

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 Vnútorň 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:

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:

STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/mUNE-016-15/15	Course title: German Language and Literature Methodology
Number of credits: 3	
Educational level: D, II., N	
Course requirements: The student must achieve a grade of at least 60% in each part of the state examination.	
Learning outcomes: The graduate is able to design a lesson on the basis of didactic principles in order to meet the didactic objectives. The student is able to work independently with different types of media (e.g. textual, visual, auditory) and use them effectively in the classroom. Can support and justify his/her practices with didactic theory.	
Class syllabus: Preparation of a lesson based on a didactic objective Didacticisation of authentic material (textual, visual, auditory media) Analysis of the proposed lesson, theoretical justification of the procedures Basic communication skills: reading, listening, writing, speaking Teaching pronunciation, vocabulary, grammar in the classroom Motivation, learning styles and strategies, learner autonomy Phases of the lesson, method of didactic analysis Media in foreign language teaching Theories and methods of foreign language acquisition	
State exam syllabus: In the form of an oral examination, the student presents knowledge from the field of didactics of German as a foreign language as well as from the development of didactic theories and methods with an emphasis on important components of communicative teaching.	
Recommended literature: Gemeinsamer europäischer Referenzrahmen für Sprachen: lernen, lehren, beurteilen. 2001 Europarat, Strassburg.. Bimmel, P.; Kast, B; Neuner, G.: Deutschunterricht planen. Fernstudieneinheit 18. 2003 Goethe-Institut, München. Huneke, H.-W.; Steinig, W.: Deutsch als Fremdsprache. Eine Einführung. 2010 Berlin	
Last change: 02.04.2022	
Approved by:	

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/mUNE-003-1/15	Course title: German Literature Methodology
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:	
Educational level: D, II., N	
Prerequisites:	
Course requirements: Midterm exam: development of a lesson proposal and implementation of a short teaching sequence lasting no more than 20 minutes during the semester. Active participation, especially in trying out teaching methods and providing feedback on teaching practices, is essential. In addition, occasional assignments should be made in preparation for the seminar. (30 per cent - the mark achieved counts as a single mark) In the examination period: written justification, presentation and reflection of the teaching sequence in a seminar paper of approximately 6 pages. (70 percent - the grade earned counts double). Independent preparation and implementation of the teaching sequence, with a minimum grade of E, is a prerequisite for admission to the examination. Violation of academic ethics will result in the cancellation of the points achieved in the relevant area. Grading scale: A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The instructor will accept a maximum of 2 absences with documented evidence. Scale of assessment (preliminary/final): Weighting of midterm/final grades: 30/70	
Learning outcomes: Students will be introduced to learner-centered approaches to the didactics of literature that are appropriate for teaching German as a foreign language. They are aware of the importance of literary texts in foreign language teaching and are able to use them in a targeted way to promote motivation to learn German as well as linguistic, intercultural, literary and aesthetic competences. Students will gain experience in micro-teaching and peer learning, and can develop, test and critically evaluate ideas and tasks for teaching. They are able to record the results of their work and learning processes in a structured lesson reflection.	
Class syllabus: The first section covers the following topics: 1. Literary texts in German as a foreign language lessons at school - why? 2. Literary theory and didactics of literature: reception aesthetics and literary education 3. Testing learner-centred methods: activity-oriented teaching and product-oriented teaching 4. Testing learner-centred methods: Literary conversation 5. Intercultural learning in German as a foreign language classes	

