

Course descriptions

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STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-mDPS-991/09	Course title: Basics in Pedagogy for Teachers
Number of credits: 0	
Educational level: D, N	
Course requirements: The student can take the final exam: after successful completion of compulsory subjects in the composition determined by the study program for Complementary Pedagogical Studies - basic module Successful completion of the final exam is one of the conditions for successful completion of the study program. The student is evaluated with the A-FX grades in the final exam. The examination commission decides by consensus on the evaluation of the state examination or its part. If the examination board does not reach a consensus, the evaluation of the final examination or its part is decided by voting. Based on the wording of the study regulations of the faculty (VP 5/2020, Art. 15), the framework dates of state examinations are set by the dean in accordance with the faculty study schedule. The department is obliged to publish its state exam dates on the website no later than 5 weeks before they take place. The student registers for the final exam through the academic information system at least three weeks before the date. The student is entitled to one regular and two resit dates of the state exam. The regular term is the one for which the student applied for the first time within the deadline set for state exams. If the student was evaluated with the FX mark on the regular date of the state exam, the student can make the corrective dates of the state exam a) at the following dates for the holding of State examinations in the relevant academic year; or b) in terms of state examinations in any of the following academic years in accordance with § 65, par. 2 of the Higher Education Act. If a student is unable to attend the final examination date for which he / she has applied, he / she is obliged to apologize in writing to the chairman of the examination board in advance or no later than three working days after the final examination date or part thereof if there were serious obstacles that in advance. If a student does not appear for the final exam or its part without an excuse within the specified period, or if the chairman of the examination commission does not recognize his / her excuse, he / she is assessed with the FX mark from the given date of the final exam. Scale of assessment (preliminary/final): 0/100	
Learning outcomes: The student who takes the final exam comprehensively manages the issues of the final exam in the context of the specified areas. He has theoretical and practical knowledge based on the current state of knowledge in the field of pedagogy, as well as the ability to apply and use them creatively. Masters the knowledge contained in the teaching of the subjects Theoretical Foundations of Education, General Didactics, Pedagogical Communication, Pedagogical Diagnostics. He is able to apply knowledge from pedagogy to interdisciplinary relationships, he is able to think critically and argue scientifically.	

Class syllabus:

1. The student arrives on the registered date of the final exam according to the schedule set by the department.
2. The student receives a question from the subject of the final exam, which is entered in writing and anonymously in the form of any choice from the printed questions or the generator.
3. The examination board will provide students with active time to prepare an oral answer to the given question.
4. The student presents the prepared answer to the question in front of the examination board and also answers the supplementary questions.
5. Upon completion of the student's answers, the examination commission will decide on the result of the state examination, which will take place in a closed session of the examination commission. The course of the final exam and the announcement of its results are public.

State exam syllabus:

1. Education, its understanding, signs and manifestations: Socialization and upbringing, Domains of education, Signs and manifestations of upbringing;
2. Pedagogy as a science of education: Definition of the subject of pedagogy, System of sciences of education;
3. Basic development trends of pedagogy: J.A. Comenius, J. J. Rousseau, J.H. Pestalozzi, J. F. Herbart;
4. Pedagogy of the 20th century;
5. Basic developmental stages of the school: Periodization of school development, Characteristics of the basic developmental stages of the school;
6. School as an institution of formal education: Understanding the school as an organization, Functions of the school;
7. School system: Understanding the school system (system), School system of the Slovak Republic;
8. Family and its educational function: Understanding the current family, Family functions, Family and the specifics of its educational activities;
9. Informal education: Leisure time and its features, Educational activities in leisure time, Forms and specifics of non-formal education;
10. Child - student as a subject of education: Social role of student, Student and gender specifics;
11. Learning and educational problems at school, Failure, failure and school failure, Behavioral problems (etiology and manifestations);
12. Content of school education: Concept and types of education, Current approaches to the content of education;
13. Curriculum and syllabus: Their conception as target teaching projects, Types of curriculum development, Current problems of innovation of curricula in primary and secondary schools, Educational programs;
14. Textbook: Concept of textbook, Types of textbooks, Functions and structural components of the textbook, Properties of quality textbook;
15. Teacher preparation for teaching: Operational planning of the basic organizational unit of teaching, Didactic analysis of the curriculum;
16. Teaching methods: Concept teaching methods, Relation of the method to other didactic concepts, Classification of teaching methods, Characteristics of individual methods;
17. Organizational forms of teaching: Concept of organizational form, Types of lessons, Characteristics of individual forms of teaching;
18. Learning communication: Concept and types of learning communication, Functions and structures of learning communication, Types of learning questions;

19. The teacher and his profession: Definition of the teaching profession, Professional roles and competencies of the teacher;

