

Course descriptions

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COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KE/A- boPE-023-1/7448/00	Course title: Aesthetics Education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 5.	
Educational level: I.	
Prerequisites:	
Course requirements: A. during the teaching part - the student prepares a paper and a presentation on a selected topic within the syllabus - such as. Art and aesthetics in pedagogy of J. A. Komenský, J. J. Rousseau and aesthetic education, Art education by H. Read, Methods of drama education and aesthetic education, Artefiletics. Completes the assignment of the seminar task. (min. 40p.) B. during the examination period - he / she will receive an evaluation for a seminar work based on the topic of the paper and will develop a task with questions related to the topics of lectures and papers. (min. 20points) Classification scale: 100-94: A 93-78: B 77-73: C 72-66: D 65-60: E 59-0: FX The teacher will accept a maximum of two absences. The topics of the papers and the date of the presentation will be published through the beginning of the semester. Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 70/30	
Learning outcomes: The student is familiar with the basic concepts of aesthetic education in the past and present. He has knowledge of concepts in the field of aesthetics, aesthetic education and art. He has basic knowledge of art history and methods of aesthetic and art education. It reflects the diversity of understanding of aesthetic education today. He is able to assess the content and goals of aesthetic education in the context of general pedagogical goals in the past and present.	
Class syllabus: 1. Aesthetics and aesthetic education. Basic concepts of aesthetics. 2. Content and goals of aesthetic education.	

- 3.- 4. Concepts of aesthetic education I. - antiquities and middle ages. Art of antiquity and the Middle Ages.
5. Concepts of aesthetic education II. - Italian Renaissance and the context of art.
6. Concepts of aesthetic education III. - England and France. Styles.
7. Aesthetic-educational ideas and concepts of the 18th and 19th centuries. Directions, genres, types of art.
8. - 9. Aesthetic education in the 20th century and alternative pedagogical concepts. Transformations of art in the 20th century.
10. Concepts of aesthetic education in the Czech Republic and Slovakia.
11. Current situation and position of aesthetic education in current models of education. Methods and goals of aesthetic and educational subjects of SEP. Teacher and student.
12. Interdisciplinarity and interactivity in aesthetic education.

Recommended literature:

BRÜCKNEROVÁ, Carla. Skice ze současné estetické výchovy. Brno : Masarykova univerzita, 2011. ISBN 978-80-210-5616-9. (MS TEAMS)

FISCHEROVÁ, Anna. Antológia z dejín estetickej výchovy. Bratislava : UK, 1992

MISTRÍK, Erich. Estetická výchova ako nástroj sebareflexie. Bratislava : UK, 2016. ISBN 978-80-223-4207-0.

ŠUPŠÁKOVÁ Božena a kol. Vizuálna kultúra a umenie v škole. Nové myšlienky a prístupy. Svätý Jur : DIGIT, 2004. ISBN 80-968441-1-3.

VALENTA, J. Metódy a techniky dramatické výchovy. Praha : Grada, 2008. ISBN 978-80-247-1865-1

ŽILKOVÁ, M a kol. Praktická estetika 1. Nitra : FF UKF, 2009. ISBN 978-80-8094-563-3 (MS TEAMS)

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 186

A	B	C	D	E	FX
50,0	27,96	12,9	6,45	2,69	0,0

Lecturers: Mgr. Viera Bartková, PhD.

Last change: 11.05.2022

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-990/15	Course title: Bachelor's Degree Thesis Defence
Number of credits: 12	
Educational level: I.	
Course requirements: The student must submit the bachelor's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The bachelor thesis is submitted in electronic form via AIS. The work must meet the parameters determined by the internal quality system of Comenius University. The provisions of Article 14 of Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts of Comenius University) apply to the evaluation of the bachelor's thesis. The supervisor of the final thesis and its opponent will prepare evaluations of the bachelor's thesis and propose a grade in the A-FX grading scale, which the student receives a minimum of three working days before the defence. Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A Bachelor thesis evaluation criteria: 1. The contribution of the bachelor's thesis, the fulfilment of the goals of the thesis in its assignment, and the requirements for the content of the bachelor's thesis given by the internal quality system of Comenius University. The following is assessed: demonstration of knowledge and skills, ability to work creatively in the study program, ability applied in the collection, interpretation, and processing of basic scientific literature; in the case of an empirically oriented bachelor's thesis also mastering the application of theoretical principles in practice and verifiability of hypotheses. 2. Originality of the work (bachelor thesis must not be plagiarized, must not infringe the copyrights of other authors); the documentation for the defence of the bachelor's thesis also includes protocols of originality from the CRZP and Theses systems, to the results of which the thesis supervisor and the opponent express their opinions in their evaluations. 3. Correctness and accuracy of citation of used information sources, research results of other authors and group authors, correctness of the description of methods and working procedures of other authors or group authors. 4. Compliance of the structure of the bachelor's thesis with the prescribed composition defined by the internal quality system of Comenius University. 5. Respecting the recommended length of the bachelor's thesis (the recommended length of the bachelor's thesis is usually 30 – 40 standard pages = 54,000 to 72,000 characters, including spaces), the adequacy of the length of the thesis is assessed by the thesis supervisor. 6. Linguistic and stylistic level of work and formal adjustments. The student orally presents the content, achieved goals, and conclusions of the bachelor's thesis, and answers the questions and comments of the thesis supervisor, opponent, or members of the examination committee. The committee will comprehensively evaluate the quality of the bachelor's thesis, assess the method and form of defence, and the student's ability to adequately respond to comments and questions from the evaluations of the thesis supervisor and the opponent. The student receives their final grade based on the average of the assessment of the thesis supervisor and opponent from their evaluations, and the assessment of the examination committee.	

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 bachelor's thesis, the student is able to logically deal with the theoretical background of the bachelor's thesis and respond to questions relating to the relevant issues.
Class syllabus: 1. The student presents the bachelor's thesis in front of the committee for state exams, the opponent of the bachelor's thesis, and those present. 2. The student responds to comments and questions in the evaluations. 3. The student responds to the questions of the committee for state exams or the questions in a broader debate.
State exam syllabus:
Recommended literature: LICHNEROVÁ, 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 Vnútny predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-10-10]. Available at: https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_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: 08.04.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-010/15	Course title: Bachelor's Degree Thesis Seminar
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Written assignment in the credit week of the semester: submission of selected parts of the bachelor's thesis, which meet the formal and content requirements for bachelor's theses given by the internal quality system of Comenius University (20 points). The formal editing of the text and its content, the use of 5 bibliographic references in the list of bibliographic references to the final thesis and the design of the final thesis structure, the choice of research method and the implementation plan are evaluated (20 points). Classification scale: A (100-93 %), B (92-85 %), C (84-76 %), D (75-68 %), E (67-60 %), FX (59 or less %). Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Upon successful completion of the course, the student has acquired knowledge of the rules of writing a professional text and compliance with the rules of academic ethics. Masters the correct citation and referencing of the sources used, understands the content and formal requirements for the creation of a bachelor's thesis depending on the internal quality system of Charles University. He has sufficient competencies for the processing of the final work, knows the principles of construction of a professional text, can independently carry out theoretical and empirical research and correctly analyze and interpret research results.	
Class syllabus: 1. Aim and subject of the bachelor's thesis - a survey of literary sources aimed at finding out the current state of knowledge in a selected topic of ZP. 2. Basic requirements for the processing of the final work. 3. Main parts of the final work (abstract, preface, content, introduction, theoretical part, conclusion and discussion). 4. Theory of citation and reference to used sources. Academic ethics, types of plagiarism. 5. Information research on the topic of work, compilation of bibliography. Critical study of relevant information sources and its documentation. 6. Processing of work project (concept, preliminary structure, time schedule). 7. Creation of work (final syllabus, arrangement of material, creation of text). 8. Preparation of documentation (list of bibliographic references, illustrations, tables, appendices ...) 9. Requirements for the final work according to the internal quality system of Charles University. 10. Final language and formal arrangement of the work. 11.	

Basic requirements for submitting and defending final theses. 12. The most common problems of creating final theses.

Recommended literature:

Informačná a mediálna gramotnosť [online]. Filozofická fakulta UK; Akademická knižnica UK, 2015 [cit. 2021-08-13]. Dostupné na: <https://midas.uniba.sk/>

LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2021-01-09]. Dostupné na: stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf

LICHNEROVÁ, Lucia a Ľudmila HRDINÁKOVÁ. Ako dodržať akademickú etiku pri písaní vedeckých a odborných textov? In: Naša univerzita. 2020, roč. 67, č. 1, s. 62-65. ISSN (print) 1338-4163. Dostupné tiež na: https://uniba.sk/fileadmin/ruk/nasa_univerzita/NU2020-21/201021_Nasa_univerzita_1_20-21.pdf

ŠVEC, Štefan et al. 1998. Metodológia vied o výchove. Bratislava: IRIS, 1998. ISBN 80-88778-73-5.

Vnútny predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Dostupné na: https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf

Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Dostupné na: <https://fphil.uniba.sk/studium/student/bakalarske-a-magisterskestudium/zaverecne-prace/>

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 163

A	B	C	D	E	FX
66,26	12,27	9,82	6,75	4,29	0,61

Lecturers: doc. PhDr. Ľuboslava Sejčová, CSc., Mgr. Janka Medveďová, PhD., Mgr. Martin Droščák, PhD., Mgr. Zuzana Hrácn, PhD., PaedDr. Darina Dvorská, PhD., PhDr. Silvia Ťupeková Dončevová, PhD.

Last change: 27.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KS/A-AboSO-34/15		Course title: Basics in Sociology for Students not Specializing in Sociology				
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						
Number of credits: 4						
Recommended semester: 1.						
Educational level: I.						
Prerequisites:						
Antirequisites: FiF.KS/A-AboSO-35/15 or FiF.KS/A-boAG-084/15						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 1543						
A	ABS	B	C	D	E	FX
21,06	0,06	23,33	21,19	15,68	12,38	6,29
Lecturers: Mgr. Roman Džambazovič, PhD., doc. PhDr. Eva Laiferová, CSc., prof. PhDr. Ján Sopóci, CSc., Mgr. Martina Zboroňová						
Last change: 04.12.2021						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KEKA/A-boPE-009/00	Course title: Cultural Antropology and Ethnography of Education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2.	
Educational level: I.	
Prerequisites:	
Antirequisites: FiF.KEM/A-boET-030/16 or FiF.KEM/A-boET-030/22	
Course requirements: The student will receive an evaluation for: a) active participation, ongoing assignments, paper (20 points), b) a final test in the examination period in which the student must achieve at least 60% (80 points). Grading scale 0-59%=FX, 60-67%=E, 68-75%=D, 76-83%=C, 84-91%=B, 92-100%=A. Course materials, including a syllabus and ongoing announcements, will be available in the moodle.uniba.sk learning system and Teams application files for this course. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. The exact date and topic of the mid-term evaluation will be announced at the beginning of the semester. The dates of the exam will be announced via AIS no later than in the last week of the teaching part of the semester. Absences in class are assessed according to the Study Regulations of Comenius University in Bratislava, Faculty of Arts, Art. 4.9. (https://fphil.uniba.sk/fileadmin/fif/o_fakulte/dokumenty_vnutorne_predpisy/vnutorne_predpisy/vp_5_2020.pdf) A maximum of two absences is tolerated. Three to five absences may be accepted upon presentation of a doctor's certificate or relevant explanation recognized by the teacher. More than five absences are not accepted. Scale of assessment (preliminary/final): 20/80	
Learning outcomes: Upon the successful completion of the course the students will have knowledge regarding the main areas of research in ethnology, such as kinship and family, religion, gender, cooperation and reciprocity in an intercultural perspective. Special emphasis is placed on basic texts and key moments in the history of ethnology. The course provides knowledge usable for graduates working in non-profit sector, voluntary organizations or research institutions	

Class syllabus:

1. What is ethnology and sociocultural anthropology?
2. Is blood thicker than water? - Family and Kinship
3. What is for dinner? - Hunting, harvesting, gardening and agriculture
4. Why did you help me? - Cooperation and reciprocity.
5. Social status, prestige, power, and hierarchy
6. What do you “believe” in? - Religion
7. Why did it happen to me? - Witchcraft & magic
8. Quo vadis? - Evolution and evolutionary theory
9. How many languages do you know? - Language and linguistic anthropology.
10. Do you like me? – Mate choice, attractiveness, courtship and love.

Recommended literature:

HORVÁTHOVÁ, Emília. Úvod do etnológie. Bratislava : Univerzita Komenského, 1995. ISBN 80-223-0856-0.

KAŠČÁK, Ondrej. Škola ako rituálny priestor. Trnava : VEDA, 2010. ISBN 978-80-8082-360-3

MALÍK, Branislav. Pedagogická antropológia. Bratislava : IRIS, 2013. ISBN 978-80-8153-006-7.

ŠVEC, Štefan. et al. Metodológia vied o výchove. Bratislava : IRIS, 1998. ISBN 80-88778-73-5.

PELCOVÁ, Naděžda. Filozofická a pedagogická antropologie. Praha: Karolinum, 2000, ISBN 80-246-0076-5.

Supplementary literature will be announced at the beginning and during the semester.

Presentations of the teacher are available in Moodle and MS TEAMS.

Languages necessary to complete the course:

The course is taught in Slovak.

Notes:**Past grade distribution**

Total number of evaluated students: 221

A	B	C	D	E	FX
15,38	21,72	29,41	14,03	9,05	10,41

Lecturers: Mgr. Michal Uhrin, PhD.

Last change: 28.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-018/15	Course title: Current Theories in Pedagogy
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	
Number of credits: 6	
Recommended semester: 4.	
Educational level: I.	
Prerequisites:	
Course requirements: a) during the semester: one written test (20%), each student prepares a written work on a specific problem (20%), b) during the examination period: oral examination (60%) The condition for admission to the exam is the achievement of min. 20 points from the ongoing evaluation. Violation of academic ethics results in the cancellation of points obtained in the relevant evaluation item Classification scale: 100 - 91% - A, 90-81% - B, 80 - 73% - C, 72-66% - D 65 - 60% - E, 59% - less - Fx (did not meet conditions) Max. 2 justified absences. The exact date of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be published via AIS no later than the last week of the semester. Scale of assessment (preliminary/final): 40/60	
Learning outcomes: Upon successful completion of this course, student will be able to name and explain the basic directions and concepts in the pedagogy of the 20th century. Can formulate theoretical conclusions, can critically evaluate them and draw conclusions from the application for pedagogical practice. The student is able to give examples, interpret and compare specific pedagogical directions. Can explain and find key specific pedagogical phenomena in different directions, compare their advantages and disadvantages and compare different concepts.	
Class syllabus: 1. Reform pedagogy, New Education Movement, Reform pedagogical currents of the 20th century. 2. Pragmatic pedagogy.	