6. Aesthetic learning in German as a foreign language classes 7. Lesson planning: how to proceed, what to watch out for, how to structure? 8. Common reflections on the didacticisation of texts In the second part, students present their own teaching sequences and give feedback to each other (microteaching, peer learning).						
Recommended literature: BERNSTEIN, N., LERCHNER, Ch. (Hrsg.): Ästhetisches Lernen im DaF-/DaZ-Unterricht. Literatur – Theater – Bildende Kunst – Musik – Film. Göttingen 2014. DOBSTADT, M., RIEDNER, R.: Literatur und andere Ästhetische Medien in Deutsch als Zweit- und Fremdsprache. In: ALTMAYER, C. et. al. (Hrsg.): Handbuch Deutsch als Zweit- und Fremdsprache. Kontexte – Themen – Methoden. Berlin: Metzler/Springer 2021. S. 394-411. FREDERKING, V., KROMMER, A., MEIER, Ch. (Hrsg.): Taschenbuch des Deutschunterrichts. Band 2: Literatur- und Mediendidaktik. Baltmannsweiler: Schneider Hohengehren (2010) HAAS, G.: Handlungs- und produktionsorientierter Literaturunterricht. Theorie und Praxis eines "anderen" Literaturunterrichts für die Primar- und Sekundarstufe. 11. Auflage. Seelze: Klett/Kallmeyer 2015. KEPSE, M., ABRAHAM, U.: Literaturdidaktik Deutsch. Eine Einführung. 4. Auflage. Berlin: Schmidt 2016. RÖSLER, D.: Deutsch als Fremdsprache. Eine Einführung. Stuttgart, Weimar: Metzler 2012.						
Languages necessary to complete the course: German						
Notes:						
Past grade distribution Total number of evaluated students: 62						
A	ABS	B	C	D	E	FX
32,26	0,0	25,81	29,03	3,23	4,84	4,84
Lecturers: Dr. Angelika Schneider						
Last change: 31.03.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNS/mUNE-001-1/15	Course title: German as a Foreign Language Methodology
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: 3	
Recommended semester:	
Educational level: D, II., N	
Prerequisites:	
Course requirements: a) during the teaching part (continuous): report on teaching forms or methods and active work in class throughout the semester (30 points) b) in the examination period: final written test (70 points) The student must achieve a minimum of 60% pass rate. A minimum of 10 points in the continuous assessment is a condition for admission to the examination. Violation of academic ethics will result in the nullification of the points earned in the respective assessment item. The student must achieve at least a 60% pass rate in each part of the assessment. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The instructor will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Exam dates will be announced via AIS no later than the last week of the class period. Scale of assessment (preliminary/final): 30/70	
Learning outcomes: After successful completion of the course, the student has basic knowledge in the field of didactics of German as a foreign language, is familiar with the development of didactic theories and methods with an emphasis on communicative teaching according to the Common European Framework of Reference for Languages. On the basis of theoretical knowledge, he is able to convey effectively, in particular, language and communication skills in the classroom. It is familiar with the patterns of correcting learners' linguistic expression and the different ways of motivating them depending on their learning types.	
Class syllabus: 1.Learners - age, motivation, personal characteristics, learning styles and strategies 2.Teaching forms: traditional teaching, teaching between the four eyes, TPR, immersion, suggestopedia 3.Basic communication skills: reading, listening, writing, speaking 4.Teaching pronunciation, vocabulary, grammar in the classroom 5.Development of teaching methods: grammar-translation method, audio-lingual and audiovisual method, communicative-pragmatic method, intercultural method 6.Theories of foreign language acquisition - behaviourism, contrastive analysis, language acquisition as a cognitive-modular process 7.Correction of learners' language expression	

Recommended literature:

HUNECKE, Hans-Werner, STEINIG, Wolfgang. Deutsch als Fremdsprache. Eine Einführung. Berlin: Erich Schmidt Verlag, 2013. STORCH, Günther. Deutsch als Fremdsprache. Eine Didaktik. Paderborn: Wilhelm Fink, 1999. Vzdelávacie materiály Deutsch Lehren Lernen. Band 1-10. Klett Sprachen: 2017. Spoločný európsky referenčný rámec pre jazyky. Učenie sa, vyučovanie, hodnotenie. Bratislava: Štátny pedagogický ústav, 2017.

Languages necessary to complete the course:

German, level C1-C2

Notes:**Past grade distribution**

Total number of evaluated students: 60

A	ABS	B	C	D	E	FX
43,33	0,0	30,0	13,33	5,0	3,33	5,0

Lecturers: Mgr. Monika Šajánková, PhD.