20. Organizational forms (organizational systems) of teaching: Characteristics of individual systems (individual, collective, individualized, cooperative, programmed);

21. Action research as a specific professional activity of a teacher
 Definition of action research
 Quantitative and qualitative oriented research
 Phases of action research
 Data interpretation and formulation practical theory;

22. Pedagogical diagnostics, diagnosis and diagnosis
 Definition of diagnostics and diagnosis
 Diagnosis, levels and types of diagnoses;

23. Observation
 Understanding of observation in action research and diagnostics
 Properties of observation
 Types of observations, types of records and observation schemes;

24. Scales and scaling
 Nature of scaling and relation to measurement, types of scales
 Properties of scaling
 Use of assessment scales and scales in action research and diagnostics;

25. Interview
 Understanding of interview in action research
 Types and properties of interview
 Use of interview in action research and diagnostics;

26. Analysis of students' products and activities
 Products of students' activities, their use
 Diagnostics of cognitive and learning styles
 Student preconceptions, concept map
 Diagnostic use of students' mistakes
 Drawing and its diagnostic use;

27. Sociometry and social climate measurement
 Measurement of social relations in diagnostics and action research
 Use of sociometry in cognition of formal and informal groups
 Climate and atmosphere diagnostics;

28. Didactic tests
 Understanding of testing in diagnostics and evaluation
 Types of tests and their use
 Properties of tests
 Types of test tasks and their use;

29. Traditional testing methods
 Understanding of traditional testing methods in diagnostics
 Properties and characteristics of basic testing methods
 Test questions, their typology and use;

30. Pupil assessment
 School assessment as a specific type of assessment
 Basic types of assessment (summative, formative, authentic)
 Verbal assessment and its specifics;

31. Evaluation of conditions and results of school and teacher work
 Understanding of evaluation, types and levels of evaluation, self-evaluation

National and international comparative measurements.
Recommended literature: BAĎURÍKOVÁ, Zita. et al.: Školská pedagogika. Bratislava: UK, 2001. ISBN 80-223-1536-2. GAVORA, Peter. Úvod do pedagogického výskumu. Bratislava: UK, 1999. 3. vyd. 2001. ISBN 80-223-1628-8 GAVORA, Peter. Akí sú moji žiaci? Pedagogická diagnostika žiaka. Bratislava: Práca, 1999. ISBN 80-7094-335-1 . KASPER, Tomáš – Dana KASPEROVÁ. Dějiny pedagogiky. Praha: Grada, 2008. ISBN 80-2472-429-4. KYRIACOU, Chris. Klíčové dovednosti učitele. Cesty k lepšímu vyučování. Praha: Portál, 1991. 2. vyd. 2004. ISBN 9788073674342. KRANKUS, Milan. Pedagogika 20. storočia. Bratislava: ÚŠI, 1990. MAŇÁK, Josef - Vlastimil ŠVEC. Cesty pedagogického výzkumu. Brno: Paido. 2004. ISBN 80-7315-078-6. PELIKÁN, Jiří. Základy empirického výzkumu jevů. 3. vyd. Praha: Karolinum, 2007. ISBN 978-80-7184-569-0 (brož.) PRŮCHA, Jan. Moderní pedagogika. Praha: Portál, 1997. ISBN 978-80-7367-503-5 (brož.) SINGULE, František. Současné pedagogické směry a jejich psychologické souvislosti. Praha: SPN, 1992. ISBN 80-426-160-4. SKALKOVÁ, Jaroslava. Obecná didaktika. Praha: Grada, 2007. ISBN: 978-80-247-1821-7. ŠVEC, Švec. Základné pojmy v pedagogike a andragogike. Bratislava: IRIS, 1995. 2. vyd. 2002. ISBN 80-89018-31-0. VORLÍČEK, Chrudoš. Úvod do pedagogiky. Praha: Karolinum, 1992. 2. vyd. Praha: H&H, 2000. ISBN 80-86022-79-X. (brož.)
Languages necessary to complete the course: Slovak
Last change: 23.04.2022
Approved by:

STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPs/A-mDPS-992/09	Course title: Basics in Psychology of Education
Number of credits: 0	
Educational level: D, N	
State exam syllabus:	
Last change:	
Approved by:	