3. Experimental pedagogy 4. Existentialism and pedagogy 5. Sociological pedagogy. 6. Pedagogy of culture. 7. Psychoanalytic pedagogy. 8. Anti-authoritarian pedagogy 9. Pedagogical reformism. Alternative directions in the pedagogy of the 20th century 10. Postmodern pedagogy 11. Phenomenological and personnel pedagogy. 12. Transcendental directions in pedagogy of the 20th century					
Recommended literature: BERTRAND, Yves. Moderní teorie vzdělání. Praha: Portál, 1998. ISBN 80-7178-216-5. KRANKUS, Milan. Pedagogika 20. storočia. Bratislava : UŠI, 1991. SINGULE, František. Pedagogické směry 1. poloviny 20. století. Praha: SPN, 1988. SINGULE, František. Současné pedagogické směry a jejich psychologické souvislosti. Praha: SPN, 1992. 80-04-26160-4. ŚLIWERSKI, Boguslaw. Súčasná teória a smery vo výchove a vzdelávaní. Ružomberok : KU, 2009. ISBN 978-80-80-845124. * additional literature will be added at the beginning or during the semester.					
Languages necessary to complete the course: slovak					
Notes:					
Past grade distribution Total number of evaluated students: 183					
A	B	C	D	E	FX
67,76	13,66	10,38	4,92	2,19	1,09
Lecturers: Mgr. Janka Medved'ová, PhD.					
Last change: 13.05.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KPs/A-boPE-011/15		Course title: Developmental Psychology			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning					
Number of credits: 4					
Recommended semester: 2.					
Educational level: I.					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 49					
A	B	C	D	E	FX
40,82	22,45	20,41	8,16	8,16	0,0
Lecturers: Mgr. Diana Demkaninová, PhD.					
Last change: 11.11.2021					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-039/15	Course title: Educational Systems Abroad
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Minimum success rate: 60 percent Continuous assessment (teaching part): - 20% active participation in the seminar - 80% presentation in class 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): 100/0	
Learning outcomes: After completing the course, the student has knowledge of the structure of school systems in selected countries and approaches to changes in education and training. Based on their knowledge and skills, the student can search for relevant information on the web and can compare two different school systems.	
Class syllabus: Education reforms in the world, their causes and implementation. Characteristics of education in selected countries of the world and their school systems (pre-school education, primary education, secondary education, higher education, teacher education) School system in Germany School system in France School system in the UK School system in Sweden School system in the USA School system in Japan Comparison of the situation of Slovak education with foreign education.	
Recommended literature:	

PRŮCHA, Ján.: Srovnávací pedagogika. Praha: Portál, 2006. PRŮCHA, Ján.: Vzdělávání a školství ve světě. Praha: Portál, 1999. Education at a Glance, 2004, 20005, 2007. Available at: www.oecd.org . Eurydice					
Languages necessary to complete the course: Slovak					
Notes:					
Past grade distribution Total number of evaluated students: 69					
A	B	C	D	E	FX
27,54	31,88	20,29	5,8	14,49	0,0
Lecturers: Mgr. Martin Droščák, PhD., PaedDr. Darina Dvorská, PhD.					
Last change: 13.05.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-002/15	Course title: Elementary Seminar 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	
Number of credits: 3	
Recommended semester: 1.	
Educational level: I.	
Prerequisites:	
Course requirements: During the semester, it is necessary to submit a weekly annotation of a professional publication related to the topic of the seminar work (25%), seminar work in the range of 10-12 pages (75%) Violation of academic ethics results in the cancellation of the percentages obtained in the relevant evaluation item. Classification scale: 100% - 91% - A 90% - 81% - B 80% - 73% - C 72% - 66% - D 65% - 60% - E 59% and less - FX (student did not meet the conditions for granting credits) The teacher accepts max. 2 absences with proven documents. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Upon successful completion of the course, the student has theoretical and practical knowledge in finding union primary and secondary sources of information, has knowledge and understands the contextual understanding of basic concepts in the field, has practical skills in searching, processing and using union information, can apply STN ISO 690, Internal Rules FiF CU on the writing of qualification theses and has the formation of critical thinking in the study of trade literature. The student has the ability, need and interest to constantly learn, study, get to know and self-improve.	
Class syllabus: 1. Self-study at university and metacognition of a university student. 2. Excursion to the Central Library of the Faculty of Fine Arts, Charles University, the Slovak Pedagogical Library and the University Library. 3. Libraries, study and information centers, bookstore stores, antiquarians, museums and other relevant sources of trade union information. 4. Typology of text documents in the field and their characteristics. Choice of seminar work topic.	

5. Trade union literature survey: computerized foreign survey of ERIC, EBSCO and other trade union thesauri.
6. Creation of notes and extracts from literary and personal sources of information.
7. Classification of useful trade union information and use of a personal knowledge file.
8. Structures of undergraduate student work and criteria for assessing their quality.
9. Continuous monitoring of book novelties and other professional literature during university studies.
10. Model exercises to develop practical skills to search for, process and use trade union information in college. Annotations related to the seminar work.
11. News in the field of mental work techniques, self-study, metacognition and student creativity in the field.
12. Presentation of outputs in the form of seminar papers on a selected topic.

Recommended literature:

GAVORA, Peter – Jiří MAREŠ. Anglicko-slovenský pedagogický slovník. Bratislava: IRIS, 1998. 240 s. ISBN 80-88778-74-3.

LICHNEROVÁ, Lucia: Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Dostupné na: stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf

LICHNEROVÁ, Lucia a Ľudmila HRDINÁKOVÁ. Ako dodržať akademickú etiku pri písaní vedeckých a odborných textov? In: Naša univerzita. 2020, roč. 67, č. 1, s. 62-65.

ISSN (print) 1338-4163. Dostupné tiež na: https://uniba.sk/fileadmin/ruk/nasa_univerzita/NU2020-21/201021_Nasa_univerzita_1_20-21.pdf

ŠVEC, Štefan. Funkcia a program proseminára na vysokej škole. In Vysoká škola, roč. 28, 1979/80, č. 4,

ŠVEC, Štefan. Základné pojmy v pedagogike a andragogike. Bratislava: IRIS, 2005. 318 s. ISBN 8089018319.

Domáce i zahraničné časopisy a periodiká z oblasti pedagogiky a iné zdroje odborových poznatkov.

Vnútný predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Dostupné na: https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf

*additional literature will be added at the beginning or during the semester.

Languages necessary to complete the course:

slovak

Notes:

Past grade distribution

Total number of evaluated students: 225

A	B	C	D	E	FX
54,67	22,22	14,22	3,56	0,89	4,44

Lecturers: Mgr. Janka Medveďová, PhD.

Last change: 07.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KJ/A-boCJ-001/00	Course title: English for Academic Purposes 1
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1.	
Educational level: I.	
Prerequisites:	
Course requirements: Evaluation: 100% Continuous control of study results throughout the teaching part of the given study period: • written and oral form of examination (in the middle and at the end of the semester) • individual assignments (for every seminar) • written work submitted either separately (continuously throughout the semester) or in the form of a portfolio (twice in the semester - in the middle and at the end of the semester, or only at the end of the semester) assessment: 100 % - 91 % – A, 90 % - 81 % – B, 80 % - 73 % – C, 72 % - 66 % –D, 65 % - 60 % – E, 59 % and less – FX The Department of Languages determines the number of acceptable absences as follows: two absences (four in the case of a 4-hour subsidy if the two two-hour-sessions are taught continuously in one week) are acceptable without the obligation to submit the proof of non-attendance. In case of another (i.e. third/fifth) absence, a notice of conditional exclusion from the course follows. A subsequent absence (i.e. the fourth/sixth absence) means the final exclusion from the course. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on appropriate an course of action. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Students will acquire, develop and consolidate their language skills important for effective communication in academic environment. They will develop text/discourse competences, an awareness of language forms in academic texts, discourse organisation and genres of selected academic texts, critical thinking, abilities to refer to materials and to avoid plagiarism. They will work with authentic model texts typical of humanities and social sciences.	
Class syllabus: A selection of the following will be covered: • identify and create academic definitions (simple and expanded), • critically analyze and interpret field-specific texts,	

- determine main ideas and supporting details,
- write listing paragraphs,
- write comparison and contrast texts,
- write cause and effect texts,
- identify signal words and their functions in the field-specific texts,
- paraphrase texts,
- summarize texts,
- express personal opinions and give supporting points.

Recommended literature:

WILLIAMS, J., BROWN, K., HOOD, S. Academic Encounters Level 3. Life in Society, Reading, Writing. Cambridge : CUP, 2012.

SANABRIA, K. Academic Encounters. Life in Society 3. Listening, Speaking. Cambridge : CUP, 2012.

SEAL, B. Academic Encounters. Human Behaviour. Reading, Study Skills, Writing. Cambridge : CUP, 2004.

CERAMELLA, N., LEE, E. Cambridge English for the Media. Cambridge : CUP, 2013.

ESPESTH, M. 1999. Academic Encounters. Human Behaviour. Listening, Note Taking and Discussion. Cambridge : CUP, 1997.

JORDAN, R. R.. Academic Writing Course. Study Skills in English. Longman, 2004.

McCARTHY, M. & O'DELL, F. Academic Vocabulary in Use. Cambridge : CUP, 2016.

<https://www.google.com/search?q=academic+vocabulary+in+use.pdf&oq=Academic+Vocabulary+in+Use.&aqs=chrome..69i57j0l5.3903j0j7&sourceid=chrome&ie=UTF-8>

ŠULOVSÁ, D. Video-based Listening Tasks and Activities for ESP Classes. Bratislava : Stimul , 2018; http://stella.uniba.sk/texty/UK/DS_video-based_ESP.pdf

LACÍKOVÁ SERDULOVÁ, M. English for Students of Psychology Collection of Study Material 1, Bratislava : Stimul, 2018.

ŠIMKOVÁ, S. English for Students of Archeology 1: A Textbook for University Students. Bratislava : Vydavateľstvo UK, 2019.

Languages necessary to complete the course:

English

Notes:

Past grade distribution

Total number of evaluated students: 7159

A	ABS	B	C	D	E	FX
19,91	0,0	21,99	22,01	14,09	13,69	8,31

Lecturers: PhDr. Svatava Šimková, PhD., Mgr. Alica Antalová, Mgr. Denisa Šulovská, PhD., PhDr. Milica Lacíková Serdulová, PhD., doc. PhDr. Věra Eliašová, PhD., Mgr. Yulia Gordienko, Mgr. Ivana Juríková, Mgr. Peter Kleman, PhD.

Last change: 21.09.2020

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KJ/A-boCJ-002/00	Course title: English for Academic Purposes 2
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2.	
Educational level: I.	
Prerequisites: FiF.KJ/A-boCJ-001/00 - English for Academic Purposes 1	
Antirequisites: FiF.KJ/A-boCJ-002/00	
Course requirements: Evaluation: 100% Continuous control of study results throughout the teaching part of the given study period: • written and oral form of examination (in the middle and at the end of the semester) • individual assignments (for every seminar) • written work submitted either separately (continuously throughout the semester) or in the form of a portfolio (twice in the semester - in the middle and at the end of the semester, or only at the end of the semester) assessment: 100 % - 91 % – A, 90 % - 81 % – B, 80 % - 73 % – C, 72 % - 66 % – D, 65 % - 60 % – E, 59 % and less – FX The Department of Languages determines the number of acceptable absences as follows: two absences (four in the case of a 4-hour subsidy if the two two-hour-sessions are taught continuously in one week) are acceptable without the obligation to submit the proof of non-attendance. In case of another (i.e. third/fifth) absence, a notice of conditional exclusion from the course follows. A subsequent absence (i.e. the fourth/sixth absence) means the final exclusion from the course. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on appropriate an course of action. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Students will acquire, develop and consolidate their language skills important for effective communication in academic environment. They will develop text/discourse competences, an awareness of language forms in academic texts, discourse organisation and genres of selected academic texts, critical thinking, abilities to refer to materials and to avoid plagiarism. They will work with authentic model texts typical of humanities and social sciences.	
Class syllabus: Items not covered in Semester I from the following:	

- identify and create academic definitions (simple and expanded),
- critically analyze and interpret field-specific texts,
- determine main ideas and supporting details,
- write listing paragraphs,
- write comparison and contrast texts,
- write cause and effect texts,
- identify signal words and their functions in the field-specific texts,
- paraphrase texts,
- summarize texts,
- express personal opinions and give supporting points.

Recommended literature:

Všeobecná literatúra

McCARTHY, Michael a Felicity O'DELL. Academic Vocabulary in Use. Cambridge: Cambridge University Press, 2010. ISBN 978-1-107-59166-0.

ŠULOVSÁ, D. Selected Topics from Academic Writing [nepublikovaný učebný text].

Dostupné v#MSTEAMS.

Literatúra špecifická pre odbor

CERAMELLA, Nick. a Elizabeth LEE. Cambridge English for the Media. Cambridge: Cambridge University Press, 2013. ISBN 978-0-521-72457-9.

ELIAŠOVÁ, V. Journalism and Marketing Communication Resource Materials (1st year students). Part 1 [online]. Bratislava: Stimul , 2020 [cit. 2021-10-14]. Dostupné na univerzitnom intranete: http://stella.uniba.sk/texty/UK/FIF_VE_JMC_1-2_9788081272981.pdf

ELIAŠOVÁ, V. Journalism and Marketing Communication Resource Materials (1st year students). Part 2 [online]. Bratislava: Stimul , 2020 [cit. 2021-10-14]. Dostupné na univerzitnom intranete: http://stella.uniba.sk/texty/UK/FIF_VE_JMC_1-2_9788081272981.pdf

LACÍKOVÁ-SERDULOVÁ, M. English for Students of Psychology 1 Collection of Study Material. [online]. Bratislava: Stimul , 2018 [cit. 2021-10-14]. Dostupné na univerzitnom intranete: http://stella.uniba.sk/texty/UK/FIF_MLS_english_psychology_1.pdf

LACÍKOVÁ-SERDULOVÁ, M. English for Students of Social Sciences Collection of Study Material for Students of Cultural Studies, Ethnology, Sociology [online]. Bratislava: Stimul , 2019 [cit. 2021-10-14]. Dostupné na univerzitnom intranete: http://stella.uniba.sk/texty/UK/FIF_MLS_EFSOSS.pdf

ŠIMKOVÁ, Svatava. English for students of archaeology 1 - a textbook for university students. Bratislava: Comenius University, 2019

ŠULOVSÁ, D. ESP Reader for Students of Philosophy and Religious studies [online].

Bratislava: Stimul, 2019 [cit. 2021-10-14]. Dostupné na univerzitnom intranete: http://stella.uniba.sk/texty/UK/FIF_DS_ESP_Reader_philosophy.pdf

ŠULOVSÁ, D. Video-based Listening Tasks for ESP Classes. [online]. Bratislava: Stimul , 2018 [cit. 2021-10-14]. Dostupné na: http://stella.uniba.sk/texty/UK/FIF_DS_video-based_ESP.pdf

ŠULOVSÁ, D. Video-based Listening Tasks for ESP Classes. Volume 2 [nepublikovaný učebný text]. Dostupné v#MSTEAMS.

V Moodle / MS TEAMS sú dostupné dosiaľ nepublikované učebné materiály zamerané na odborovú angličtinu (pripravované k publikovaniu) a prezentácie vyučujúcich. Doplnková literatúra bude prezentovaná na začiatku aj počas semestra.

Languages necessary to complete the course:

English

Notes:

Past grade distribution						
Total number of evaluated students: 12743						
A	ABS	B	C	D	E	FX
23,35	0,0	24,19	20,37	13,36	12,4	6,33
Lecturers: PhDr. Svatava Šimková, PhD., Mgr. Alica Antalová, Mgr. Denisa Šulovská, PhD., PhDr. Milica Lacíková Serdulová, PhD., doc. PhDr. Věra Eliašová, PhD., Mgr. Yulia Gordiienko, Mgr. Ivana Juríková, Mgr. Peter Kleman, PhD.						
Last change: 20.10.2021						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KJ/A-boCJ-003/00	Course title: English for Academic Purposes 3
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: I.	
Prerequisites:	
Course requirements: Evaluation: 100% Continuous control of study results throughout the teaching part of the given study period: • written and oral form of examination (in the middle and at the end of the semester) • individual assignments (for every seminar) • written work submitted either separately (continuously throughout the semester) or in the form of a portfolio (twice in the semester - in the middle and at the end of the semester, or only at the end of the semester) assessment: 100 % - 91 % – A, 90 % - 81 % – B, 80 % - 73 % – C, 72 % - 66 % –D, 65 % - 60 % – E, 59 % and less – FX The Department of Languages determines the number of acceptable absences as follows: two absences (four in the case of a 4-hour subsidy if the two two-hour-sessions are taught continuously in one week) are acceptable without the obligation to submit the proof of non-attendance. In case of another (i.e. third/fifth) absence, a notice of conditional exclusion from the course follows. A subsequent absence (i.e. the fourth/sixth absence) means the final exclusion from the course. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on appropriate an course of action. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Students will acquire, develop and consolidate their language skills important for effective communication in academic environment. They will develop text/discourse competences, an awareness of language forms in academic texts, discourse organisation and genres of selected academic texts, critical thinking, abilities to refer to materials and to avoid plagiarism. They will work with authentic model texts typical of humanities and social sciences.	
Class syllabus: A selection of the following will be covered: • actively use subject-specific vocabulary • report what others say and refer to information sources,	

- acquire strategies for writing the paper of argumentation,
- form questions in questionnaires and interviews,
- transform graphic material into text and vice versa,
- develop strategies of academic discussion,
- learn methods in constructing and conducting survey,
- write short academic texts (abstract, keywords, survey report),
- acquire strategies of academic subject-oriented presentation.

