

ABSTRACT

This bachelor thesis focuses on exploring meaningful learning within the laboratory technology course and its importance for student teachers at the Faculty of Education, Charles University. The thesis emphasizes understanding how laboratory courses influence and fulfill the affective and cognitive aspects of college learning. The thesis uses mixed methods of research – quantitative assessment using the MLLI tool (Galloway & Bretz, 2015) and qualitative evaluation through interviews with selected pupils. The importance of this work is given in the fact that it examines the effectiveness of teaching, provides feedback on the current state of laboratory courses at the Faculty of Education of Charles University. At the same time, the findings from the thesis can lead to improved preparation of future science teachers. The research revealed some areas for improvement, including the need for better course organization, the availability of materials, and more effective communication between teachers and students.