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-buSZ-003/00	Course title: Basics in Theory of Upbringing
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning, distance learning	
Number of credits: 3	
Recommended semester: 1.	
Educational level: D, I., II., N	
Prerequisites:	
Course requirements: Conditions for passing the course: a) during the semester: presentation on a selected topic from the subject areas (30 points), (b) during the examination period: written test (70 points). The student will be admitted to the exam only with min. 10 points from the ongoing evaluation. Classification scale: A 100-92, B 91-84, C 83-76, D 75-68, E 67-60, FX 59-0. Teachers accept max. 2 absences with proven documents. The exact date and topic of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be published no later than the last week of the teaching part. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Upon successful completion of the course, the student has basic knowledge of selected disciplines of pedagogy. He has knowledge of education and pedagogy as he knows about education. He knows the basic development trends of pedagogy, as well as the basic developmental stages of the school. Can explain the basic features of the school as an institution of formal education and understands the forms of non-formal education. Can explain the principles of the Slovak school system. He has a basic knowledge of the family and its educational function, the student and his problems with learning, educational problems at school, etc.	
Class syllabus: 1. Education, its understanding, signs and manifestations Socialization and education Domains of education	

Signs and manifestations of education 2. Pedagogy as a science of education Definition of the subject of pedagogy The system of educational sciences 3. Basic development trends of pedagogy J.A. Comenius, J. J. Rousseau, J.H. Pestalozzi, J. F. Herbart 20th century pedagogy 4. Basic development stages of the school Periodization of school development Characteristics of the basic developmental stages of the school 5. School as an institution of formal education Understanding the school as an organization School functions 6. School system Understanding the school system (s) 7. School system of the Slovak Republic 8. Family and its educational function Understanding the current family Family functions The family and the specifics of its educational activities 9. Informal education Leisure time and its features Educational activities in free time Forms and specifics of non-formal education 10. Child - student as a subject of education Pupil's social role Pupil and gender specifics 11. Learning problems and educational problems at school Failure, failure and school failure 12. Behavioral problems (etiology and manifestations)
Recommended literature: BAĎURÍKOVÁ, Zita et al. Školská pedagogika. Bratislava: Univerzita Komenského, 2001. ISBN 80-223-1536-2. HLÁSNA, Slávka et al. Úvod do pedagogiky. Nitra: Enigma, 2006. ISBN 80-89132-29-4. KRATOCHVÍLOVÁ, Emília et al. Úvod do pedagogiky. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave, 2007. ISBN 978-80-8082-145-6. SROGOŇ, Tomáš. Dejiny školstva a pedagogiky. Bratislava: Slovenské pedagogické nakladateľstvo, 1986. VALIŠOVÁ, Alena a Hana KASÍKOVÁ. Pedagogika pro učitele. Praha: Grada, 2007. ISBN 978-80-247-1734-0. VORLÍČEK, Chrudoš. Úvod do pedagogiky. Jinočany: H and H, 2000. ISBN 80-86022-79-X.
Languages necessary to complete the course: slovak
Notes:

Past grade distribution						
Total number of evaluated students: 1824						
A	ABS	B	C	D	E	FX
62,06	0,0	20,07	7,79	3,84	3,29	2,96
Lecturers: Mgr. Janka Medved'ová, PhD.						
Last change: 19.04.2022						
Approved by:						

STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-mDPS-990/11	Course title: Degree Thesis Defence
Number of credits: 0	
Educational level: D, N	
Course requirements: The student must submit the final thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. Submission of the final thesis within the deadline specified in the schedule of the current academic year for the relevant date of completion of the final exam. The final thesis is submitted in electronic form via AIS. The work must meet the parameters determined by the internal quality system of the Comenius University. The provisions of Article 5 of Internal Regulation No. apply to the evaluation of the final thesis. 9/2020 (Study Regulations of the Faculty of Arts, Charles University). The final thesis consultant will prepare an opinion on the final thesis and will propose an evaluation in the classification of the A-FX thesis. The student has a report available min. 3 working days before the defense. Classification scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A Criteria for the evaluation of the final thesis: 1. The contribution of the final thesis, the fulfillment of the objectives of the thesis in its assignment and the requirements for the content of the final thesis DPŠ given by the internal quality system of Comenius University. Assessed: demonstrates knowledge and skills, the ability to work in the study program, the ability to apply in the collection, interpretation and processing of basic literature; in the case of practically focused final work also mastering the application of theoretical principles in practice and verifiability of hypotheses; 2. Originality of the work (the final work must not have the character of plagiarism, it must not infringe the copyrights of other authors); 3. Correctness and correctness of citation of used information sources, research results of other authors and author groups, correctness of description of methods and working procedures of other authors or author groups; 4. Compliance of the structure of the final work with the prescribed composition defined by the internal quality system of the Comenius University; 5. Respecting the recommended scope of the final work of the DPŠ (minimum scope of the final work of the basic DPŠ module is 27,000 characters including spaces, the minimum scope of the final work of the extension DPŠ module is 36,000 characters including spaces.), The adequacy of the scope of work is assessed by the final thesis consultant; 6. Linguistic and stylistic level of work and formal arrangement. The student orally presents the content, achieved goals and conclusions of the final thesis and answers to the questions and comments of the final thesis consultant, resp. members of the examination board. The committee will comprehensively evaluate the quality of the final thesis, assess the method and form of the defense and the student's ability to fully respond to the comments and questions in the opinion of the final thesis consultant and the opponent. The evaluation is	