Last change: 28.03.2022

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.KGNŠ/A-buNE-580/15	Course title: Teacher Training in German 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: a) during the teaching part (continuously): Before the beginning of the teaching practice at the beginning of the semester, an introductory meeting with mandatory participation is held, the content of which is to familiarize with the course of the practice and the conditions for its completion. Completion of 5 visits and analyses at the training school is compulsory. Upon completion of the practicum, students submit a practicum report, focusing on selected aspects of the teaching observation, to the didactic teacher responsible for the organisation of the practicum. Absences from group visits are only accepted in justified cases with documented evidence and are made up where possible. The student must achieve a minimum success rate of 60%. (b) In the examination period: 100% pass mark. Violation of academic ethics will result in the nullification of the points earned in the relevant assessment item. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The exact dates of the practicum and the practicum school will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The student will acquire the basic ability to observe German teaching, focus on selected aspects of the observation, and produce a protocol of practice. At the same time, the student is able to reflect on teaching and ask questions about the observation as part of the analysis.	
Class syllabus: Before the beginning of the teaching practice at the beginning of the semester, an introductory meeting is held at the faculty with compulsory participation, the content of which is familiarization with the course of the practice and the conditions for its completion. Students will complete Teaching Practice 1 in selected mock schools under the supervision of a trainee teacher in groups. The practice involves a 5 lesson observation followed by a debriefing with the trainee teacher. At	

the end of the placement, the student completes a placement report, which is handed over to the didactic teacher responsible for the organisation of the placement.						
Recommended literature: BIMMEL, P.; KAST, B; NEUNER, G. Deutschunterricht planen. Fernstudieneinheit 18. München: Goethe-Institut, 2003. ENDE, K., GROTJAHN, R., KLEPPIN, K., MOHR, I. DLL 06: Curriculare Vorgaben und Unterrichtsplanung. Fort- und Weiterbildung weltweit. Stuttgart: Klett Sprachen, 2013. ZIEBELL, B.: Unterrichtsbeobachtung und Lehrerverhalten. Fernstudieneinheit 32. München: Goethe-Institut, 2002.						
Languages necessary to complete the course: German, level B2-C1						
Notes:						
Past grade distribution Total number of evaluated students: 53						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: Mgr. Monika Šajánková, PhD.						
Last change: 28.03.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-muNE-590/15	Course title: Teacher Training in German 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: a) during the teaching part (continuously): Before the beginning of the teaching practice at the beginning of the semester, an introductory meeting with mandatory participation is held, the content of which is to familiarize with the course of the practice and the conditions for its completion. Completion of 9 visits and the teaching of one lesson or teaching sequence and the completion of analyses at the training school is compulsory. Upon completion of the practicum, students submit a practicum report focusing on selected aspects of the teaching observation, which is handed in to the didactic teacher responsible for the organisation of the practicum. Absences from group visits are only accepted in justified cases with documented evidence and are made up where possible. The student must achieve a minimum success rate of 60%. (b) In the examination period: 100% pass mark. Violation of academic ethics will result in the nullification of the points earned in the relevant assessment item. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The exact dates of the practicum and the practicum school will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The student has the ability to observe German teaching in detail, to focus on selected aspects of the observation and to produce a protocol of practice. The student is able to reflect on teaching and can ask questions about the observation as part of the analysis. The student can prepare a lesson for a specific group/class and teach it adequately. He/she has the ability to carry out a self-reflection of his/her teaching, highlighting positive moments and analysing problematic steps.	
Class syllabus: Before the beginning of the teaching practice at the beginning of the semester, an introductory meeting is held at the faculty with compulsory participation, the content of which is familiarization with the course of the practice and the conditions for its completion. Students will complete 2 teaching practicum experiences in selected practicum schools under the supervision of a practicum teacher in groups. The practice includes a visit to 9 lessons and the teaching of one lesson or teaching sequence and a debriefing with the trainee teacher. On completion of the practice placement, the	