Recommended literature:

WILLIAMS, J., BROWN, K., HOOD, S. Academic Encounters Level 3. Life in Society, Reading, Writing. Cambridge : CUP, 2012.
 SANABRIA, K. Academic Encounters. Life in Society 3. Listening, Speaking. Cambridge : CUP, 2012.
 SEAL, B. Academic Encounters. Human Behaviour. Reading, Study Skills, Writing. Cambridge : CUP, 2004.
 CERAMELLA, N., LEE, E. Cambridge English for the Media. Cambridge : CUP, 2013.
 ESPESTH, M. 1999. Academic Encounters. Human Behaviour. Listening, Note Taking and Discussion. Cambridge : CUP, 1997.
 JORDAN, R. R.. Academic Writing Course. Study Skills in English. Longman, 2004.
 MCCARTHY, M. & O'DELL, F. Academic Vocabulary in Use. Cambridge : CUP, 2016.
<https://www.google.com/search?q=academic+vocabulary+in+use.pdf&oq=Academic+Vocabulary+in+Use.&aqs=chrome..69j0l5.3903j0j7&sourceid=chrome&ie=UTF-8>
 ŠULOVSÁ, D. Video-based Listening Tasks and Activities for ESP Classes. Bratislava : Stimul , 2018; http://stella.uniba.sk/texty/UK/DS_video-based_ESP.pdf
 LACÍKOVÁ SERDULOVÁ, M. English for Students of Psychology Collection of Study Material 1, Bratislava : Stimul, 2018.
 ŠIMKOVÁ, S. English for Students of Archeology 1: A Textbook for Universty Students. Bratislava : Vydavateľstvo UK, 2019.

Languages necessary to complete the course:

English

Notes:

Past grade distribution

Total number of evaluated students: 4563

A	ABS	B	C	D	E	FX
20,89	0,0	23,03	21,7	16,17	13,76	4,45

Lecturers: PhDr. Svatava Šimková, PhD., Mgr. Alica Antalová, Mgr. Denisa Šulovská, PhD., PhDr. Milica Lacíková Serdulová, PhD., doc. PhDr. Věra Eliašová, PhD., Mgr. Yulia Gordienko, Mgr. Ivana Juríková, Mgr. Peter Kleman, PhD.

Last change: 21.09.2020

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KJ/A-boCJ-004/00	Course title: English for Academic Purposes 4
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 4.	
Educational level: I.	
Prerequisites: FiF.KJ/A-boCJ-003/00 - English for Academic Purposes 3	
Course requirements: tests, compositions, essays, short presentations assessment: 100 % - 91 % – A, 90 % - 81 % – B, 80 % - 73 % – C, 72 % - 66 % –D, 65 % - 60 % – E, 59 % and less – FX The Department of Languages determines the number of acceptable absences as follows: two absences (four in the case of a 4-hour subsidy if the two two-hour-sessions are taught continuously in one week) are acceptable without the obligation to submit the proof of non-attendance. In case of another (i.e. third/fifth) absence, a notice of conditional exclusion from the course follows. A subsequent absence (i.e. the fourth/sixth absence) means the final exclusion from the course. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on appropriate an course of action. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: Students will acquire, develop and consolidate their language skills important for effective communication in academic environment. They will develop text/discourse competences, an awareness of language forms in academic texts, discourse organisation and genres of selected academic texts, critical thinking, abilities to refer to materials and to avoid plagiarism. They will work with authentic model texts typical of humanities and social sciences.	
Class syllabus: Items not covered in Semester III from the following: • actively use subject-specific vocabulary • report what others say and refer to information sources, • acquire strategies for writing the paper of argumentation, • form questions in questionnaires and interviews, • transform graphic material into text and vice versa, • develop strategies of academic discussion, • learn methods in constructing and conducting survey, • write short academic texts (abstract, keywords, survey report),	

• acquire strategies of academic subject-oriented presentation.						
Recommended literature: WILLIAMS, J., BROWN, K., HOOD, S. Academic Encounters Level 3. Life in Society, Reading, Writing. Cambridge : CUP, 2012. SANABRIA, K. Academic Encounters. Life in Society 3. Listening, Speaking. Cambridge : CUP, 2012. SEAL, B. Academic Encounters. Human Behaviour. Reading, Study Skills, Writing. Cambridge : CUP, 2004. CERAMELLA, N., LEE, E. Cambridge English for the Media. Cambridge : CUP, 2013. ESPESTH, M. 1999. Academic Encounters. Human Behaviour. Listening, Note Taking and Discussion. Cambridge : CUP, 1997. JORDAN, R. R.. Academic Writing Course. Study Skills in English. Longman, 2004. McCARTHY, M. & O'DELL, F. Academic Vocabulary in Use. Cambridge : CUP, 2016. https://www.google.com/search?q=academic+vocabulary+in+use.pdf&oq=Academic+Vocabulary+in+Use.&aqs=chrome.1.69i57j0l5.3903j0j7&sourceid=chrome&ie=UTF-8 ŠULOVSÁ, D. Video-based Listening Tasks and Activities for ESP Classes. Bratislava : Stimul , 2018; http://stella.uniba.sk/texty/UK/DS_video-based_ESP.pdf LACÍKOVÁ SERDULOVÁ, M. English for Students of Psychology Collection of Study Material 1, Bratislava : Stimul, 2018. ŠIMKOVÁ, S. English for Students of Archeology 1: A Textbook for Universty Students. Bratislava : Vydavateľstvo UK, 2019.						
Languages necessary to complete the course: English						
Notes:						
Past grade distribution Total number of evaluated students: 4274						
A	ABS	B	C	D	E	FX
26,3	0,0	23,14	22,58	13,06	9,83	5,1
Lecturers: PhDr. Svatava Šimková, PhD., Mgr. Alica Antalová, Mgr. Denisa Šulovská, PhD., PhDr. Milica Lacíková Serdulová, PhD., doc. PhDr. Věra Eliašová, PhD., Mgr. Yulia Gordiienko, Mgr. Ivana Juríková, Mgr. Peter Kleman, PhD.						
Last change: 16.07.2020						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-038/15	Course title: Fairy Tales - Their Importance and Use in Education
Educational activities: Type of activities: lecture Number of hours: per week: 1 per level/semester: 14 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 6.	
Educational level: I.	
Prerequisites:	
Course requirements: During the semester, the following will be evaluated: a) active participation, preparation and discussion in seminars (50 points) b) final colloquial exam. (50 points) Classification scale: A: 93-100%, excellent - excellent results, B: 85-92%, very well – above average standard, C: 76-84%, well - reliable work, D: 68-75%, satisfactory - acceptable results, E: 60-67%, sufficient – the results meet the minimum criteria, Fx: 0-59%, insufficient – additional work required The teacher will accept a maximum of two absences with documentation. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for the final test will be announced through AIS no later than in the last week of the instruction period. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: To understand the fairy tale as a literary genre for children, to be able to analyze the symbolic level of the educational work of selected classical fairy tales. To be able to assess the possibilities of pedagogical design of a fairy tale in the practice of teaching kindergarten and primary school. Understand the genre of fairy tale as a means of supporting the individual development of the child.	
Class syllabus: 1. Fairy tale - concept, types, historical sketch of fairy tale research. The value dimension of fairy tales. A classic and contemporary fairy tale. 2. The mechanism of psychological action of a fairy tale. Discuss the power of fairy tales. Fairy tale as an aid in child development (B. Bettelheim) How to tell a story, read a fairy tale. How a Child Survives a Fairy Tale - J. Streit: Why Children Need Fairy Tales. Prague: Baltazr 1992.	

3. Modern procedures for the treatment of psychosomatic problems in children (4-9 years) according to Paul Liekens and Ann Delnoy. Methodology of creating healing stories. Pirkel, Badegruber: Stories help problems.
4. Specifics of using fairy tales in Waldorf kindergarten. Narrative approaches in teaching Waldorf primary school. Board game. Performance: scenery, voice, songs.
5. Fairy tale as a motivational anchor. Year-round topic "From fairy tale to fairy tale". Use of the fairy tale in integrated thematic teaching.
6. Fairy-tale motifs in worksheets and textbooks. Humorous tales to help develop attention, concentration and thinking. Workbook: Little witch.
7. Psychoanalytic symbology of fairy tales - Overview of basic symbols and their interpretation (S. Freud, B. Bettelheim).
8. The use of fairy tales in psychotherapy (Trichothilomania - Psychology, apatopsychology of the child, 23, 1988, No. 6, pp. 563-571).
9. Analysis of a fairy tale: Janko and Marenka - a syllabary of socialization.
10. Analysis of the fairy tale Braček a seštrička: čítanka socializácie I. S: Rozprávanie rozprávky a diskusia o smolke.
11. Analysis of the fairy tale Zlatovláska a traja medvedí - reader of socialization II. S: Narration of a fairy tale a diskusia o smolke.
12. Analysis of the fairy tale Husopásk (goose shepherd) - reader of socialization III. Analysis of the fairy tale Snow White. S: Storytelling. Discussion of octagons and educational activities.

Recommended literature:

BADEGRUBER, Bernd a Fridrich PIRKL: Příběhy pomáhají s problémy. Praha: Portál, 1994. ISBN 80-7178-416-8

BETTELHEIM, Bruno. Za tajemstvím pohádek. Praha: Portál, 2000. ISBN 9788026211723

MACHOLDOVÁ, Taťjana a Martin RYŠAVÝ: Výtvarné práce s pohádkou. Praha: Portál, 2013. ISBN 978-80-262-0396-4.

PESESCHKIAN, Nossrat. Příběhy jako klíč k dětské duši. Praha: Portál, 1999. ISBN 80-717-827-50

STREIT, Jakob. Proč děti potřebují pohádky. Praha: Baltazar, 1992. ISBN 80-900307-4-2. 8071782750

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Výsledky překladu

* additional literature will be added at the beginning or during the semester.

Languages necessary to complete the course:

slovak

Notes:

Past grade distribution

Total number of evaluated students: 289

A	B	C	D	E	FX
64,36	14,19	12,8	4,5	0,69	3,46

Lecturers: Mgr. Zuzana Hráan, PhD., Mgr. Janka Medveďová, PhD.

Last change: 13.05.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-028/15	Course title: Free Time Pedagogy
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	
Number of credits: 6	
Recommended semester: 6.	
Educational level: I.	
Prerequisites:	
Course requirements: (a) continuous assessment: individual preparation for each topic (study of recommended literature and existing research on the topics), preparation of assignments for each topic, individual work (interview with a leisure educator of their choice and subsequent presentation of the results combined with discussion), active participation in discussions on each topic (60% of the overall assessment) (b) final assessment: colloquium - students must demonstrate mastery of the subject matter (prescribed topics) and (at least) the required literature, as well as the ability to apply the knowledge acquired to school and professional practice; sophisticated and coherent linguistic expression, critical and creative thinking are expected (40 % of the total mark). Admission to the examination is subject to a minimum of 10 points in the intermediate assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant assessment item. Grading scale: 0-59-FX, 60-67-E, 68-75-D, 76-83-C, 84-91-B, 92-100-A. A maximum of 2 absences will be accepted. The course has a theoretical and practical character. The exact date and topic of the mid-term evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the teaching part. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: Students are able to: - identify and analyse the basic principles and theories in the field of leisure time pedagogy in Slovakia and abroad, - identify and describe the potential for effective use of leisure time, - define the essence of leisure education, education outside the classroom, leisure activities, and apply the knowledge to practical examples in educational reality, - critically reflect on the relevant aspects of leisure time organisation, its functions, principles and methods of work within leisure activities,	

- describe and practically apply different ways of working with different age categories in leisure time, with an emphasis on the prevention of social pathologies (addictions, criminality, bullying and cyberbullying, extremism and radicalisation, etc.),
- analyse thematic films and video documentaries, and lead an argumentatively strong debate on the topic,
- conduct an in-depth interview and present the results.

Class syllabus:

1. Pedagogy of leisure, definition, history, perspectives, right to leisure
2. Basic issues of leisure pedagogy: subject matter, relationship to other disciplines, functions of leisure. Leisure and education. Specific features of leisure education.
3. Leisure time education in the system of education and training of the Slovak Republic. Leisure-time education in the school system. Objectives of leisure time education.
4. Process of leisure education, mission, tasks, principles, methods, forms, means.
5. Interests and leisure activities in leisure education. Educational activities outside the classroom and cooperation with the school.
6. Prevention as part of leisure time education. Streetwork and volunteering as new ways of using leisure time effectively
7. Personality of leisure educator, social assistant, animator in the processes of leisure education.
8. Humanistic concepts of leisure education. New approaches in leisure time pedagogy.
9. Excursion (CVČ)
10. Excursion (Juventa)
11. Excursion (ZUŠ)
12. Excursion (Bibiana)
13. Excursion (Charity BA)
14. Final colloquium: project presentation

Recommended literature:

BROZMANOVÁ GREGOROVÁ, Alžbeta a kol. Dobrovoľníctvo mládeže na Slovensku – aktuálny stav a trendy. Stupava: Platforma dobrovoľníckych centier a organizácií, 2018. ISBN 978-80-973034-0-2.

ČECH, Tomáš. Výchova a voľný čas. Brno: PFMU, 2007. ISBN 978-80-86633-97-8.

HAPALOVÁ, Miroslava. Nízkoprahové kluby pre deti a mládež. [online]. Dostupné na: https://www.ia.gov.sk/npkiku/data/files/np_kiku/dokumenty/Nizkoprahove%20kluby%20brozura%20Jun2017%20blok.pdf

KOMINAREC, Igor. Pedagogika voľného času. Základné otázky výchovy mimo vyučovania. Prešov : PU, 2013. ISBN 978-80-555-0977-8.

KRATOCHVÍLOVÁ, Emília. Pedagogika voľného času: Výchova v čase mimo vyučovania v pedagogickej teórii a praxi. Trnava: TYPI

UNIVERSITATIS TYRNAVIENSIS, 2010. ISBN 978-80-8082-330-6.

KRYSTOŇ, Miroslav. Edukácia detí a mládeže vo voľnom čase. Banská Bystrica: PF UMB, 2003. ISBN 80-8055-804-3.

Languages necessary to complete the course:

slovak and czech

Notes:

Students will be introduced to additional literature during the course.

Past grade distribution					
Total number of evaluated students: 175					
A	B	C	D	E	FX
44,0	24,57	18,29	7,43	5,14	0,57
Lecturers: PhDr. Silvia Ťupeková Dončevová, PhD.					
Last change: 08.04.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-020/15	Course title: General Methodology 1
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	
Number of credits: 5	
Recommended semester: 4.	
Educational level: I.	
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 theoretical knowledge of the institutional conditions of education in primary and secondary education; knowledge of current didactic theories and didactic strategies; knowledge of the basic phenomena of the teaching process from its planning through implementation and evaluation; is able to analyze the advantages and disadvantages of didactic strategies used in practice; is able to critically assess the choice of teaching methods in teaching practice; knows the basic models of learning individualization and differentiation; knows didactic work with children with special educational needs; has knowledge of innovative approaches in teaching practice, which are used in primary and secondary schools in the Slovak Republic; is able to analyze the basic features of digitization in the field of school work and teaching.	
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.

SKALKOVÁ, Jarmila: Obecná didaktika. Praha: Grada. 2010. ISBN 978-80-247-1821-7.

PASH, Marvin a kol.: Od vzdelávacieho programu k vyučovací hodine. Praha: Portál. 1998. ISBN 80-7178-127-4.

KALAŠ, Ivan a kol.: Premeny školy v digitálnom veku. Bratislava: SPN. 2013. ISBN 978-80-10-02409-4.