achieved from the arithmetic average of the evaluation from the opinion of the final thesis consultant and the evaluation of the examination commission. Scale of assessment (preliminary/final): 0/100
Learning outcomes: The student has mastered the basic requirements of writing a scientific text in compliance with the rules of academic ethics, is able to work creatively in the field of study in which he completed the study program, and has adequate knowledge and understanding of the relevant issues. The student can apply his skills in the collection, interpretation, and processing of basic scientific literature, or even in its application in practice, or has the ability to solve a partial task related to the focus of the bachelor's thesis. After a successful defence of the final thesis, the student is able to logically deal with the theoretical background of the final thesis and respond to questions relating to the relevant issues.
Class syllabus: 1. Presentation of the final thesis to the students before the commission for state exams and those present. 2. Student's response to comments and questions in the review from the final thesis consultant. 3. Student's response to the questions of the commission for the final exams of DPŠ and in the discussion.
State exam syllabus:
Recommended literature: LIČNEROVÁ, Lucia. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2021-10-10]. Available at: http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf Vnútorňý predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-10-10]. Available at: https://uniba.sk/fileadmin/ruk/as/2020/20200527/04aStudijny_poriadok_FiF_UK.pdf Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-09-09]. Available at: https://fphil.uniba.sk/studium/student/bakalarske-amagisterske_studium/zaverecne-prace/ Further literature according to the topic of the bachelor's thesis.
Languages necessary to complete the course: Slovak
Last change: 23.04.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muSZ-001/15	Course title: Diagnosing in Pedagogy
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning, distance learning	
Number of credits: 2	
Recommended semester: 3.	
Educational level: D, II., N	
Prerequisites:	
Course requirements: Minimum success rate: 60 percent Continuous assessment (teaching part): - 20% active participation in the seminar - 40% presentation in class Final rating: - 40% final test Classification scale: A (100-92), B (91-84), C (83-76), D (75-68), E (67-60), FX (59% or less). Two absences are acceptable; seminar assignments must all be developed, presented and submitted. The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be announced no later than the last week of the training section. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: After completing the course, the student has the knowledge and skills needed to conduct action research in the classroom, along with the use of the necessary diagnostic methods to determine the diagnosis of the student (s); can express a pedagogical measure and a presumption about the further development of the pupil (s).	
Class syllabus: 1. Diagnostics and diagnosis. 2. Processive aspects of diagnostics. 3. Action research as a specific professional activity of a teacher. 4. Observation methods. 5. Interview. 6. Products of students' activities and their use. 7. Children's drawing and its diagnostic use. 8. Concept map. 9. Sociometry and social climate measurement. 10. Didactic tests.	

11. Methods of student evaluation.
12. Methods of testing students.
13. Evaluation of conditions and results of school and teacher work.

Recommended literature:

GAVORA, Peter.: Akí sú moji žiaci? Pedagogická diagnostika žiaka. Nitra: Enigma Publishing, 3. vyd. 2011. ISBN 978-80-89132-91-1

GAVORA, Peter. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online]. Bratislava : Univerzita Komenského, 2010. Dostupné na: <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978–80–223–2951–4.

HRABAL, Vlastimil.: Diagnostika. Pedagogickopsychologická diagnostika žiaka s úvodom do diagnostické aplikácie štatistiky. Praha: Karolinum, 2002. ISBN: 80-246-0319-5

KOLÁŘ, Zdeněk a Renata ŠIKULOVÁ: Hodnocení žáků. Praha: Grada Publishing, 2005; 2. vyd. 2009. ISBN 978-80-247-2834-6

KOMPOLT, Pavol a Bibiána TIMKOVÁ: Pedagogická diagnostika a akčný výskum. Bratislava: UK, 2010. ISBN 978-80-223-2787-9

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 580

A	ABS	B	C	D	E	FX
65,34	0,0	14,48	7,76	7,93	4,14	0,34

Lecturers: Mgr. Martin Droščák, PhD.

