teaching – The context of the Big Five Theory. *Ad Alta – Journal of Interdisciplinary Research*, 13(1), 75.

## VI.5 Participation in conducting (leading) the most important research projects or art projects over the last six years

1. VEGA: 1/0486/24 Výskum potenciálu učiteľov a analýza kurikulárnych dokumentov z aspektu integrácie vzdelávacích obsahov primárneho vzdelávania. [Research on teachers' potential and analysis of curriculum documents in terms of integration of educational content of primary education], 2024-2024. Deputy Principal Researcher.

2. KEGA MŠ SR č. 016KU-4/2022 Využitie metód tvorivej dramatiky v procese predprimárneho vzdelávania. [Using of creative drama methods in the process of preschool education], 2012-2024. Deputy Principal Researcher. <https://www.portalvs.sk/en/prehľad-projektov/kega/14408>

3. VEGA č. 1/0114/22 Možnosti inkluzívnej edukácie žiakov so špeciálnymi výchovno-vzdelávacími potrebami. [Possibilities of inclusive education of students with special educational needs], 2022-2024. Researcher.

4. VEGA č. 1/0550/22 Súčasný stav, trendy a problémy v technickom vzdelávaní na nižšom a vyššom sekundárnom stupni školy v kontexte dištančného vzdelávania. [Current status, trends and challenges in technical education at lower and upper secondary level in the context of distance education], 2022-2024. Researcher.

5. KEGA MŠ SR. č. 004KU-4/2019 Umelci v materskej škole – interpretácia umeleckého diela v predprimárnom vzdelávaní. [Artists in kindergarten. The interpretation of artwork in preschool education], 2019-2021. Lead researcher. <https://www.portalvs.sk/en/prehľad-projektov/kega/11898> (excellent achievement of project objectives - with societal benefits).

## VII. Overview of organizational experience related to higher education and

## research/artistic/other activities

VII.a Activity, position	VII.b Name of the institution, board	VII.c Duration
Science literacy and possibilities of its development in primary education. (Online training from the series Developing science literacy in the context of curriculum reform).	Raabe	24. 8. 2023
What are the competences of scientific work and how to develop them in science. (Online training from the series Developing science literacy in the context of curriculum reform).	Raabe	7. 9. 2023
Explorations in natural science. (Online training from the series Developing science literacy in the context of curriculum reform).	Raabe	13. 9. 2023
Applying inquiry-oriented teaching to the undergraduate preparation of primary education teachers (workshop for teachers)	NIVAM	12. 9. 2023
Scientists in kindergarten - Didactic course for teachers from Slovak schools abroad	UMB Methodological Centre for Slovaks Living Abroad	27. 6. 2024

## VIII. Overview of international mobilities and visits oriented on education and research/artistic/other activities in the given field of study

VIII.a Name of the institution	VIII.b Address of the institution	VIII.c Duration (indicate the duration of stay)	VIII.d Mobility scheme, employment contract, other (describe)
Academia Ignatianum in Krakow	Krakow, Poland	17. - 22. 3. 2016	CEEPUS
University of Natural Sciences and Humanities in Siedlce	Siedlce, Poland	10. - 15. 5. 2015	CEEPUS
The State School of Higher Education in Chelm	Chelm, Poland	5. - 10. 3. 2014	ERASMUS
University of Ostrava, Faculty of Science	Ostrava, The Czech Republic	28. - 31. 5. 2014	CEEPUS
The State School of Higher Education in Chelm	Chelm, Poland	1. - 5. 11. 2012	ERASMUS
Szent István University in Szarvas	Szarvas, Hungary	19. - 23. 3. 2012	CEEPUS
Akademia WSEI in Lublin	Lublin, Poland	9. - 11. 12. 2023	Visiting professor within the project "Competences, Knowledge, Innovations: Integrated Development Program of WSEI II stage"

## IX. Other relevant facts

### IX.a If relevant, other activities related to higher education or research/artistic/other activities are mentioned:

Member of the Register of Reviewers of Didactic Resources at NIVAM in Bratislava, since 2022. Member of the working group at the Accreditation Council of the Ministry of Education and Science of the Slovak Republic for continuing education of pedagogical staff and professional staff, from 2018 to 2019 (when the Accreditation Council ended its activities due to the new Act No. 138/2019 Coll. - Act on pedagogical staff and professional staff and on amendment and supplementation of certain acts). Member of OMEP - Slovak Committee of the World Organization for Early Childhood Education, since 2009. Member of the Doctoral Studies Committee, Faculty of Education, Matej Bel University in Banská Bystrica, since 2024.

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