MATULČÍKOVÁ, Mária Kľúčové kompetencie žiakov vo všeobecnom vzdelávaní – súčasné trendy vo vybranom zahraničí. Dostupné on-line PAEDAGOGICA 28.pdf (uniba.sk)

ŠVEC, Štefan. Inovatívne prístupy v didaktike. Bratislava: Univerzita Komenského, 2011. 186 s. ISBN 80-223-3221-7.

TUREK, Ivan.: Didaktika. Bratislava: Inra. 2010. ISBN 878-80-10-0719-5.

PETTY, Geoffrey. 1996 alebo ďalšie vydanie. Moderní vyučování. Praha: Portál. ISBN 80-7367-172-7.

Current sources from professional portals: www.statpedu.sk, www.unesco.org

Languages necessary to complete the course:

Slovak

Notes:**Past grade distribution**

Total number of evaluated students: 193

A	B	C	D	E	FX
38,34	26,42	18,65	7,77	5,18	3,63

Lecturers: doc. PhDr. Mária Matulčíková, CSc.

Last change: 13.05.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-024/15	Course title: General Methodology 2
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	
Number of credits: 5	
Recommended semester: 5.	
Educational level: I.	
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 knowledge of the basics of lifelong learning and its subsystems. He is able to analyze European documents on the issue of lifelong learning and conceptual documents that regulate education in regional education. He has a theoretical knowledge of the issues of equality in education and the quality of education and knowledge of international research and is able to critically assess their application to the conditions of education in the Slovak Republic. He is able to analyze and evaluate documents that document the level of educational outcomes of students. He knows the trends in the modernization of school education (democratization, digitization, globalization in relation to interculturalism).	
Class syllabus: 1. Lifelong learning and its subsystems. 2. Current European documents as a starting point for changes in school education. 3. Structure and organizational provision of school education. 4. Changes in the concept of childhood and their impact on school education. 5. Curricular dimension of educational processes. 6. Curriculum as a tool of regulation of educational processes.	

7. Textbooks as regulators of school education.
8. Quality and equality in education.
9. Equality in education in the context of internationally monitored determinants.
10. The principle of inclusive education in school education.
11. Digitization of school education.
12. Knowledge of modern neuroscience about learning processes, school education and digital learning.

Recommended literature:

KOŠTRNOVÁ Dagmar a Tet'án USTOHALOVÁ a Jana VEREŠOVÁ: Tvorba inkluzívnej kultúry školy a školského zariadenia z pohľadu pedagogických a odborných zamestnancov – východiská tvorby inkluzívneho prostredia triedy a skupiny.

Bratislava: MPC 2020. 36 s. Available at: [https://mpc-edu.sk/pages/ucebne_zdroje/](https://mpc-edu.sk/pages/ucebne_zdroje/SUZ_PpU_Tvorba_inkluz_kultury_skoly_a_SZ_z_pohladu_P_a_OZ_vyhodiska.pdf)

SUZ_PpU_Tvorba_inkluz_kultury_skoly_a_SZ_z_pohladu_P_a_OZ_vyhodiska.pdf

MATULČÍKOVÁ, Mária: Paralely v uplatňovaní teórií výchovy (vychovávania) a didaktických teórií a prax školského vzdelávania. Pedagogika, roč. 12, 2021, č. 3, s. 122-143. Available at: <http://www.casopispedagogika.sk/rocnik-12/cislo-3/Pedagogika%202021.3.pdf>

PRŮCHA, Jan: Moderní pedagogika. 4. aktualizované vydanie. Praha: Portál 2009. 488 s. ISBN 978-80-7367-503-5 (brož.).

VANČÍKOVÁ.Katarína a Štefan PORUBSKÝ a Beáta KOSOVÁ: Inkluzívne vzdelávanie – dilemy a perspektívy. Belianum: Banská Bystrica. 2017. 102 s. 978-80-557-1278-9.

Available at: https://www.researchgate.net/publication/322233948_Inkluzivne_vzdelavanie_-_dilemy_a_perspektivy

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 166

A	B	C	D	E	FX
45,18	21,08	16,87	10,84	4,22	1,81

Lecturers: Mgr. Martin Droščák, PhD.

Last change: 13.05.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPs/A-boPE-004/00	Course title: General Psychology
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 1.	
Educational level: I.	
Prerequisites:	
Course requirements: Students' participation in classes is mandatory. Absence may be justified by serious personal or for medical reasons, but for a maximum of 2 lessons. The condition for completing the course is successful completion of the final test. Course evaluation: Students obtain 100% of the evaluation during the examination period. Active participation in the lessons and assignments specified by the teacher at the beginning of the teaching part (10%) and successful completion of a written test (90%). Violation of academic ethics results in the cancellation of earned points in the relevant item evaluation. Classification scale: 100% -92% A 91-84% B 83-76% C 75-68% D 67-60% E 59-0% FX Scale of assessment (preliminary/final): 10/90	
Learning outcomes: Students who successfully complete the course will acquire basic knowledge and terminology in the field of basic cognitive processes - feeling, perception, attention and memory. They will understand key mechanisms and methods for examining basic cognitive processes, and will be able to use this knowledge in other basic and applied subjects.	
Class syllabus: 1. Prerequisites for the emergence of psychology as an independent scientific discipline 2. Historical view of the research of perception: Wundt's school, Russian reflex school, Behavioral school, Gestalt psychology. Feeling vs. perception. 3. Gestalt principles in perception (Organization, geometric-optical illusions and their explanation, gestalt laws, contrasts, after effects). 4. Cognitive theories of perception (theory of templates, prototypes, feature detection, geons. Topdown approaches.) 5. Visual perception - perception of depth (binocular and monocular keys), space, movement. Color perception (color mixing, trichromatic theory, etc.) 6. Types, determinants, properties and development of attention 7. Visual (visual search and spatial selectivity in visual search, movements)	

eye and visual attention control, object segmentation, set-size effect,) and auditory attention. theory of early and late selection), targeting and shifting with spatial auditory attention, auditory testing.

8. Executive attention (double tasks, multitasking) and automatics in attention, preattentive attentional mechanisms vs. focused attention. Allocation of attention resources.

9. Types and processes of memory (Atkinson and Shiffrin, Sperling, Baddeley, Tulving, Ebbinghaus ..)

10. Learning: classical and operational conditioning (behavioral approach to psychology, law of practice and effect, explanation of the main mechanisms of operant conditioning, factors influencing effectiveness of conditioning).

11. Working memory and its structures, working memory as a process.

12. Long-term memory and its structure, long-term memory as a network. False memory processes. Processes of long term memory (storage, processing, forgetting - theories of forgetting) and the emergence of false memories in the context of explicit and implicit memory

Recommended literature:

Baddeley, A., Eysenck, M. W., & Anderson, M. C. (2015). Memory (2nd ed.). Psychology Press.

Barrouillet, P., & Camos, V. (2015). Working Memory: Loss and Reconstruction. Psychology Press.

Eysenck, M. W., & Keane, M. T. (2015). Cognitive Psychology: A Students Handbook (7th ed.). Psychology Press.

Goldstein, E. B., (2019). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience (5th ed.). Cengage Learning.

Sternberg, R. J., & Sternberg, K. (2012). Cognitive Psychology (6th ed.). Cengage Learning.

Students will be acquainted with supplementary literature during the lessons.

Note: We chose the American Psychological Association (APA) citation format because it is the dominant international citation standard not only for the field of psychology but also other social and behavioral sciences. From the beginning, we consistently lead students to consistent writing according to APA standards, which concerns not only citations but also text structure, table and graph formats, and other essentials. Foreign departments from Europe and the USA are also proceeding in the same way

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 227

A	B	C	D	E	FX
21,15	28,63	26,87	10,13	10,13	3,08

Lecturers: Mgr. Petra Soláriková, PhD.

Last change: 21.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KJ/A-boCJ-031/00	Course title: German for Academic Purposes 1
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1.	
Educational level: I., II.	
Prerequisites:	
Course requirements: Evaluation: 100% Continuous control of study results throughout the teaching part of the given study period: • written and oral form of examination (in the middle and at the end of the semester) • individual assignments (for every seminar) • written work submitted either separately (continuously throughout the semester) or in the form of a portfolio (twice in the semester - in the middle and at the end of the semester, or only at the end of the semester) The Department of Languages determines the number of acceptable absences as follows: two absences (four in the case of a 4-hour subsidy if the two two-hour-sessions are taught continuously in one week) are acceptable without the obligation to submit the proof of non-attendance. In case of another (i.e. third/fifth) absence, a notice of conditional exclusion from the course follows. A subsequent absence (i.e. the fourth/sixth absence) means the final exclusion from the course. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on appropriate an course of action. tests, written and oral assignments Assessment: 100 % - 91 % - A, 90 % - 81 % - B, 80 % - 73 % - C, 72 % - 66 % - D, 65 %-60 % - E, 59 % and less – FX	
Learning outcomes:	
Class syllabus:	
Recommended literature:	
Languages necessary to complete the course:	
Notes:	

Past grade distribution						
Total number of evaluated students: 1867						
A	ABS	B	C	D	E	FX
19,66	0,0	17,03	18,37	12,85	18,91	13,18
Lecturers: Mgr. Ivana Zolcerová, PhD., Mgr. Adriana Schwarzbacher						
Last change: 21.09.2020						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KJ/A-boCJ-032/00	Course title: German for Academic Purposes 2
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2.	
Educational level: I., II.	
Prerequisites: FiF.KJ/A-boCJ-031/00 - German for Academic Purposes 1	
Course requirements: Evaluation: 100% Continuous control of study results throughout the teaching part of the given study period: • written and oral form of examination (in the middle and at the end of the semester) • individual assignments (for every seminar) • written work submitted either separately (continuously throughout the semester) or in the form of a portfolio (twice in the semester - in the middle and at the end of the semester, or only at the end of the semester) The Department of Languages determines the number of acceptable absences as follows: two absences (four in the case of a 4-hour subsidy if the two two-hour-sessions are taught continuously in one week) are acceptable without the obligation to submit the proof of non-attendance. In case of another (i.e. third/fifth) absence, a notice of conditional exclusion from the course follows. A subsequent absence (i.e. the fourth/sixth absence) means the final exclusion from the course. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on appropriate an course of action. tests, written and oral assignments Assessment: 100 % - 91 % - A, 90 % - 81 % - B, 80 % - 73 % - C, 72 % - 66 % - D, 65 %-60 % - E, 59 % and less – FX	
Learning outcomes:	
Class syllabus:	
Recommended literature:	
Languages necessary to complete the course:	
Notes:	

Past grade distribution						
Total number of evaluated students: 1602						
A	ABS	B	C	D	E	FX
17,54	0,0	13,8	19,6	16,73	19,98	12,36
Lecturers: Mgr. Ivana Zolcerová, PhD., Mgr. Adriana Schwarzbacher						
Last change: 21.09.2020						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KJ/A-boCJ-033/00	Course title: German for Academic Purposes 3
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: I., II.	
Prerequisites:	
Course requirements: Evaluation: 100% Continuous control of study results throughout the teaching part of the given study period: • written and oral form of examination (in the middle and at the end of the semester) • individual assignments (for every seminar) • written work submitted either separately (continuously throughout the semester) or in the form of a portfolio (twice in the semester - in the middle and at the end of the semester, or only at the end of the semester) The Department of Languages determines the number of acceptable absences as follows: two absences (four in the case of a 4-hour subsidy if the two two-hour-sessions are taught continuously in one week) are acceptable without the obligation to submit the proof of non-attendance. In case of another (i.e. third/fifth) absence, a notice of conditional exclusion from the course follows. A subsequent absence (i.e. the fourth/sixth absence) means the final exclusion from the course. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on appropriate an course of action. tests, written and oral assignments Assessment: 100 % - 91 % - A, 90 % - 81 % - B, 80 % - 73 % - C, 72 % - 66 % - D, 65 %-60 % - E, 59 % and less – FX	
Learning outcomes:	
Class syllabus:	
Recommended literature:	
Languages necessary to complete the course:	
Notes:	

Past grade distribution						
Total number of evaluated students: 1238						
A	ABS	B	C	D	E	FX
19,06	0,0	16,64	20,84	18,09	19,22	6,14
Lecturers: Mgr. Ivana Zolcerová, PhD.						
Last change: 21.09.2020						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KJ/A-boCJ-034/00		Course title: German for Academic Purposes 4				
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 4.						
Educational level: I., II.						
Prerequisites: FiF.KJ/A-boCJ-033/00 - German for Academic Purposes 3						
Course requirements: The Department of Languages determines the number of acceptable absences as follows: two absences (four in the case of a 4-hour subsidy if the two two-hour-sessions are taught continuously in one week) are acceptable without the obligation to submit the proof of non-attendance. In case of another (i.e. third/fifth) absence, a notice of conditional exclusion from the course follows. A subsequent absence (i.e. the fourth/sixth absence) means the final exclusion from the course. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on appropriate an course of action. tests, written and oral assignments Assessment: 100 % - 91 % - A, 90 % - 81 % - B, 80 % - 73 % - C, 72 % - 66 % - D, 65 %-60 % - E, 59 % and less – FX						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 1116						
A	ABS	B	C	D	E	FX
19,18	0,0	15,77	20,97	18,01	19,8	6,27
Lecturers: Mgr. Ivana Zolcerová, PhD.						
Last change: 16.07.2020						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-013/15	Course title: History of Slovak School System and Pedagogy
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	
Number of credits: 5	
Recommended semester: 3.	
Educational level: I.	
Prerequisites:	
Course requirements: a) during the semester (continuously) 40%, 2 written tests b) in the probationary period 60%, seminar work or family genealogy in the context of education in the range of 10-12 pages, oral examination, The condition for admission to the exam is the achievement of min. 20 points from the ongoing evaluation. Violation of academic ethics on the basis of cancellation of obtained points in the relevant evaluation item Classification scale: 100 - 91% - A, 90-81% - B, 80 - 73% - C, 72-66% - D 65 - 60% - E, 59 - less - Fx (failed) Max. 2 justified absences. The exact interim assessment will be announced at the beginning of the semester. Exam dates will be published via AIS as the last week of the semester. Scale of assessment (preliminary/final): 40/60	
Learning outcomes: Upon successful completion of the course, the student is able to categorize the stages of development of pedagogical thinking and educational practice in today's Slovakia. Can justify and give examples of educational practice as a school and other educational facilities from Great Moravia to the present. The student is able to explain the reasons that led to fundamental changes in Slovak pedagogical thinking. He can name important milestones and important personalities in pedagogical thinking, he can specify and appreciate the basic pedagogical principles and principles in the past and he can compare them with current trends.	
Class syllabus: 1. Periodization of Slovak history of education and pedagogy	

2. Great Moravia in the history of Slovak education and culture. Slavic school
3. Education in Slovakia in the Middle Ages: church schools, school regulations - L. Stöckel, A. Schramell, J. Mylius, M. Oláh, universities: Academia Istropolitana, Trnava University, Košice Academy, Prešov College,
4. Teresian and Josephine reforms in Hungary. Education ratio. A. F. Kollár, Collegium oeconomicum, Mining Academy in Banská Štiavnica, ...
5. J.A. Comenius and Slovakia. Comenius' response in Slovak pedagogy. J. Kvačala - a prominent Slovak commentator.
6. Slovak pedagogy in the 18th and early 19th century (M. Bel, J. Fábry, S. Tešedík, D. Lehocký, J. Páleš,)
7. Hungarian school policy in the 19th century. (Development of education in 1.1 / 2 of the 19th century: The efforts of the Štúrovo family for a Slovak school, Slovak educational associations and institutions; Development of education in 1.1 / 2 of the 19th century: J. Kollár and his plan, Banská Bystrica grammar school, Hungarian School Act No. 38/1868)
8. Pedagogical magazines and textbooks of the 19th century. (S. Ormis, M. Čulen, I.B. Zoch, J. Zigmundík, A.H. Škultéty, K. Salva, A. Radlinský, ...)
9. Development of teacher education in the 19th and 20th centuries.
10. Development of education and pedagogy in the 20th century: (Czechoslovak Republic: Czech professors in Slovakia, O. Chlup, J. Uher, J. Hendrich, establishment of Comenius University, United School, Reform pedagogical movement - V. Příhoda, F. Musil .
11. Slovak Republic: school system of the war republic, universities, Juraj Čechetka, the birth of modern Slovak pedagogy, Czechoslovakia (1945-1992, school policy in the 70s and 80s of the 20th century,
12. Slovak Republic: 1993-present, institutional development, important personalities, development of pedagogical thinking).