Last change: 16.03.2022

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-401/15	Course title: English Language Teaching Methodology
Number of credits: 3	
Educational level: D, II., N	
Course requirements: Conditions for successful completion of course: All matters pertaining to state examinations (conditions of the examination, deadlines, assessment, examination board, participation) are set out in Article 15 of the Study Regulations of the Faculty of Arts. One component of state examinations in the MA teaching degree programme at the Department of British and American Studies in English Language Teaching Methodology, which takes the form of a didactic project (lesson plans based on the specifications below), by which the students have to demonstrate their ability to prepare a meaningful lesson plan and, in the course of its defence, to answer relevant questions from the theory of teaching and education. The purpose of the state exams is to determine whether students are well-grounded in English language teaching theory and able to apply it appropriately in the Slovak educational environment. To that end, the student prepares two (2) 45-minute English language lesson plans (template available), with the understanding that one lesson follows the other. Students submit their lesson plans by the deadline set by the department. Any teaching aids that are part of their lesson plans, e.g. pictures, flashcards, etc., must be submitted as well. At the exam explain the theory (or theories) upon which their lesson plans, activities, and assignments are based and their reasonings for laying the lesson out as they did. Examiners may ask questions concerning any aspect of the lesson plans and their objectives, as well as questions about the intended group of learners (i.e., aspects such as the characteristics of that age group, classroom management, and types of interaction). Use of professional terminology is expected. Assessment: Students are assessed on their knowledge of English language teaching methodology and theory as it relates to the components of and factors in their lesson plans. English language proficiency, as well the ability to provide explanations and give instructions appropriately, are also taken into consideration. Level C1 and above is expected. The target students, their educational level, their level of language proficiency (according to CEFR), the group size, and all other variables need for the didactic project (i.e., lesson plans) are determined by lottery. The target group for the second lesson plan does not change, but the following variables can be changed by the student according to their own preference: time of the day, language skill, target language, and topic. Variables A. ISCED Level: Lower or Upper Secondary B. Grade, Age, and CEFR Language Level · Lower secondary: 5th-8th grades in a 9-year primary school 7th grade (12-13 years old); prima-tercia in an 8-year secondary school · Upper secondary: 4-year program; 5-year bilingual program; vocational school C. Size and Make-up of the Group D. Day and Time	

E. Target Language Skill: Speaking, Listening, Reading, Writing F. Topic (topics are listed below in the “Content of State Examination” section) Assessment coursework/final exam: 0/100% Scale of assessment (preliminary/final): 0/100 (%)
Learning outcomes: Learning outcomes Upon successful completion of the state examination, students will have demonstrated the following: · a basic knowledge of the psychological and linguo-didactic foundations of English language teaching, and the foundations of the theory of foreign language teaching · a basic knowledge of various methods, approaches, techniques, classroom management solutions, forms of testing, and classroom activities appropriate for the teaching of all language skills: speaking, listening, reading, and writing · the ability to appropriately use various teaching techniques and technology relevant to the content and/or teaching objective · the ability to plan and organise lessons of English as a foreign language in accordance with government and EU policy (i.e., the updated National Curriculum and the Common European Framework of Reference for Languages) · the ability to develop teaching materials and curricula · the skills to prepare and implement a an English language lesson in practice based on government requirements and teaching objectives
Class syllabus: Brief outline of the course: 1. The student briefly presents (but does not read) their project to the members of the state exam committee. 2. The student responds in depth to comments and questions from the feedback received in advance. 3. The student responds to any additional comments and questions from the committee members in a discussion. 4. The student responds to related questions on the theory of foreign language teaching. 5. Non-public discussion and decision by the commission members assessing the defence of the didactic project (i.e., their lesson plans). 6. Announcement of the final assessment of the defence and didactic project.
State exam syllabus: Content of the state examination course: Topic 1. Family & Society 2. Home & Housing 3. The Human Body & Healthcare 4. Transportation & Travel 5. Education 6. Humans & Nature 7. Free Time, Hobbies, & Lifestyle(s) 8. Meals & Eating Habits 9. Multicultural Society 10. Clothing & Fashion 11. Sport 12. Shopping and Services 13. Countries, Towns, & Places