student submits a practice placement report to the didactician responsible for the organisation of the practice placement, focusing on selected aspects of the teaching observation.					
Recommended literature: BIMMEL, P.; KAST, B; NEUNER, G. Deutschunterricht planen. Fernstudieneinheit 18. München: Goethe-Institut, 2003. ENDE, K., GROTJAHN, R., KLEPPIN, K., MOHR, I. DLL 06: Curriculare Vorgaben und Unterrichtsplanung. Fort- und Weiterbildung weltweit. Stuttgart: Klett Sprachen, 2013. ZIEBELL, B.: Unterrichtsbeobachtung und Lehrerverhalten. Fernstudieneinheit 32. München: Goethe-Institut, 2002.					
Languages necessary to complete the course: German, level C1-C2					
Notes:					
Past grade distribution Total number of evaluated students: 53					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
Lecturers: Mgr. Monika Šajánková, PhD.					
Last change: 28.03.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-muNE-591/15	Course title: Teacher Training in German 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: a) during the teaching part (continuously): before the beginning of the teaching practice at the beginning of the semester, there is an introductory meeting with compulsory participation, the content of which is familiarization with the course of the practice and the conditions for its completion. The internship includes 15 hours, of which 10 hours are to be completed by the student and 5 hours are to be spent in an initial interview, preparation consultation and analysis of the lessons with the trainee teacher. After the completion of the practice, the student completes a practice report, which is handed over to the didactic teacher responsible for the organisation of the practice. In the practice report, the student describes in detail one lesson implemented, with detailed preparation and self-reflection. The student must achieve a minimum success rate of 60%. (b) In the examination period: 100% pass mark. Violation of academic ethics will result in the nullification of the points earned in the relevant assessment item. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The exact dates of the practicum and the practicum school will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The student is able to prepare different lessons for a specific group/class, focusing on different didactic objectives. The student is able to test the prepared teaching procedures in practice and to teach individual lessons in an adequate way. Has the ability to carry out self-reflection of his/her teaching, highlighting positive moments and analysing problematic steps.	
Class syllabus: Before the beginning of the teaching practice at the beginning of the semester, an introductory meeting is held at the faculty with compulsory participation, the content of which is familiarization with the course of the practice and the conditions for its completion. Students will complete 3 teaching practicums in selected practicum schools independently under the supervision of a	

practicum teacher. The practice includes 15 hours, of which 10 hours the student will teach independently and 5 hours will be devoted to the initial interview, consultation of the preparation and analysis of the lessons taught with the trainee teacher. Upon completion of the practical placement, the student submits to the didactic teacher responsible for the organisation of the practical placement a report of the practical placement, focusing on selected aspects of the lesson observation.																	
Recommended literature: BIMMEL, P.; KAST, B; NEUNER, G. Deutschunterricht planen. Fernstudieneinheit 18. München: Goethe-Institut, 2003. ENDE, K., GROTJAHN, R., KLEPPIN, K., MOHR, I. DLL 06: Curriculare Vorgaben und Unterrichtsplanung. Fort- und Weiterbildung weltweit. Stuttgart: Klett Sprachen, 2013. ZIEBELL, B.: Unterrichtsbeobachtung und Lehrerverhalten. Fernstudieneinheit 32. München: Goethe-Institut, 2002.																	
Languages necessary to complete the course: German, level C1-C2																	
Notes:																	
Past grade distribution Total number of evaluated students: 51 <table> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>94,12</td><td>3,92</td><td>1,96</td><td>0,0</td><td>0,0</td><td>0,0</td></tr> </table>						A	B	C	D	E	FX	94,12	3,92	1,96	0,0	0,0	0,0
A	B	C	D	E	FX												
94,12	3,92	1,96	0,0	0,0	0,0												
Lecturers: Mgr. Monika Šajánková, PhD.																	
Last change: 28.03.2022																	
Approved by:																	