Recommended literature:

KARŠAI, František. J. A. Komenský a Slovensko. Martin : SPN, 1970.

KOPÁČ, Jaroslav. Dějiny školství a pedagogiky v Československu. Díl. I. Brno : Univerzita J. E. Purkyně, 1971.

MÁTEJ, Jozef a kol. Dejiny českej a slovenskej pedagogiky. Bratislava : SPN, 1976.

PŠENÁK, Jozef. Kapitoly z dejín slovenského školstva a pedagogiky. Bratislava : UK, 2001. ISBN 80-223-1264-9

PŠENÁK, Jozef. Slovenská škola a pedagogika 20. storočia. Ružomberok : Verbum, 2011. ISBN 978-8080-84-704-3.

* additional literature will be added at the beginning or during the semester.

Languages necessary to complete the course:

slovak

Notes:

Past grade distribution

Total number of evaluated students: 204

A	B	C	D	E	FX
22,06	18,14	21,08	13,73	15,69	9,31

Lecturers: Mgr. Janka Medved'ová, PhD.

Last change: 13.05.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-003/15	Course title: History of the School System and Pedagogy 1
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	
Number of credits: 5	
Recommended semester: 1.	
Educational level: I.	
Prerequisites:	
Course requirements: During the semester: a) active participation and discussion in seminars; b) 2 written tests, the average of which must be at least 60%, search for the topic of the seminar paper on the selected topic Classification scale: 100 - 91% - A, 90-81% - B, 80- 73% - C, 72- 66% - D, 65-60% - E, 59% and less - FX (student did not meet the conditions for granting credits) The condition for meeting the criteria for passing the course is to achieve min. 60% of the total interim evaluation. Min. 2 justified absences. Violation of academic ethics will result in the cancellation of the ongoing evaluation. The exact dates of the mid-term evaluation as well as the topics will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Upon successful completion of the course, the student is able to categorize the stages of development of pedagogical thinking and educational practice. Can characterize and compare the stages of educational practice, school and other educational facilities from antiquity to baroque and can explain the causes that have led to fundamental changes in pedagogical thinking.	
Class syllabus: 1. History of education and pedagogy in the system of pedagogical sciences. Subject of the history of education and pedagogy. Historical research, methods of historical research. 2. Education in the prehistoric period (Akkadian-Sumerian Empire, Babylonian Empire, India, Egypt, China, Japan, Hebrew upbringing ...) 3. Ancient ideal of education in ancient Greece: (Athens, Sparta, Sophists, Socrates, Plato, Aristotle)	

4. Ancient ideal of education in ancient Rome: (kingdom, republic, empire, Seneca, M.T. Cicero, Varro, M.F. Quintilianus, ...)
5. Middle Ages: Christian Education, Patristics: St. Augustine, St. Hieronymus et al; Scholasticism: T. Aquinas. Establishment of ecclesiastical schools, knighthood, the establishment of the first universities: Bologna, Padua, Paris, Salamanca, Oxford, Cambridge, etc.
6. Humanism and the Renaissance: pedagogical thinking, V. da Feltre, J. L. Vives, E. Rotterdam, T. Moore, T. Campanella,
7. The Reformation and its impact on European education. T. Luther, F. Melanchton. Saxon school regulations
8. Counter-Reformation: Pedagogical system of the Jesuit order. Ignatius of Loyola. The relationship between students and scholastic institutions is society.
9. Baroque: W. Ratke, J. A. Comenius
10. Pansoficko - educational system of J. A. Komenský. PAIDEA paradigm.
11. Analysis of pedagogical works J.A. Comenius (Great Didactics, Kindergarten Informatics, General Meeting on the Correction of Human Affairs, Orbis pictus)
12. The idea of lifelong learning in the work Pampedia. Analysis of the work of J.A. Comenius

Recommended literature:

BRŤKOVÁ, Milada. Kapitoly z dejín pedagogiky. Bratislava : UK, 1997. ISBN 80-223-1147-2.
 CIPRO, Miroslav. Encyklopedie pramenů výchovy. Galerie světových pedagogů. Praha, 2002. ISBN 80-238-80-047
 KUDLÁČOVÁ, Blanka. Človek a výchova v dejinách európskeho myslenia. Trnava : Veda, 2009. ISBN 80-80-821-203
 KUDLÁČOVÁ, Blanka. Dejiny pedagogického myslenia I. Počiatky vedomej výchovy a pedagogických tórií. Trnava : Veda, 2009.
 PŠENÁK, Jozef. Dejiny školstva a pedagogiky. Žilina, 2012. ISBN 978-80-5540-596-4.
 SROGOŇ, Tomáš a kol. Výber prameňov k dejinám školstva a pedagogiky. Bratislava : SPN, 1981.

* additional literature will be added at the beginning or during the semester.

Languages necessary to complete the course:

slovak

Notes:

Past grade distribution

Total number of evaluated students: 224

A	B	C	D	E	FX
14,29	16,07	21,88	24,55	16,96	6,25

Lecturers: Mgr. Janka Medved'ová, PhD.

Last change: 25.05.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-007/15	Course title: History of the School System and Pedagogy 2
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	
Number of credits: 5	
Recommended semester: 2.	
Educational level: I.	
Prerequisites:	
Course requirements: a) during the semester (continuously) 40%, 2 written tests b) in the exam's period 60%, seminar work in the range of 10-12 pages, colloquium, The condition for admission to the exam is the achievement of min. 20 points from the ongoing evaluation. Violation of academic ethics results in the cancellation of points obtained in the relevant evaluation item Classification scale: 100 - 91% - A, 90-81% - B, 80 - 73% - C, 72-66% - D 65 - 60% - E, 59 and less - Fx Max. 2 justified absences. The exact date of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be published via AIS no later than the last week of the semester. Scale of assessment (preliminary/final): 40/60	
Learning outcomes: Upon successful completion of the course, the student is able to categorize the stages of development of pedagogical thinking and educational practice. He can characterize and compare these stages and explain the reasons that saw the fundamental changes in pedagogical thinking from the Baroque period to the 20th century. He has a basic knowledge and can explain the broader context of changes in educational practice. The student is able to identify important milestones in pedagogical thinking and can compare them with each other. He can analyze the development of European pedagogical thinking from the 17th to the 20th century and can explain the educational concepts and views in that period.	
Class syllabus: 1. Enlightenment: enlightenment pedagogy	

2. German pietistic education. (H. Francke)
3. Philanthropism (Basedow, Rochov).
4. Empirical theories of cognition by J. Locke. upbringing and education of a gentleman, Analysis of works: Some thoughts on upbringing, Debate and human reason.
5. Supernaturalist model of education of J. J. Rousseau. Emil or about upbringing.
6. Development of pedagogical theories in German countries from the end of the 18th century: J. H. Pestalozzi - pedagogical ideas, beginnings of social pedagogy, Lienhard and Gertrude, How Gertrude teaches his children, 7. J. F. Herbart - philosophical foundations of pedagogy as a science; F. W. Fröbel - preschool education, teaching aids and toys F. Fröbea, F. A. W. Diesterweg - raising the teaching profession
8. Russian school and pedagogy in the 19th century: A.I. Gercen, K.D Usinskij, L.N. Tolstoy - the theory of free education.
9. Politicization of upbringing, education and schooling at the turn of the 19th and 20th centuries. (H. Spencer, R. Owen, French Utopian Socialists, M. G. Chernyshevsky, A. S. Makarenko, etc.)
10. Reform pedagogy, New Education Movement and important pedagogical currents of the 20th century.
11. Selected pedagogical concepts (eg R. Steiner's anthroposophy, M. Montessori pedagogical system, C. Freinet, Jena school, Dalton school, Psychoanalysis, etc.)
12. Reading and interpretation of texts. Comparison of selected pedagogical concepts.

Recommended literature:

BRŤKOVÁ, Milada. Kapitoly z dejín pedagogiky. Bratislava : UK, 1997. ISBN 80-223-1147-2.
 CIPRO, Miroslav. Encyklopedie pramenů výchovy. Galerie světových pedagogů. Praha, 2002. ISBN 80-238-80-047
 KUDLÁČOVÁ, Blanka. Človek a výchova v dejinách európskeho myslenia. Trnava : Veda, 2009. ISBN 80-80-821-203
 KUDLÁČOVÁ, Blanka. Dejiny pedagogického myslenia I. Počiatky vedomej výchovy a pedagogických tórií. Trnava : Veda, 2009.
 PŠENÁK, Jozef. Dejiny školstva a pedagogiky. Žilina, 2012. ISBN 978-80-5540-596-4.
 SROGOŇ, Tomáš a kol. Výber prameňov k dejinám školstva a pedagogiky. Bratislava : SPN, 1981.

* additional literature will be added at the beginning or during the semester.

Languages necessary to complete the course:

slovak

Notes:

Past grade distribution

Total number of evaluated students: 211

A	B	C	D	E	FX
25,59	21,8	21,8	13,74	12,8	4,27

Lecturers: Mgr. Janka Medved'ová, PhD.

Last change: 13.05.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-001/15	Course title: Introduction into Educational Sciences
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	
Number of credits: 4	
Recommended semester: 1.	
Educational level: I.	
Prerequisites:	
Course requirements: Student work has been assessed based on 6 components: in-class activity, 2 teaching demonstrations, peer assessment of demonstrated methods, reflective essay on knowledge and skills developed during the course. Assessment scale is the following: A: 91 and more B: 90 - 81 C: 80 - 71 D: 70 - 61 E: 60 - 51 Fx: 50 – 0 Scale of assessment (preliminary/final): 70/30	
Learning outcomes: At the end of the term student is expected to demonstrate the following knowledge and skills: Define - using own words – the foundational terminology in education/pedagogy, namely: education, upbringing, teaching and learning, training, pedagogy and its disciplines, development, socialisation, knowledge, skills, habits, competences, authority, learning outcomes, educational aims, methods, forms and components of education, active learning, student-centred learning, internationalisation of (higher) education, assessment and feedback, peer learning, peer assessment and observation protocol. Based on their individual interests, students may moreover include their own terms into this list. List and describe the tools of active learning Apply two methods of active learning: demonstrate a lesson to help students learn one or more assigned terms Evaluate the effectiveness of demonstrated active learning methods Self-assess the learning outcomes you attained in this course	
Class syllabus: 1. Introductory meeting: setting the course learning outcomes 2. Foundational terminology, categories of educational sciences 3. Education/pedagogy as a discipline exploring education 4. Institutionalisation of education 5. Schooling and educational system 6. Learning and teaching in higher education: active learning, student-centred learning, internationalisation 7. Assessment and feedback, peer learning	

8. Peer assessment 9. Class observation and observation protocol 10. Teaching demonstration, part I. 11. Teaching demonstration, part II.					
Recommended literature: WALLACE, Susan. A Dictionary of Education. Oxford: Oxford University Press, 2015. ISBN-13: 978-0199212071.					
Languages necessary to complete the course: Slovak, Czech, English					
Notes: x					
Past grade distribution Total number of evaluated students: 223					
A	B	C	D	E	FX
19,73	11,21	11,21	18,83	33,18	5,83
Lecturers: Mgr. Gabriela Pleschová, PhD.					
Last change: 24.03.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-012/15	Course title: Introduction into Social Pedagogy
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	
Number of credits: 4	
Recommended semester: 2.	
Educational level: I.	
Prerequisites:	
Course requirements: Paper, written exam; Continuous assessment during the teaching part: paper on a selected topic from the subject (30 points), in the credit period: written exam (40 points). The student will be admitted to the written exam only with min. 10 points from the ongoing evaluation. Classification scale: A (100-93 %), B (92-85 %), C (84-76 %), D (75-68 %), E (67-60 %), FX (59 or less %). Two absences with proven documents are allowed. The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. The dates of the written exam will be announced no later than the last week of the teaching part. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The aim of the course is to acquaint students with the historical, methodological and institutional aspects of social pedagogy. Get acquainted with terminology, social problems of personality in interaction with education through work with monographs, scripts, proceedings. After completing the course, the student should have an overview of theoretical, historical and empirical aspects of SP. Gain an overview of the development of social pedagogy in Slovakia and abroad. Acquire current approaches in social pedagogy. Gain the ability to understand social pedagogy and the relationship to the basic sciences (philosophy and sociology), pedagogical and related sciences. The student is able to apply knowledge about the social aspects of education in various social environments - in the family, school, educational, reeducational, social and counseling facilities and institutions.	
Class syllabus: 1. Social pedagogy as a part of the scientific department of PEDAGOGY. Factors of social pedagogy. 2. The subject of social pedagogy. Basic terminology of social pedagogy and related sciences - theoretical, praxeological and research aspects. 3. Methods of social pedagogy. Scientific research methods in social pedagogy. 4. Relation of social pedagogy to pedagogical disciplines (to the theory of education, history of education, to pedagogy of leisure time, to special and therapeutic pedagogy, to social andragogy) and to other sciences (to sociology, philosophy, social work, psychology) 5. Development of social pedagogy in a historical context. The founders of	

social pedagogy: the Swiss J. H. Pestalozzi and the German P. Natorp, K. Mager. 6. History of social pedagogy in Germany and Poland and its influence on the Slovak SP. Important personalities of German and Polish social pedagogy. 7. Outline of the development of Czech (Czechoslovak) social pedagogy. Selection of important personalities. Czech Republic - Lindner, Bláha, Masaryk and others 8. Renaissance of social pedagogy in Slovakia after 1990. Content focus and personalities: Čechetka, Baláž. 9. Typology of the environment, conditions of the family environment, styles of raising children. Socio-pedagogical help to the family. 10. Educational and pedagogical situations. Solving pedagogical situations in the school environment. Protecting the rights of children and teachers at school. 11. Socio-pathological phenomena - definition, characteristics, causes. Development of opinions on the causes of social pathology. 12. Bullying, truancy, delinquency. Prevention of socio-pathological phenomena.

Recommended literature:

BAKOŠOVÁ, Zlatica. Sociálna pedagogika ako životná pomoc. Bratislava: FF UK, 2011. ISBN 978-80-969944-0-3.

HRONCOVÁ, Jolana, EMMEROVÁ, Ingrid a Blahoslav KRAUS. Dejiny sociálnej pedagogiky. Banská Bystrica: UMB, 2007. ISBN 978-80-8083-436-4.

HRONCOVÁ, Jolana a Ingrid EMMEROVÁ. Sociálna pedagogika – vývoj a súčasný stav. Banská Bystrica: UMB, 2009. ISBN 978-80-8083-819-5.

KNOTOVÁ, Dana a kol. Úvod do sociálnej pedagogiky. Brno : Masarykova univerzita Brno, 2014. ISBN 978-80-210-7077-6. Dostupné na: <https://digilib.phil.muni.cz/data/handle/11222.digilib/131846/monography.pdf>

SEJČOVÁ, Ľuboslava. Základy sociálnej patológie. Bratislava: Stimul, UK, 2009. ISBN 978-80-89236-73-2. Dostupné na: http://stella.uniba.sk/texty/FIF_SL-Zaklady_socialnej_patologie.pdf

SEJČOVÁ, Ľuboslava. Šikanovanie a kyberšikanovanie v škole. [elektronický dokument]. Bratislava : Univerzita Komenského, 2021. - 219 s. [23 AH] ISBN 978-80-223-5157-7. Dostupné na: http://stella.uniba.sk/texty/FIF_LS_sikanovanie.pdf

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 227

A	B	C	D	E	FX
27,75	27,31	18,5	14,98	8,37	3,08

Lecturers: doc. PhDr. Ľuboslava Sejčová, CSc.