14. Culture & Art 15. Books & Literature 16. Humans & Society 17. Communication & Its Forms 18. Mass Media 19. Young people & their world 20. Employment, occupations, & jobs 21. Science and Technology in service to humans 22. Role Models & ideals 23. Human Relationships 24. Slovakia 25. The Countries whose Language I'm learning
Recommended literature: References: BROWN, Douglas H. Principles of Language Learning and Teaching, Sixth Edition. Upper Saddle River: Pearson Education, 2014. ISBN 978-0-13-304194-1. Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume [online]. Strasbourg: Council of Europe Publishing, 2020. ISBN 978-92-871-8621-8. Available from: https://www.coe.int/en/web/common-european-framework-reference-languages/home HARMER, Jeremy. The Practice of English Language Teaching. Harlow: Pearson Education, 2015. ISBN 1447980255. HOLDEN, Susan and Vinicius NOBRE. Teaching English Today: Contexts and Objectives. Scotland: Swan Communication Ltd., 2019. ISBN 978-1-901760-13-2. Inovovaný štátny vzdelávací program [online]. Bratislava: Štátny pedagogický ústav, 2020. Available from: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/ NUNAN, David and Ronald CARTER. Cambridge Guide to Teaching Speakers of Other Languages. Cambridge: Cambridge University Press, 2001. ISBN 9780511667206. TANDLICOVÁ, Eva. Didaktika anglického jazyka. Bratislava: UK Bratislava, 2001. ISBN 80-223-1611-3.
Languages necessary to complete the course: Students must be proficient to at least CEFR level C1 to pass the state examination.
Last change: 05.04.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-301/15	Course title: English Language Teaching Methodology 1
Educational activities: Type of activities: seminar Number of hours: per week: 4 per level/semester: 56 Form of the course: on-site learning, distance learning	
Number of credits: 4	
Recommended semester:	
Educational level: D, II., N	
Prerequisites:	
Recommended prerequisites: Successful completion of a bachelors program in an appropriate field (e.g., English philology, English language teaching, English language and literature, translation studies [in combination with English], etc.)	
Course requirements: 10% Completed EPOSTL (The European Portfolio for Student Teachers of Languages) assignments 15% Activity creation and implementation (in class) 50% Weekly readings & writing reactions 25% Final exam Both the activity assignment and at least six (6) of the weekly writing reactions must be completed in order to take the final exam. Academic misconduct (e.g., plagiarism, cheating, etc.) will not be tolerated and will result in an F on the assignment in question. If it happens more than once, the student will be referred for formal disciplinary action by the faculty. Marking scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. Unexcused absences allowed: 2 A detailed course syllabus with assignment deadlines and instructions is provided to enrolled students the first week of the semester. Scale of assessment (preliminary/final): Assessment is comprised of coursework and a final exam: 75%/25%	
Learning outcomes: After successful completion of this course, a student will be able to do the following:	

1. Discuss and support their own beliefs and practice in regard to language learning teaching with appropriate theory and good practice
2. Discuss and explain what influences language learning (e.g., learning strategies, motivation, age, level, etc.)
3. Discuss and provide examples of effective techniques and activities for use in lower and upper secondary English as a foreign language lessons
4. Create and implement effective language learning activities appropriate for specific target learners in an English as a foreign language class (e.g., lower or upper secondary, large or small class, language level, age, class make up, etc.).
5. Prepare lesson plans based on the type of target learner and context while applying the principles of second language acquisition and communicative language teaching
6. Read, observe, reflect, and write more critically
7. Provide and respond well to effective feedback

Class syllabus:

1. Terminology in the field of English language teaching and learning: definitions and implications
2. The Common European Framework of Reference for Languages: application and implications for teaching
3. Learners and learning: influences and strategies
4. Teaching strategies and techniques: giving instructions, classroom management, scaffolding, monitoring, etc.
5. The language of teaching English: metalanguage & classroom management
6. Language systems and language analysis
7. Activity and task planning and creation
8. Lesson planning: creation, feedback, and revision
9. Feedback: what it is and how to give it
10. Microteaching: peer participation, observation, and feedback

Recommended literature:

BROWN, Douglas H. Principles of Language Learning and Teaching, Sixth Edition. Upper Saddle River: Pearson Education, 2014. ISBN 978-0-13-304194-1.

Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume [online]. Council of Europe Publishing: Strasbourg, 2020. ISBN 978-92-871-8621-8 Available from: <https://www.coe.int/en/web/common-european-framework-reference-languages/home>

Inovovaný ŠVP pre 2. stupeň ZŠ, pre gymnáziá so štvorročným a päťročným vzdelávacím programom [National Curriculum for lower and upper secondary, 4- and 5-year programmes] Available from: <https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/>.

NEWBY, D. The European Portfolio for Student Teachers of Languages (EPOSTL) [online]. Council of Europe, 2007. Available from: <https://www.ecml.at/Resources/ECMLresources/tabid/277/ID/51/language/en-GB/Default.aspx>

SCRIVENER, Jim. Learning Teaching: The Essential Guide to English Language Teaching. London: Macmillan Education, 2011. ISBN 978-0-230-72984-1.

Spoločný európsky referenčný rámec pre jazyky: učenie sa, vyučovanie, hodnotenie (SERR) [online]. Štátny pedagogický ústav: Bratislava, 2017. ISBN 978-80-8118-201-3. Available from: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf

Languages necessary to complete the course:

Language: C1 written and spoken English (CEFR)

Notes:

