

Two departments at the [Faculty of Education of the University of Constantine the Philosopher in Nitra](#) are keen to contribute their expertise and are actively seeking collaboration opportunities.

· **[HORIZON-CL2-2025-01-TRANSFO-07: Impact of the learning environment and the use of digital tools in everyday life on key skills and competence development](#)**

The Department of Technology and Information Technology at the Faculty of Education, University of Constantine the Philosopher in Nitra, has a track record in research related to teacher competence development, curriculum design, and various aspects of technical education spanning from pre-school to tertiary levels.

Currently, their work focuses on exploring the application of microcontrollers and artificial intelligence in both formal and informal education settings for children, youth, and educators. Within the scope of the project proposal, the department aims to investigate how educational environments influence the development of digital literacy and key competencies among university students.

[More Information](#)

If you are interested in learning more or establishing contact, please feel free to reach out directly **Lucia Kürthiová** lkurthiova@ukf.sk by leaving Zuzana.Badurova@cvtisr.sk in cc, if possible.

· **[HORIZON-CL2-2025-01-TRANSFO-08: Improving mental health outcomes for people in education, training and work.](#)**

The Department of Educational and School Psychology at Constantine the Philosopher University in Nitra is well-positioned to contribute as a project partner, bringing expertise in education, teacher training, psychological sciences, and health psychology.

The department is currently engaged in research on the psychological aspects of teachers' professional competencies and well-being. The primary focus of the research team is the identification and analysis of psychological correlates and predictors of professional teaching competencies and what constitutes a "good/effective" teacher. This includes exploring factors such as scientific thinking, critical thinking, cognitive reflection, executive functions, and personality traits, and how these relate to the development and application of key professional competences—such as didactic skills, educational and interactional style, and psychological literacy—in both pre-service (undergraduate) and in-service teachers.

A secondary research focus addresses the predictors of teachers' health and quality of life, contributing to a more holistic understanding of professional development in the educational context.

[More information](#)

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