Last change: 21.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KLMV/A-AboLO-04/15	Course title: Logic
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	
Number of credits: 5	
Recommended semester: 1.	
Educational level: I.	
Prerequisites:	
Recommended prerequisites: Active participation (10 points), home work (20 points), tests (20 points)	
Course requirements: During the semester: active participation (10 points), home works (20 points), tests during the semester (20 points); Final assessment: comprehensive test (50 points); Grading 100 - 92, B: 91 - 84, C: 83 - 76, D: 75 - 68, E: 67 - 60, FX: 59 - 0 pts Scale of assessment (preliminary/final): 50/50	
Learning outcomes: Students is informed about the basics in logical analysis of natural language as condition for successful studying of professional texts and on arguments contained in them. They need to comprehend basic syntactical and semantical aspects of natural language and to be acquainted with basics of propositional and predicate logic as well as with rules of valid inference. They will be acquainted with: tools for compacting texts, obtaining practice in their reconstruction; non-deductive forms of inference and the most known forms of eristic arguments; basic knowledge related to theory of definition and theory of questions and answers.	
Class syllabus: Language and its functions; language as codification of meaning. Singular and general expressions (properties and relations). Subject and predicate of sentence. Syntactical structure of atomic and molecular terms. Modalities in language, kinds and their function; intuitive understanding of state of affairs. Concept vs. representation, expressing concepts by language and relations among them. Semantically conditioned relations among terms. Modifiers and kinds of them; fuzzy terms. Argumentation, arguments; structure of arguments; deductive arguments. Propositional logic – syntax and semantics. Principle of compositionality for propositions. Propositional connectives in natural language. Propositional logical implication – basic rules of correct inference. Inference in natural language. Expressing of necessary and sufficient condition (promises, legal regulations, causes). Tools for text compacting. Predicate logic. Expressing generality in natural language. Application of basic predicate logic rules to inference in natural language. Abductive inferences	

and searching for the best explanation. Argument fallacies and eristic arguments. Definitions. Questions; presuppositions and false questions; types of answers.					
Recommended literature: 1. GAHÉR, F.: Logika pre každého [Logic for Everyone]. Bratislava: Iris, 2013. ISBN 9788089256884 2. MARKO, V.: Úlohy z výrokovej a predikátovej logiky [Propositional and Predicate Logic Exercises] Bratislava: Univerzita Komenského v Bratislave, ISBN 9788022344951 3. ZOUHAR, M.: Základy logiky pre spoločenskovedné a humanitné odbory [Foundations of Logic for Social Sciences]. Bratislava: Veda, 2008. ISBN 9788022410403.					
Languages necessary to complete the course: in Slovak language					
Notes:					
Past grade distribution Total number of evaluated students: 259					
A	B	C	D	E	FX
22,39	10,42	16,99	16,22	23,55	10,42
Lecturers: doc. Dr. Vladimír Marko, PhD.					
Last change: 31.03.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-019/18	Course title: Methodology of Educational Sciences 1
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	
Number of credits: 5	
Recommended semester: 4.	
Educational level: I.	
Prerequisites:	
Course requirements: The output of the completed course is during the teaching part (continuously): - Elaboration of continuous tasks and assignments max. 10 b. - Continuous test of knowledge and skills max. 20 b. - Development of a quantitatively oriented research project max. 30 b. In the trial period (at the end): - Final test of knowledge and skills max. 40 b. TOTAL max. 100 points A minimum of 60% pass is required to successfully complete the course. CLASSIFICATION: A - 91 - 100 (excellent - excellent results), B - 80 - 90 (very good - above average standard), C - 70 - 80 (good - normal reliable work), D - 60 - 70 (satisfactory - acceptable results), E - 50 - 60 (sufficient - the results meet the minimum criteria), Fx - 0 - 50 (insufficient). The teacher accepts max. 2 absences with proven documents. The exact date of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be published via AIS no later than the last week of the semester. Scale of assessment (preliminary/final): = 70/30.	
Learning outcomes: Upon successful completion of the course, students are able to explain in their own words the basic methodological concepts, methods of collecting research data, stages and principles of quantitative and qualitative pedagogical research. They are able to name and describe individual procedures of collection and empirically correct analysis of research data and procedures of their statistical evaluation. They can explain the methodological consequences of individual methods of compiling a research sample. They are able to design their own quantitatively oriented educational research, survey, or teacher action research and describe the procedures of independent research efforts. They can apply the acquired knowledge in the independent development of a research project.	

Class syllabus:

1. Pedagogical research - definition of basic terms: cognition, science in human cognition, scientific theory, research, pedagogical research, theory, practice, method, methodology. Relation of pedagogical research to practice (R&D). Research - action research - evaluation.
2. Planning, organization and implementation of field pedagogical research: Stages of research work. Research plan and diary of a pedagogical researcher. Research information preparation. Ethics in research work.
3. Thinking about a research problem: The difference between a topic and a research problem. Thinking and judgment of a researcher. Selecting the essential and distinguishing partial phenomena from the general background. Preparation of a research project.
4. Qualitative and quantitative research design: Comparison of qualitative and quantitative research, their philosophical background, goals, focus and procedures in the collection and processing of research data.
5. Quantitative oriented pedagogical research and its main phases: Determining the research problem. Variables and hypotheses and their place in pedagogical research. Hypothesis testing in scientific research. Measurement and quantification in pedagogical research.
6. Methods of research sample selection and determination of research data collection methods: research method, research tool, validity, reliability and correlation coefficient of research tool. Selection, study and preparation, or creation of tools for collecting research data.
7. Methods of research data collection: Observation, questionnaire, assessment scales, interviews, tests of knowledge and skills, sociometry, semantic differential and pedagogical experiment
8. Processing of obtained research data: Preparation for analysis, Analysis and interpretation of obtained research data (verbal or numerical). Discussion of research conclusions. Making recommendations for practice.
9. Computer data analysis: MS Excel, Statistics and others.

Recommended literature:

GAVORA, Peter a kol. Elektronická učebnica metodológie pedagogického výskumu. (Online). Bratislava: Univerzita Komenského v Bratislave, 2010. Dostupné online. ISBN 978-80-223-2951-4.

CHRÁSKA, Miroslav. 2007. Metódy pedagogického výskumu. Praha: Grada Publishing, 2007, 265s., ISBN 978-80-247-1369-4.

GULOVÁ, Lenka., ŠÍP, Radim. Výzkumné metody v pedagogické praxi. Praha: Grada Publishing, 2013, 230s., ISBN 978-80-247-4368-4.

MAŇÁK, Josef a kol. Slovník pedagogické metodologie. Brno: Paido, 2005, 134s., ISBN 80-210-3802-0.

ŠVEC, Štefan a kol. Metodológia vied o výchove. Kvantitatívno-scientistické a kvalitatívno-humanitné prístupy. Bratislava: IRIS, 1998, 303s., ISBN 80-88778-73-5.

Selection of scholarly literature according to the chosen topic.

Languages necessary to complete the course:

Slovak, English

Notes:**Past grade distribution**

Total number of evaluated students: 162

A	B	C	D	E	FX
44,44	24,07	14,2	9,26	5,56	2,47

Lecturers: doc. PhDr. Július Matulčík, CSc.

Last change: 31.03.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-025/18	Course title: Methodology of Educational Sciences 2
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	
Number of credits: 5	
Recommended semester: 5.	
Educational level: I.	
Prerequisites:	
Course requirements: The output of the completed course is during the teaching part (continuously): - Elaboration of continuous tasks and assignments max. 10 b. - Continuous test of knowledge and skills max. 20 b. - Development of a qualitatively oriented research project max. 30 b. Exam dates will be published via AIS no later than the last week of the semester. in the trial period (at the end): - Final test of knowledge and skills max. 40 b. TOTAL max. 100 points. A minimum of 60% pass is required to successfully complete the course. CLASSIFICATION: A - 93 - 100 (excellent - excellent results), B - 92 - 85 (very good - above average standard), C - 84 - 77 (good - normal reliable work), D - 76 - 69 (satisfactory - acceptable results), E - 68 - 60 (sufficient - the results meet the minimum criteria), Fx - 59 - 0 (insufficient). The teacher accepts max. 2 absences with proven documents. The exact date of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be published via AIS no later than the last week of the semester. Scale of assessment (preliminary/final): = 60/40.	
Learning outcomes: Upon successful completion of the course, students are able to explain in their own words the basic methodological concepts and theoretical basis of qualitative pedagogical research. They can describe the differences between qualitative and quantitative research. They can explain the circular logic of qualitative research. When designing and creating a qualitatively oriented research project, they are able to choose appropriate and meaningful educational research topics, develop a research project and plan the collection and empirically correct analysis of research data.	
Class syllabus:	

1. Qualitative research and its methodological basis.
2. Quality criteria of qualitatively oriented research.
3. The process of qualitative research and its planning. Ethical side of qualitative research.
4. Basic currents of qualitative research: Ethnographic approach, phenomenological analysis, narrative and dramaturgical approach.
5. Designs of qualitative research: grounded theory, case study, biographical and ethnographic design.
6. Methods of research data collection.
7. Methods of processing and analysis of verbal research data.
8. Procedures of interpretation of evaluated research data and creation of theory.
9. Computer-assisted analysis of verbal research data: Atlas Ti.

Recommended literature:

GAVORA, Peter. Sprievodca metodológiou kvalitatívneho výskumu. Bratislava: Univerzita Komenského v Bratislave, 2007, 230 s., ISBN 978-80-223-2317-8.

GULOVÁ, Lenka., ŠÍP, Radim. Výzkumné metody v pedagogické praxi. Praha: Grada Publishing, 2013, 230s., ISBN 978-80-247-4368-4.

HENDL, Jan. Kvalitativní výzkum. Základní teorie, metody a aplikace. Druhé aktualizované vydání. Praha: Portál, 2008, 407s., ISBN 978-80-7367-485-4.

MAŇÁK, Josef a kol. Slovník pedagogické metodologie. Brno: Paido, 2005, 134s., ISBN 80-210-3802-0.

STRAUSS, Anselm., CORBINOVÁ, Juliet. Základy kvalitativního výskumu. Postupy a techniky zakotvené teorie. Boskovice: Nakladatelství Albert, 1999, 196s., ISBN 80-85834-60-X.

ŠEDOVÁ, Klára., ŠVARÍČEK, Roman. Kvalitativní výzkum v pedagogických vědách. Praha: Portál, 2007, 377 s., ISBN 978-80-7367-313-0.

ŠVEC, Štefan a kol. Metodológia vied o výchove. Kvantitatívno-scientistické a kvalitatívno-humanitné prístupy. Bratislava: IRIS, 1998, 303s., ISBN 80-88778-73-5.

Languages necessary to complete the course:

Slovak, English

Notes:

Past grade distribution

Total number of evaluated students: 132

A	B	C	D	E	FX
52,27	25,76	12,12	2,27	6,06	1,52

Lecturers: PaedDr. Darina Dvorská, PhD.

Last change: 31.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-034/15	Course title: Observation Teacher Training in Schools
Educational activities: Type of activities: practice Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 4.	
Educational level: I.	
Prerequisites:	
Course requirements: Minimum success rate: 60 percent Continuous assessment (teaching part): - 50 % active participation in the internship - 50 % report from practice Classification scale: A (100-92), B (91-84), C (83-76), D (75-68), E (67-60), FX (59 % or less). Absences are not acceptable; a practical report needs to be prepared and submitted. The exact date and placement of the student in the internship will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: After completing the course, the student knows the internal management of the school (primary or secondary level). He has knowledge of the basic documents that determine the activities of the school. Student is able to perform an analysis of the school's profile in terms of the specification of the school curriculum and implemented educational projects. Student is able to analyze the lesson according to the given criteria. Student is able to implement and evaluate research on a sample of two school classes.	
Class syllabus: School work - pedagogical, economic, legal area. Basic documentation. School internal management system. School principal. Subject commissions. Work planning. Social climate at school. Class teacher work. Empirical research on the profile of school education.	

Recommended literature:

FISCHER, Walter A. a Michael SCHRATZ: Vedení a rozvoj školy. Brno: Paido. 173 s. 1997. ISBN 80-8593-13-46

ŠVEC, Vlastimil: Klíčové dovednosti ve vyučování a výcviku. Brno: Paido. 1998

Kol. 1995. Typy žáků. Zpráva z terénního výzkumu. Pražská skupina školní etnografie. Praha: PdF KU.

Časopis Manažment školy

Languages necessary to complete the course:

Slovak

Notes:**Past grade distribution**

Total number of evaluated students: 188

A	B	C	D	E	FX
61,7	13,3	8,51	6,38	2,66	7,45

Lecturers: Mgr. Martin Droščák, PhD.

Last change: 13.05.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-043/15	Course title: Pedagogical Anthropology
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	
Number of credits: 4	
Recommended semester: 2.	
Educational level: I.	
Prerequisites:	
Course requirements: During the semester, the following will be evaluated: a) active participation, preparation and discussion in seminars (50 points) b) final colloquial exam. (50 points) Classification scale: A: 92-100%, excellent - excellent results, B: 84-91%, very well – above average standard, C: 76-83%, well - reliable work, D: 68-75%, satisfactory - acceptable results, E: 60-67%, sufficient – the results meet the minimum criteria, Fx: 0-59%, insufficient – additional work required The teacher will accept a maximum of two absences with documentation. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for the final test will be announced through AIS no later than in the last week of the instruction period. Weight of the intermediate / final evaluation: 100/0 Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Upon successful completion of the course, the student has a basic anthropological basis for understanding education. Can explain the modern concept of pedagogical anthropology and can take an evaluative position on them.	
Class syllabus: 1. The subject of pedagogical anthropology and the origin of pedagogical anthropology. 2. Philosophical anthropology and the phenomenon of education. 3. Historical anthropological paradigms and education, ancient, Christian model of man and education. 4. Modern model of man and education. 5. Education as empathy (W. Dilthey), sympathy (M. Scheler) and meeting (M. Buber)	

6. Modern pedagogical anthropology, man in the world (biological, social and personal dimension of man and education
7. Man as homo educans and homo educandus).
8. Personnel anthropology and education
9. Axiological aspects in education, power and impact of education, education for human identity.
10. The process of training and its basic components
11. man and education in a globalized world
12. Anthropological basis of the current model of education.

Recommended literature:

LEVINSON, Bradley A. (Ed.)- Mica POLLOCK (Ed.) 2011. A companion to the Anthropology of Education. Wiley-Blackwell, 2011, 592 p. ISBN: 978-1-405-19005-3.

KALÁBOVÁ, Helena. Filosofická a pedagogická antropologie. Liberec: TU, 2011. ISBN 978-80-7372-721-5

KUČEROVÁ, Stanislava. Úvod do pedagogické antropologie a axiologie. Brno, 1990. ISBN 8021001410.

MALÍK, Branislav Pedagogická antropológia I. Antropologické pozadie výchovy. Bratislava : IRIS, 2013. ISBN 978-80-8153-006-7.

PELCOVÁ, Naděžda. Filosofická a pedagogická antropologie. Praha: Karolinum, 2000. ISBN 80-246-0076-5.

PELCOVÁ, Naděžda. Vzorce lidství. Filosofie o člověku a výchově. Praha: ISV nakladatelství, 2001. ISBN 80-85866-64-1.

SKARUPSKÁ, Helena. Pedagogická antropologie. Olomouc: 2013.

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* additional literature will be added at the beginning or during the semester.

Languages necessary to complete the course:

slovak

Notes:

Past grade distribution

Total number of evaluated students: 58

A	B	C	D	E	FX
68,97	22,41	3,45	0,0	0,0	5,17

Lecturers: Mgr. Janka Medved'ová, PhD.