The course meets twice a week, 90 minutes each time.						
Past grade distribution						
Total number of evaluated students: 352						
A	ABS	B	C	D	E	FX
46,31	0,0	25,0	18,75	5,4	2,84	1,7
Lecturers: M. A. Linda Steyne, PhD.						
Last change: 10.04.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-302/15	Course title: English Language Teaching Methodology 2
Educational activities: Type of activities: seminar Number of hours: per week: 4 per level/semester: 56 Form of the course: on-site learning, distance learning	
Number of credits: 4	
Recommended semester:	
Educational level: D, II., N	
Prerequisites: FiF.KAA/A-muAN-301/15 - English Language Teaching Methodology 1	
Recommended prerequisites: FiF.KAA/A-muAN-301 /15 (Didaktika anglického jazyka 1) ELT 1	
Course requirements: 5% Completed EPOSTL (The European Portfolio for Student Teachers of Languages) assignments 10% Two lesson plans for 45-minute classes 10% Microteaching (in class) 50% Weekly readings & writing reactions 25% Final exam The following must be completed to qualify to take the final exam: • Krashen - a minimum of four (4) reading reactions • Scrivener – a minimum of six (6) reading reactions • The two lesson plans and microteaching Academic misconduct (e.g., plagiarism, cheating, etc.) will not be tolerated and will result in an F on the assignment in question. If it happens more than once, the student will be referred for formal disciplinary action by the faculty. Marking scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. Unexcused absences allowed: 2 Scale of assessment (preliminary/final): Assessment is comprised of coursework and a final exam: 75%/25%	
Learning outcomes: After successful completion of this course, a student will be able to do the following: 1. Read, observe, reflect, and write more critically	

2. Provide effective feedback and error correction, both when observing others teach and teaching themselves 3. Hold an informed discussion on second language acquisition and communicative language teaching 4. Be more aware of issues in phonology, especially intonation, and be able to apply strategies to mitigate them in their teaching 5. Create and revise effective lesson plans (in response to peer feedback) appropriate for specific target learners in an English as a foreign language class (e.g., lower or upper secondary, large or small class, language level, age, class make up, etc.) while applying the principles of second language acquisition and communicative language teaching 6. Microteach for their peers 7. Recognise, analyse, and understand the purpose of various kinds of assessment, criteria, and weighting 8. Create various kinds of criteria, tasks, and items for written and oral assessment appropriate to various target learners
Class syllabus: 1. Lesson observation criteria 2. Teaching lexis and grammar 3. Teaching productive skills: speaking and writing 4. Teaching receptive skills: listening, reading, and viewing 5. Feedback: what it is and how to give it 6. Lesson planning: creation, feedback, and revision 7. Microteaching: peer participation, observation, and feedback 8. Evaluation and assessment: controversies, types, and practical training in test creation
Recommended literature: Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume (CEFR) [online]. Council of Europe Publishing: Strasbourg, 2020. ISBN 978-92-871-8621-8. Available from: https://www.coe.int/en/web/common-european-framework-reference-languages/home Informácie o meraniach [online]. Národný ústav certifikovaných meraní vzdelávania. ©2010-2021. Available from: https://www.nucem.sk/sk/merania Inovovaný ŠVP pre 2. stupeň ZŠ, pre gymnáziá so štvorročným a päťročným vzdelávacím programom. Available from: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/. KRASHEN, Stephen D. Principles and Practice in Second Language Acquisition (1982) [online]. Stephen Krashen: first online edition, 2009. Available from: http://www.sdkrashen.com/content/books/principles_and_practice.pdf NEWBY, David. The European Portfolio for Student Teachers of Languages (EPOSTL) [online]. Council of Europe, 2007. ISBN 978-92-871-6207-6. Available from: https://www.ecml.at/Resources/ECMLresources/tabid/277/ID/51/language/en-GB/Default.aspx SCRIVENER, Jim. Learning Teaching: The Essential Guide to English Language Teaching. London: Macmillan Education, 2011. ISBN 978-0-230-72984-1. Spoločný európsky referenčný rámec pre jazyky: učenie sa, vyučovanie, hodnotenie (SERR) [online]. Štátny pedagogický ústav: Bratislava, 2017. ISBN 978-80-8118-201-3. Available from: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf
Languages necessary to complete the course: Written and spoken C1 English (CEFR)

Notes:

The course consists of two weekly 90-minute seminars with groups of a maximum of 20.

Past grade distribution

Total number of evaluated students: 337

A	ABS	B	C	D	E	FX
74,18	0,0	17,51	5,64	0,3	1,48	0,89

Lecturers: M. A. Linda Steyne, PhD., doc. Mgr. Eva Reid, PhD.

Last change: 10.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-buSZ-011/00	Course title: General Methodology
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 2 per level/semester: 14 / 28 Form of the course: on-site learning, distance learning	
Number of credits: 4	
Recommended semester: 2.	
Educational level: D, I., II., N	
Prerequisites:	
Course requirements: Minimum success rate: 60 percent Continuous assessment (teaching part): - 20% active participation in the seminar - 40% (summary of 5 assignments - creation of educational goals; creation of a thematic plan of the teacher; didactic analysis of the curriculum, description and practical use of one teaching method; preparation for teaching) Final rating: - 40% final test Classification scale: A (100-92), B (91-84), C (83-76), D (75-68), E (67-60), FX (59% or less). Two absences are acceptable; seminar assignments must all be developed, presented and submitted. The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be announced no later than the last week of the training section. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: After completing the course, the student has the basic theoretical knowledge of general didactics - subject and methodological profile of didactics. The student has sufficient knowledge, skills and attitudes necessary to practice the profession of teacher, has the knowledge and skills to plan and organize students' learning activities and teaching activities of the teacher.	
Class syllabus: 1. Historical and current concepts of didactics. 2. Theory of education and learning. 3. Modernization of educational content. Teaching design. 4. Basic program pedagogical documents. Teacher teaching planning. 5. Procedural aspects of teaching. Principles of the teaching process. 6. Teaching communication. 7. Means and conditions of teaching. 8. Teaching methods. 9. Organizational forms of teaching. 10. Pupil learning - cognitive-developmental aspects. 11. Differentiation of teaching according to the specifics of students. 12. Evaluation of teaching processes and results. 13. Theoretical models and concepts of teaching.	

Recommended literature:

DROŠČÁK, Martin. Úvod do všeobecnej didaktiky pre študentov učiteľstva. Trnava: UCM, 2015 ISBN 978-80-8105-655-0.

KALHOUS, Zdeněk a Otto OBST. Školní didaktika. Praha: Portál, 2001. ISBN 978-80-7367-571-4.

KYRIACOU, Chris. Klíčové dovednosti učitele. Cesty k lepšímu vyučování. 2.vyd. Praha: Portál, 2004. ISBN 80-7178-022-7.

PETLÁK, Erich. Všeobecná didaktika. Bratislava: IRIS. 2016. ISBN 987-80-8153-064-7.

SKALKOVÁ, Jarmila. Obecná didaktika. Praha: Grada, 2007. ISBN 978-80-247-1821-7.

TUREK, Ivan. Didaktika. Bratislava: Wolters Kluwer, 2014. ISBN 978-80-8168-004-5.

Languages necessary to complete the course:

Slovak

Notes:**Past grade distribution**

Total number of evaluated students: 1478

A	ABS	B	C	D	E	FX
55,01	0,0	19,76	11,5	4,87	3,45	5,41

Lecturers: doc. PhDr. Mária Matulčíková, CSc., Mgr. Martin Droščák, PhD.

Last change: 16.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KPs/A-buSZ-104/15		Course title: Psychology for Teachers 1				
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning, distance learning						
Number of credits: 4						
Recommended semester: 2.						
Educational level: D, I., II., N						
Prerequisites:						
Antirequisites: FiF.KPs/A-buSZ-012/00						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 1304						
A	ABS	B	C	D	E	FX
34,28	0,0	20,02	14,72	10,97	10,43	9,59
Lecturers: doc. PhDr. Daniela Čechová, PhD., Mgr. Silvia Harvanová, PhD.						
Last change:						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KPs/A-buSZ-105/15			Course title: Psychology for Teachers 2			
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning, distance learning						
Number of credits: 4						
Recommended semester: 3.						
Educational level: D, I., II., N						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 572						
A	ABS	B	C	D	E	FX
46,33	0,0	23,08	17,48	6,47	4,37	2,27
Lecturers: Mgr. Diana Demkaninová, PhD.						
Last change:						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KAA/A-buAN-580/15			Course title: Teacher Training in English Language and Literature 1			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 1t Form of the course: on-site learning, distance learning						
Number of credits: 2						
Recommended semester:						
Educational level: D, I., N						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 178						
A	ABS	B	C	D	E	FX
97,19	0,0	1,69	0,0	0,0	0,56	0,56
Lecturers: M. A. Linda Steyne, PhD.						
Last change: 06.02.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KAA/A-muAN-590/15		Course title: Teacher Training in English Language and Literature 2			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 2t Form of the course: on-site learning, distance learning					
Number of credits: 2					
Recommended semester:					
Educational level: D, II., N					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 171					
A	B	C	D	E	FX
94,74	2,92	0,58	0,58	0,58	0,58
Lecturers: M. A. Linda Steyne, PhD.					
Last change: 06.02.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KAA/A-muAN-591/15		Course title: Teacher Training in English Language and Literature 3			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 3t Form of the course: on-site learning, distance learning					
Number of credits: 3					
Recommended semester:					
Educational level: D, II., N					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 138					
A	B	C	D	E	FX
96,38	1,45	0,72	0,0	0,72	0,72
Lecturers: M. A. Linda Steyne, PhD.					
Last change: 06.02.2022					
Approved by:					