Last change: 07.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-014/15	Course title: Pedagogical Axiology
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	
Number of credits: 5	
Recommended semester: 4.	
Educational level: I.	
Prerequisites:	
Course requirements: a) Interim assessment: individual preparation for individual topics (literature review and current research), individual work on the semester project, activity in the seminar discussion (70% of the total assessment), (b) final assessment: oral examination - students must demonstrate mastery of the subject matter (prescribed topics) and the required literature, as well as the ability to apply the acquired knowledge to school and professional practice (30 % of the total mark). A minimum of 10 points in the intermediate assessment is required for admission to the examination. Violation of academic ethics will result in the cancellation of the points obtained in the relevant assessment item. Grading scale: 0-59-FX, 60-67-E, 68-75-D, 76-83-C, 84-91-B, 92-100-A. A maximum of 2 absences will be accepted. The course has a theoretical and practical character. The exact date and topic of the mid-term evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the teaching part. Scale of assessment (preliminary/final): 70/30	
Learning outcomes: Students are able to: - orient themselves in the basic knowledge structure of the axiological dimension of pedagogy, - identify and analyse problems of pedagogical axiology in practice, - apply and practically use the acquired knowledge and skills in the cultivation of personality, - critically reflect, argue and discuss axiological phenomena.	
Class syllabus: 1. Introduction. Objectives and content of the course, systematization of information and previous knowledge of students. 2. Values in pedagogy. Basic values of life: morality, ethics. 3. Ideals and norms. Values, value hierarchy and value orientation. 4. Axiology and history.	

5. Axiology and the axiological dimension of education.
6. The relational nature of values and the bipolarity of education.
7. Classification of values and value orientation.
8. Values in education and the process of value consciousness formation.
9. Evaluation, self-assessment and decision-making.
10. Strategy and process of values education and values consciousness.
11. The value of life and social control.
12. The value of the person in interpersonal relationships.

Recommended literature:

DANEK, Ján, SIROTOVÁ, Mariana, FRÝDKOVÁ, Eva. Hodnotová orientácia v procese výchovy a vzdelávania. Brno: Tribun, 2013. ISBN 978-80-263-0514-9.

CAKIRPALOGLU, Panajotis. Psychologie hodnot. Praha: Votobia, 2004. ISBN 97880-220-195-2.

EYR, Linda, EYR, Richard. Jak naučit děti hodnotám. Praha: Portál, 2000. ISBN 80-7178-360-9.

LOKŠOVÁ, Irena, JABLONSKÝ, Tomáš, DEM, Martin. Výchova k hodnotám v škole a v rodině. Ružomberok: KU, 2006. ISBN 80-8084-065-2.

Languages necessary to complete the course:

slovak and czech

Notes:

Students will be introduced to additional literature during the course.

Past grade distribution

Total number of evaluated students: 193

A	B	C	D	E	FX
47,15	22,8	20,73	6,74	1,55	1,04

Lecturers: Mgr. Jozef Adámat', PhD.

Last change: 08.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-027/15	Course title: Pedagogical Communication
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	
Number of credits: 4	
Recommended semester: 5.	
Educational level: I.	
Prerequisites:	
Course requirements: The output of the completed course is during the teaching part (continuously): • Preparation and implementation of micro-outputs: max. 20 points • Elaboration of continuous tasks and assignments using the e-learning tool Teacher's Academy of Charles University (2022): max. 30 points • Continuous knowledge test: max. 30 points And in the trial period (at the end): • Final test: max. 40 points TOTAL: max. 120 points Students submit tasks and micro-outcomes in the MS Teams e-learning system. The elaborations will be part of their teaching portfolio. To successfully complete the course, it is necessary to obtain at least 70% of points. The rating is given on a scale: A - 105 and above (excellent - excellent results), B - 101 -104 (very good - above average standard), C - 96 - 100 (good - normal reliable work), D - 91 - 95 (satisfactory - acceptable results), E - 90 - 84 (sufficient - the results meet the minimum criteria), Fx - 83 - 0 (insufficient). The teacher accepts max. 2 justified absences with proven documents. The exact date of the continuous assessment will be announced at the beginning of the semester and will also be published in the syllabi of the course. Exam dates will be published via AIS no later than the last week of the semester. Scale of assessment (preliminary/final): = 60/40.	
Learning outcomes: Upon successful completion of the course, students explain the principles of effective educational communication. They can analyze communication episodes, identify problematic communication aspects of individual monologue, interactive and dialogical communication genres. They can describe the procedures for creating communication opportunities and the stages of co-creation of a	

learning environment that supports student participation in teaching. They explained the importance and described specific ways of managing pedagogical communication in school classrooms. The implementation of micro-outcomes and forms of training in other pedagogical communication of teachers is able to acquire the acquired theoretical knowledge in the practice of primary and secondary schools.

Class syllabus:

1.Communication and learning. Basic finding on the connection between communication, speech and learning: Vygotsky's social-cognitive theory (1970, 1976), Bruner's scaffolding concept, Bachtin's (1986) authoritative vs. dialogical discourse, Mercer's (2000) exploratory talk, McElhone's (2012) uptake and conceptual pressure. Empirically examine the relationship between communication, interpersonal communication, educational communication, aims, structure, effectivity.

2.Specific features of educational communication, aspects in the classroom: role of verbal and nonverbal communication in the classroom. Verbal communication, nonverbal communication, IRF structure, role of elicitation, specific school language. The physical space in the classroom (types of classroom arrangement) and its influence on the international classrooms.

3.Teacher as the leader of the communication: basic elements of pedagogical situation, how to lead and direct the communication, questions. Schools, communication rules in the classroom, ways, and forms how to address them. Role of the teacher: Relationships in the classroom, cooperation, and conflicts between students and how to deal with them the interpersonal communication. role of questions – elicitation.

4.Pupil's participation on educational communication, productive vs. unproductive communication, teacher as the leader of the effective communication, how to increase the participation of the students, identification of the participation patterns in the classroom.

5.Concept of dialogic teaching: communication format that stimulates student activity, encourages student thinking, and deepens student understanding. Genres and forms of communication situations. Form of dialogic teaching: Discussion and Scaffolding dialogue. General principles of dialogic teaching.

6.Relationship in educational communication between teachers and students . A teacher's interaction style. Power in the classroom, classroom climate, participation in classroom collective and peer status.

Recommended literature:

ALEXANDER, Robin. A Dialogic Teaching Companion. Cambridge: Dialogs, 2020, 236 s. ISBN 978-113-8570-351.

DVORSKÁ, Darina., SOKOLOVÁ, Lenka., KAROLČÍK, Štefan., DOVIČÁK, Martin., GRIGUŠ, Stanislav., HRČAN, Zuzana. (2022, 25. januára). Učiteľská akadémia UK [webová stránka]. Získané z <https://www.ucitelskaakademia.sk>.

GAVORA, Peter. Učiteľ a žiaci v komunikácii. Bratislava: Vydavateľstvo UK, 2003, 200 s. ISBN 80-223-1716-0.

MAREŠ, Jiří., KŘIVOHLAVÝ, Jaro. Komunikace ve škole. Brno : Masarykova univerzita, 1995. 210 s. ISBN 80-210-1070-3.

MERCER, Neil. Words and Minds: How We Use Language to Think Together. London: Routledge, 2000. ISBN 978-0415-224-76.

SVATOŠ, Tomáš., ŠVARCOVÁ, Eva. Efektivní komunikace ve škole. Hradec Králové: Gaudeamus, 2014, 198 s., ISBN nemá. Dostupné online.

ŠEĐOVÁ, Klára., ŠALAMOUNOVÁ, Zuzana., ŠVARÍČEK, Roman., SEDLÁČEK, Martin., MAJČÍK, Martin., NAVRÁTILOVÁ, Jana. Výuková komunikace. Brno: Masarykova univerzita, 2019. 175 s., ISBN 978-80-210-9529-8.

ŠEĐOVÁ, Klára., ŠVARÍČEK, Roman., ŠALAMOUNOVÁ, Zuzana. Komunikace ve školní třídě. Praha: Portál, 2012, 296 s., ISBN 978-80-262-0085-7. VYSKOČILOVÁ, Eva. Cvičení z pedagogické praxe I. Dovednost sociálně komunikovat. Praha : SPN 1978, 93s. ISBN nemá. VYGOTSKIJ, Lev. Semjonovič. Psychologie myšlení a řeči. Praha: Portál, 2017, 168 s. ISBN 978-80-2621-258-4. Pedagogické a iné spoločenskovedné domáce a zahraničné vedecké časopisy.					
Languages necessary to complete the course: Slovak, English, Czech					
Notes:					
Past grade distribution Total number of evaluated students: 170					
A	B	C	D	E	FX
35,88	27,06	16,47	11,76	7,06	1,76
Lecturers: PaedDr. Darina Dvorská, PhD.					
Last change: 06.04.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-015/15	Course title: Pedagogy in Family
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	
Number of credits: 5	
Recommended semester: 3.	
Educational level: I.	
Prerequisites:	
Course requirements: The output of the completed course is during the teaching part (continuously): • Preparation and implementation of micro-outputs: max. 30 points • Elaboration of continuous tasks and assignments using video demonstrations and e-learning tool Teacher's Academy of Charles University (2022): max. 30 points • Final test: max. 40 points TOTAL: max. 100 points A minimum of 70% pass is required to successfully complete the course. CLASSIFICATION: A - 91 - 100 (excellent - excellent results), B - 90 - 86 (very good - above average standard), C - 85 - 80 (good - normal reliable work), D - 79 - 76 (satisfactory - acceptable results), E - 75 - 70 (sufficient - the results meet the minimum criteria), Fx - 69- 0 (insufficient). The teacher accepts max. 2 justified absences with proven documents. Tasks and micro-outputs are entered via "Assigned tasks" in the MS Teams application. Elaboration of tasks, exercises and micro-outputs are part of the student's portfolio. The exact date of the continuous assessment will be announced at the beginning of the semester and published through AIS no later than in the last week of the teaching part of the semester. Scale of assessment (preliminary/final): = 60/40.	
Learning outcomes: Upon successful completion of the course, students know the importance and position of family pedagogy in the system of pedagogical, social and human sciences. They have theoretical knowledge of the basic functions of the family. They know how to analyze various educational situations. They can apply educational means such as encouragement, rewards, natural and logical consequences in education. They know how to critically evaluate the consequences of the use of punishments in education. They are able to evaluate the consequences of educational styles applied in the family. Through the implementation of micro-outcomes and other forms of training in the	

use of effective educational tools, they can apply the acquired theoretical knowledge in the practice of the educator.

Class syllabus:

1. Obedience or free will?

Educational styles in the family, analysis of educational style, the influence of personality and experience of parents on the formation of educational style, harmonization of partners' educational styles.

2. Disputes between siblings:

Sibling relationships in the family, causes of conflicts between siblings, the influence of sibling order on the child's forming personality, family constellations and their influence on upbringing. Do we raise our children the same way? How to prevent sibling conflicts?

3. Negative emotions in education:

Emotions and their manifestations, negative emotions in education - what causes them? Recognition of children's own emotions? Techniques of controlling the manifestations of negative emotions.

4. Punishments as educational means?

Definition of punishment in education. Analysis of educational situations with regard to the use of punishments, alternative educational means. How to prevent the use of punishments in education?

5. Logical consequences and boundaries in education:

Defining logical and natural consequences in education. How do we set and adhere to boundaries in education? Logical consequence vs. punishment. Practical training in the use of logical consequences.

6. Fight for power or attention at all costs?

The struggle for attention and power (causes and consequences). Negativism in children. Analysis of specific educational situations. Effective solution of such situations.

7. Rewarding and encouraging children:

Reward, praise and encouragement - similarities and differences. Reward vs. Punishment. Approaches to rewarding and encouragement. Appropriate and inappropriate forms of reward. How to encourage children?

8. Family and school: Relationships between school and family. Family and school partnership. Forms of cooperation between the school and the family. Parental involvement. Teacher's communication with parents. Intergenerational learning.

Recommended literature:

Povinná literatúra:

DREIKURS, Rudolf. GREY, Loren. Logické dôsledky. Praktická príručka ako naučiť deti a dospievajúcu mládež zodpovednému správaniu. Nové Zámky: Psychoprof. 1997, 171 s. ISBN: 80-967-1487-2

Odporúčaná literatúra:

DVORSKÁ, Darina., SOKOLOVÁ, Lenka., KAROLČÍK, Štefan., DOVIČÁK, Martin., GRIGUŠ, Stanislav., HRČAN, Zuzana. (2022, 25. januára). Učiteľská akadémia UK [webová stránka]. Získané z <https://www.ucitelskaakademia.sk>.

HELUS, Zdeněk. Dítě v osobnostním pojetí. Praha: Portál, 2004, 228 s., ISBN 80-7178-888-0

LEMAN, Kevin. Sourozenecké konstelace. Praha: Portál, 2016, 320 s., ISBN: 978-80-2621-100-6.

MATEJČEK, Zdeněk. Co, kdy a jak ve výchově dětí. Praha: Portál, 2007, 143 s., ISBN: 80-736-732-53.

PERRYOVÁ, Philippa. Toto mali čítať naši rodičia (a naše deti sa potešia, ak si to prečítame my). Bratislava: Tatran, 2020, 262 s., ISBN: 978-80-222-1112-3.

RABUŠICOVÁ, Milada. a kol. Medzigenerační učení. Teorie, výzkum, praxe. Brno: MUNI, 2016, 294s., ISBN 978-80-210-8460-5.

SOBOTKOVÁ, Ivana. Psychologie rodiny. Praha: Portál, 2012, 224 s. ISBN: 978-80-262-0217.

SOKOLOVÁ, Lenka. a kol. Ako rozumieť svojim deťom a sebe samému. Metodická príručka kurzu Ako rozumieť svojim deťom a sebe samému. APR. Bratislava: UMC, 2010, 131 s.

TAMÁŠOVÁ, Viola. Teória a prax rodinnej edukácie. Ivánka pri Dunaji: Axima, 2007, 210 s., ISBN 978-80-969178-3-9.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 210

A	B	C	D	E	FX
41,43	20,95	16,67	7,14	9,05	4,76

Lecturers: PaedDr. Darina Dvorská, PhD.

Last change: 06.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KPg/A-boPE-008/15		Course title: Philosophy 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					
Number of credits: 4					
Recommended semester: 1.					
Educational level: I.					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 210					
A	B	C	D	E	FX
76,19	12,38	5,24	2,38	2,38	1,43
Lecturers: prof. PhDr. Emil Višňovský, CSc., doc. PhDr. Ivan Buraj, CSc., doc. Mgr. Erika Lalíková, PhD., doc. PhDr. Mariana Szapuová, CSc., Mgr. Róbert Maco, PhD., Mgr. Zuzana Zelinová, PhD.					
Last change: 17.09.2020					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KPs/A-boPE-017/15		Course title: Psychology of Personality			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning					
Number of credits: 4					
Recommended semester: 3.					
Educational level: I.					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 47					
A	B	C	D	E	FX
25,53	14,89	21,28	14,89	10,64	12,77
Lecturers: doc. PhDr. Milica Schraggeová, CSc.					
Last change: 02.06.2015					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPs/A-boPE-022/15	Course title: Social Psychology
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 4.	
Educational level: I.	
Prerequisites:	
Course requirements: Conditions for passing the course: Students' participation in classes is mandatory. Absence may be justified in necessary cases, but only if the student informs about his / her absence in advance, e.g. by mail. If the student does not pass min. 85% of the course will be assessed by FX. Absences cannot be replaced by other task. Course evaluation: 50% (50b) of the evaluation the student obtains during the semester, 50% (50b) during the examination period in the form of a final test. Continuous assessment: reading the assigned literature, elaboration of assignments (max. 50 points) – this part cannot be replaced by another task during the semester and is also a condition of admission to final exam. Classification scale: A (100-94%), B (93-85%), C (84-76%), D (75-67%), E (66-60%), FX (59-0%). Violation of academic ethics will result in the cancellation of points obtained in the relevant item evaluation. Weight of the continuous/final evaluation: 50/50 Scale of assessment (preliminary/final): 50/50	
Learning outcomes: Learning outcomes: The course provides students with an overview of the basic human interactions in social environment, describes the laws of social interaction, social behavior and social phenomena. Students completing the course: · Will be able to define social psychology in the context of other psychological disciplines, its development and current research approaches, · Get to know the basic methodological apparatus of social psychology and its application in research, · Get acquainted with the general mechanisms of cognition, behavior and emotions determined by the social context, · Understand the basic socio-psychological phenomena and their patterns in society.	
Class syllabus: Course topics: 1. Introduction to the study of social psychology - background, subject definition. Social and cultural determination. 2. Methodology and ethics of social-psychological research. 3. Origin, formation and development of social psychology. Social psychology today. 4. Social learning and socialization. 5. Social attitudes, theories of attitudes, change and measurement of attitudes. 6. Social identity. 7. Social perception and attribution processes. 8. Small groups. 9. Group influence. Conformity. Obedience. 10. Prosocial behavior. 11. Aggressive behavior. 12. Behavior of large groups. 13. Personal relationships.	

Recommended literature:					
Languages necessary to complete the course: Slovak, Czech, English					
Notes:					
Past grade distribution Total number of evaluated students: 42					
A	B	C	D	E	FX
33,33	26,19	23,81	7,14	0,0	9,52
Lecturers: Mgr. Radoslav Blaho, PhD., Mgr. Viera Cviková, PhD.					
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-boPE-021/00	Course title: Special Pedagogy
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	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: I.	
Prerequisites:	
Course requirements: a) continuous assessment: individual preparation for each topic, activity in discussions on each topic, seminar work (60% of the total assessment) (b) final assessment: oral examination - the student must demonstrate mastery of the subject matter (prescribed topics) and (at least) the compulsory literature, as well as the ability to apply the knowledge acquired to school practice; sophisticated and coherent language, critical and creative thinking are expected (40% of the total mark). Admission to the examination is subject to achieving a minimum of 10 points in the intermediate assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant assessment item. Grading Scale: 0-59-FX, 60-67-E, 68-75-D, 76-83-C, 84-91-B, 92-100-A. A maximum of 2 absences will be accepted. The course has a theoretical and practical character. The exact date and topic of the mid-term evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the teaching part. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: Students are able to: - define the individual sub-disciplines of special education, specific characteristics, tools and methods of working with individuals and groups (with respect to their diagnosis), with an emphasis on the active and effective functioning of children and adolescents in school, - analyse and compare individual diagnostic procedures specific to particular sub-disciplines of special pedagogy (speech therapy, ethopaedics, etc.), - reflect and critically evaluate the work of the special educator in school, with regard to the complications of children and adolescents in school, associated with some type of limitation, - to identify and analyse the principles of inclusion and their transformation in the educational process in school in order to eliminate unequal access and discrimination of children and young people with specific needs,	

- apply the acquired basic knowledge and skills in their pedagogical practice.					
Class syllabus: 1. Introduction. Objectives and content of the course, systematization of information and previous knowledge of students. 2. Subject, meaning, aims and tasks of special education. 3. Development of the individual and developmental anomalies. 4. Methods of working with children and adolescents with special needs. The system of special schools and educational institutions in the Slovak Republic. 5. Special education speech therapy. 6. Special psychopedic pedagogy. 7. Surdopedic special pedagogy. 8. Typhlopedic special pedagogy. 9. Somatopedic special pedagogy. 10. Special pedagogy ethopedic. 11. Individual special pedagogical care in special schools. 12. Integration of pupils with various disorders in mainstream primary schools. 13. Inclusion, inclusive pedagogy, inclusive team in school. 14. Special education and counselling. Socialization and career orientation of individuals with special needs.					
Recommended literature: HARČARÍKOVÁ, Terézia. Pedagogika telesne postihnutých, chorých a zdravotne oslabených. Bratislava: MABAG, 2008. ISBN 978-80-89238-59-0. KEREKRETIOVÁ, Aurélia. Základy logopédie. Bratislava: UK, 2009. ISBN 978-80-223-2574-5. KOLLÁROVÁ, Ema. Somatopédia pre vychovávateľov. Bratislava: UK, 2004. ISBN 80-223-1591-5. LOPÚCHOVÁ, Jana. Základy pedagogiky zrakovo postihnutých. Bratislava : IRIS, 2011. ISBN 978-80-89238-61-3. VANČOVÁ, Alica. Základy pedagogiky mentálne postihnutých. Bratislava: Sapiientia, 2005. ISBN 80-968797-6-6. VAŠEK, Štefan. Špeciálna pedagogika. Bratislava: Sapiientia, 2008. ISBN 978-80-89229-11-6.					
Languages necessary to complete the course: slovak and czech					
Notes: Students will be introduced to additional literature during the course.					
Past grade distribution Total number of evaluated students: 203					
A	B	C	D	E	FX
72,91	16,75	7,88	0,99	0,49	0,99
Lecturers: PhDr. Dáša Oravkinová					
Last change: 08.04.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KS/A-AboSO-40/15		Course title: Statistics			
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					
Number of credits: 4					
Recommended semester: 3.					
Educational level: I.					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 40					
A	B	C	D	E	FX
25,0	15,0	27,5	17,5	15,0	0,0
Lecturers: Mgr. Daniel Gerbery, PhD., prof. PhDr. Gabriela Lubelcová, CSc.					
Last change: 30.05.2019					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPA/A-boPE-046/21	Course title: Systematic Andragogy
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	
Number of credits: 4	
Recommended semester: 3.	
Educational level: I.	
Prerequisites:	
Course requirements: a) during the teaching part (continuously) a seminar paper (30 points) on a selected topic from systematic andragogy, theoretical and applied andragogical disciplines as well as from selected problems of andragogical practice, e.g. Concepts of adult education theory and their representatives, Participants of adult education, Competences of andragogist, Current trends in forms and methods of adult education, Education and self-education of adult human, Andragogical counselling, Further professional education of adults, Career and educational counselling, Social andragogical work and counselling, Cultural-educational and leisure activities of adults, Trends of education and learning of adults in the context of lifelong learning in the Slovak Republic and abroad, etc. (b) in the examination period: written test (70 points) Admission to the examination is conditional on achieving a minimum of 10 points in the intermediate assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant item The student will be required to complete the item(s) in the appropriate grade. Grading scale: 92-100: A 84-91: B 76-83: C 68-75: D 60-67: E 0-59: FX The teacher 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 completing of the course, students have basic knowledge of systematic andragogy, adult didactics, theory of adult education, professional, social and cultural andragogy. They are able to acquire and further develop basic competences for working in andragogical practice.

Class syllabus:

1. The development of adult education theory.
2. Andragogical conceptions of the theory of adult education and education and their representatives.
3. Systemization of andragogy.
4. Relationship of andragogy to other sciences. Border disciplines.
5. The personality of the adult person - the specifics of education, education and learning of adults.
6. Comparative andragogy.
7. Didactics of adults.
8. Theory of adult education (formation).
9. Professional andragogy.
10. Social andragogy.
11. Cultural andragogy.
12. Andragogical counselling.

Recommended literature:

ČORNANIČOVÁ, Rozália, MATULČÍK, Július. Kultúrna andragogika : Úvod do teórie a praxe kultúrno-osvetovej činnosti. Bratislava : Online Katalóg knižníc UK. 2010. Dostupné na: https://stella.uniba.sk/texty/FIF_RCJM-andragogika.pdf

FRK, Vladimír, PIROHOVÁ Ivana. Profesijná andragogika I. Prešov: PU 2016. ISBN 978-80-89295-68-5.

MATULČÍK, Július. Teórie výchovy a vzdelávania dospelých v zahraničí. Bratislava: Gerlach Print, 2004. ISBN 80-89142-02-8

MATULČÍKOVÁ, Marta, MATULČÍK, Július. Manažment kariéry a vzdelávania. Bratislava: Ekonóm 2019. ISBN 978-80-225-4623-2

MUŽÍK, Jaroslav. Androdidaktika. Praha: CODEX Bohemia 2004. ISBN 80-7357-045-9.

SZABOVÁ-ŠÍROVÁ, Lea. Sociálna andragogika. Bratislava : Univerzita Komenského 2015. ISBN 978-80-223-3752-6.

Students will be introduced to the supplementary literature during the course.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 13

A	B	C	D	E	FX
61,54	15,38	15,38	7,69	0,0	0,0

Lecturers: doc. PhDr. Július Matulčík, CSc., PhDr. Lea Szabová Šírová, PhD.

Last change: 06.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-026/15	Course title: Theory of Upbringing 1
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	
Number of credits: 5	
Recommended semester: 5.	
Educational level: I.	
Prerequisites:	
Course requirements: a) continuous assessment: individual preparation for each topic, individual work on the assigned semester project, activity in discussions on each topic (60% of the total assessment), (b) final assessment: oral examination/colloquium - students must demonstrate mastery of the subject matter (prescribed topics) and (at least) the required literature, as well as the ability to apply the knowledge acquired to school and educational practice; sophisticated and coherent language, critical and creative thinking are expected (40 % of the total mark). Admission to the examination is conditional on achieving a minimum of 10 points in the intermediate assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant assessment item. Grading scale: 0-59-FX, 60-67-E, 68-75-D, 76-83-C, 84-91-B, 92-100-A. A maximum of 2 absences will be accepted. The course has a theoretical and practical character. The exact date and topic of the mid-term evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the teaching part. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: Students are able to: - identify and define the importance of educational theory and its position within the educational and social sciences, - critically reflect on the distinctive aspects of the sub-disciplines of educational theory, - apply knowledge and skills to examples of family and school practice, - analyze contemporary educational issues and propose solutions to educational problems with implications for individual and societal well-being, - apply the acquired knowledge in their own professional direction, - argue and lead constructive debate.	
Class syllabus:	

1. Introduction. Objectives and content of the course, systematization of information and previous knowledge of students.
2. Man and education: the concept and character of education, educational goals, principles and methods of educational action, means and forms of educational action, educational environment.
3. School, family, society and education in the family. Consequences of educational styles and educational action.
4. Theory of education: basic concepts, definition of the subject and content of the theory of education, the position of the theory of education in the system of pedagogical sciences, cooperation of the theory of education with other scientific disciplines.
5. Theory of education: tasks and goals, individual, social and global significance of education. Selected aspects of education.
6. The problem of values and education for prosociality. Ethics and moral education
7. The power of knowledge and responsibility. Education for the 21st century. Reason education.
8. Cooperation and co-responsibility. Education for partnership, marriage and parenthood. Sex education
9. Freedom, tolerance of difference and responsibility. Gender sensitive education
10. The power of consciousness, freedom of action and shared responsibility. Human existence and global issues. Environmental and media education
11. Tolerance, intercultural dialogue and coexistence. Multicultural education.
12. Beauty, health and usefulness. Aesthetic, work and physical education
13. Democracy and civic responsibility. Education for democratic citizenship.
14. Final colloquium: the importance of individual educational areas for the formation of the identity of the child and young person - independent preparation of individual projects and discussion.

Recommended literature:

DONČEVOVÁ, Silvia. Rodová politika: možnosti implementácie vo verejnej správe. Trnava: FSV UCM, 2013. ISBN 978-80-815-487-7.

JEDLIČKA, Richard. Psychický vývoj dítěte a výchova. Praha: Grada, 2017. ISBN 978-80-271-0096-5.

PRŮCHA, Jan. Přehled pedagogiky. Praha: Portál, 2000. ISBN 80-7178-399-4.

STROUHAL, Martin. Teorie výchovy. Praha: Grada, 2013. ISBN 978-80-247-4212-0.

VIŠŇOVSKÝ, Ľudovít. Teória výchovy. Banská Bystrica: UMB, 2002. ISBN 978-80-8055-950-2.

ZELINA, Miron. Teórie výchovy alebo hľadanie dobra. Bratislava: SPN, 2010. ISBN 978-80-10-01884-0.

Languages necessary to complete the course:

slovak and czech

Notes:

Students will be introduced to additional literature during the course.

Past grade distribution

Total number of evaluated students: 168

A	B	C	D	E	FX
37,5	26,79	14,88	8,33	10,71	1,79

Lecturers: prof. PhDr. Mária Potočarová, PhD.

Last change: 08.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-boPE-031/15	Course title: Theory of Upbringing 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	
Number of credits: 6	
Recommended semester: 6.	
Educational level: I.	
Prerequisites: FiF.KPg/A-boPE-026/15 - Theory of Upbringing 1	
Course requirements: a) continuous assessment: individual preparation for each topic (thorough study of the prescribed seminar literature and sources, search for up-to-date scientific and professional information on each topic and presentation of this information in conjunction with discussion), activity in discussions on each topic (60% of the overall assessment), (b) final assessment: oral examination/colloquium - students must demonstrate mastery of the subject matter (prescribed topics) and (at least) the required literature, as well as the ability to apply the knowledge acquired to school and educational practice; sophisticated and coherent language, critical and creative thinking are expected (40 % of the total mark). Admission to the examination is conditional on achieving a minimum of 10 points in the intermediate assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant assessment item. Grading scale: 0-59-FX, 60-67-E, 68-75-D, 76-83-C, 84-91-B, 92-100-A. A maximum of 2 absences will be accepted. The course is interactive and discussion-based. 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): 60/40	
Learning outcomes: Students are able to: - Identify and analyze selected phenomena of educational theory at an advanced level, - critically evaluate individual contemporary trends of educational theory in terms of individual and social values and their influence on the formation of the child's personality, - argue in a debate on specific areas of educational theory, - Identify, analyze and compare specific aspects of social values education, personal and social education, education of children from marginalized groups, in specific educational environments and situations, etc, - apply the knowledge acquired in their own professional development,	

- independently analyse available scientific sources and present the results of the analysis in a constructive and argumentative discussion.

Class syllabus:

1. Introduction. Objectives and content of the course, systematization of information and previous knowledge of students.
2. Theory of education: theory of values - personal education, social education and education to values
3. Existentialist, psychoanalytical and ethological foundations of education
4. Contemporary theories of education. Educational aspects of non-directive pedagogy, spiritual pedagogy, integral pedagogy, non-authoritative pedagogy. Gestalt analysis.
5. Contemporary theories of education. Educational aspects of emancipatory, intercultural, analytical-critical pedagogy. Pedagogy of the present: antipedagogy and postpedagogy and education.
6. Emotional education: from childhood to old age.
7. Self-awareness, self-knowledge, self-education and orientation towards a free, responsible personality
8. Educational authority: parents as primary educational authorities and the teacher as an educational authority
9. New trends in education I. (projects)
10. New trends in education II. (projects)
11. Excursion: how some areas of educational theory are implemented in school
12. Excursion: how some areas of educational theory are implemented in school
13. Final colloquium: value education.

Recommended literature:

POLÁČKOVÁ ŠOLCOVÁ, Iva. Emoce - regulace a vývoj v průběhu života. Praha: Grada, 2018. ISBN 978-80-247-5128-3.

PELIKÁN, Jiří. Výchova jako teoretický problém. Ostrava: Amosium servis, 1995. ISBN 80-85498-27-8. (povinná seminární literatura: dostupné v Slovenskej pedagogickej knižnici)

ŚLIWERSKI, Boguslaw. Súčasná teórie a smery vo výchove a vzdelávaní. Ružomberok: Verbum, 2005. ISBN 978-80-8084-512-4. (povinná seminární literatura: dostupné v Slovenskej pedagogickej knižnici)

STŘELEČ, Stanislav. Studie z teorie a metodiky výchovy II. Brno: Masaryková univerzita, 2007. ISBN 80-210-3687-7. (povinná seminární literatura: dostupné v Slovenskej pedagogickej knižnici)

WRÓBEL, Alina. Výchova a manipulace. Praha: Grada, 2008. ISBN 978-80-247-2337-2.

VALENTA, Jozef. Osobnostní a sociální výchova a její cesty k žákovi. [online]. Povinná seminární literatura, dostupné na: https://kped.ff.cuni.cz/wp-content/uploads/sites/168/2020/12/Valenta_OSV-a-jeji-cesty-k-zakovi.pdf

Languages necessary to complete the course:

slovak and czech

Notes:

Students will be introduced to additional literature during the course.

Past grade distribution					
Total number of evaluated students: 163					
A	B	C	D	E	FX
35,58	31,9	26,38	5,52	0,61	0,0
Lecturers: prof. PhDr. Mária Potočarová, PhD.					
Last change: 08.04.2022					
Approved by:					