

## Course descriptions

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## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FMFL.KDMFI+KAG/2- UXX-939/22		<b>Course title:</b> Diploma Thesis Seminar			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 3 <b>per level/semester:</b> 42 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 3					
<b>Recommended semester:</b> 3.					
<b>Educational level:</b> II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. RNDr. Pavel Chalmovianský, PhD., PaedDr. Peter Vankúš, PhD., doc. PaedDr. Klára Velmovská, PhD.					
<b>Last change:</b> 28.01.2022					
<b>Approved by:</b>					

## STATE EXAM DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-595/22	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<b>Last change:</b> 03.02.2022	
<b>Approved by:</b>	

## STATE EXAM DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KE/A-muES-585/22	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>The student must submit the master's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The master's 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 master's thesis.</p> <p>The supervisor of the final thesis and its opponent will prepare evaluations of the master'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.</p> <p>Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A</p> <p>Master's thesis evaluation criteria:</p> <ol style="list-style-type: none"> <li>1. The contribution of the master's thesis, the fulfilment of the objectives of the thesis in its assignment, and the requirements for the content of the master's thesis given by the internal quality system of Comenius University. It is assessed whether the student has worked on the chosen topic at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. Demonstration of the ability to work creatively in the study program is evaluated and the degree of demonstration of knowledge and understanding of the diploma thesis is reflected.</li> <li>2. Originality of the work (master's thesis must not be plagiarized, must not infringe the copyrights of other authors); the documentation for the defence of the master'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.</li> <li>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.</li> <li>4. Compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of Comenius University.</li> <li>5. Respecting the recommended length of the master's thesis (the recommended length of the master's thesis is usually 50 – 70 standard pages = 90,000 to 126,000 characters, including spaces), the adequacy of the length of the thesis is assessed by the thesis supervisor.</li> <li>6. Linguistic and stylistic level of work and formal adjustments.</li> </ol> <p>The student orally presents the content, achieved goals, and conclusions of the master'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 master'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.</p>	

Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 0/100
<p><b>Learning outcomes:</b></p> <p>The student has mastered the basic requirements of writing a scientific text in compliance with the rules of academic ethics. The student knows the methods used in the field of study, is able to work on the chosen topic of the master's thesis at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. After a successful defence of the master's thesis, the student is able to design, implement, critically reflect, and justify his research intention. The student understands the context of the problem, can clearly define research conclusions, state his positions, and make recommendations. He can respond argumentatively and flexibly to questions about the research topic, its methodology, and its conclusions.</p>
<p><b>Class syllabus:</b></p> <ol style="list-style-type: none"> <li>1. The student presents the master's thesis in front of the committee for state exams, the opponent of the bachelor's thesis, and those present.</li> <li>2. The student responds to the evaluations – comments and questions.</li> <li>3. The student responds to the questions of the committee for state exams or the questions in a broader debate.</li> </ol>
<b>State exam syllabus:</b>
<p><b>Recommended literature:</b></p> <ul style="list-style-type: none"> <li>• LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Available at: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf">http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf</a></li> <li>• Vnútny predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Available at: <a href="https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf">https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf</a></li> <li>• Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Available at: <a href="https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/">https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/</a></li> </ul>
<b>Last change:</b> 01.03.2022
<b>Approved by:</b>

## STATE EXAM DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-muFI-595/22	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<b>Course requirements:</b> <p>Submission of the diploma thesis by the deadline specified in the timetable of the current academic year for the respective date of the state examination. The diploma thesis is submitted in a printed version in two bound copies (at least one of which is in hardcover) to the relevant department and in an electronic version via AIS. The thesis must meet the parameters specified by Internal Regulation No. 7/2018 Directive of the Rector of Comenius University on the basic requisites of final theses, rigorous theses and habilitation theses, control of their originality, storage and accessibility at Comenius University in Bratislava. The provisions of Article 14 of the Study Regulations of the Faculty of Arts of Comenius University apply to the evaluation of the diploma thesis as a subject of the state examination.</p> <p>Scale of assessment (preliminary/final): 0%/100%</p>	
<b>Learning outcomes:</b> <p>When writing the diploma thesis, students are able to elaborate the chosen topic at the level of a scientific study with a representative selection of literature, with appropriately chosen scientific procedures and hypotheses that can be verified. The diploma thesis is a contribution to the relevant field of study.</p>	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Contribution of the thesis to the field of study, depending on its nature and degree of study. The evaluation of the thesis takes into account whether the students adequately treat the chosen topic at the level of a scientific study with a representative selection of literature, whether the chosen scientific procedures are adequate and appropriate, and whether they work adequately with hypotheses that can be verified. The diploma thesis shall be an apparent contribution to the relevant field of study.</li> <li>2. Originality of the thesis (the thesis must not be plagiarized, it must not infringe the copyrights of other authors), the documentation for the defence of the thesis as a subject of the state examination also includes an originality protocol from the central register, the results of which are commented on by the supervisor and the opponent in their opinions;</li> <li>3. Accuracy and correctness of the quotation of used information sources, research results of other authors and author teams, correctness of the description of methods and working procedures of other authors or author teams;</li> <li>4. Compliance of the structure of the thesis with the prescribed structure defined by Internal Regulation No. 12/2013;</li> <li>5. Respecting the recommended length of the thesis (the recommended length of a diploma thesis is usually 50-70 standard pages - 90,000 to 126,000 characters including spaces), the appropriateness of the scope of the thesis is judged by the supervisor;</li> <li>6. Linguistic and stylistic level of the thesis and formal editing;</li> <li>7. The manner and form of the thesis defence and the student's ability to respond adequately to comments and questions in the supervisor's and opponent's evaluations.</li> </ol>	

<b>State exam syllabus:</b>
<b>Recommended literature:</b> According to the topic of the thesis.
<b>Languages necessary to complete the course:</b> Slovak
<b>Last change:</b> 11.03.2022
<b>Approved by:</b>

## STATE EXAM DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-muHI-595/22	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<b>Last change:</b> 10.02.2022	
<b>Approved by:</b>	



## STATE EXAM DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-595/22	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>The student must submit the master's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The master's 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 master's thesis.</p> <p>The supervisor of the final thesis and its opponent will prepare evaluations of the master'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.</p> <p>Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A</p> <p>Master's thesis evaluation criteria:</p> <ol style="list-style-type: none"> <li>1. The contribution of the master's thesis, the fulfilment of the objectives of the thesis in its assignment, and the requirements for the content of the master's thesis given by the internal quality system of Comenius University. It is assessed whether the student has worked on the chosen topic at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. Demonstration of the ability to work creatively in the study program is evaluated and the degree of demonstration of knowledge and understanding of the diploma thesis is reflected.</li> <li>2. Originality of the work (master's thesis must not be plagiarized, must not infringe the copyrights of other authors); the documentation for the defence of the master'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.</li> <li>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.</li> <li>4. Compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of Comenius University.</li> <li>5. Respecting the recommended length of the master's thesis (the recommended length of the master's thesis is usually 50 – 70 standard pages = 90,000 to 126,000 characters, including spaces), the adequacy of the length of the thesis is assessed by the thesis supervisor.</li> <li>6. Linguistic and stylistic level of work and formal adjustments.</li> </ol> <p>The student orally presents the content, achieved goals, and conclusions of the master'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 master'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.</p>	

Scale of assessment (preliminary/final): 0/100
<b>Learning outcomes:</b> The student has mastered the basic requirements of writing a scientific text in compliance with the rules of academic ethics. The student knows the methods used in the field of study, is able to work on the chosen topic of the master's thesis at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. After a successful defence of the master's thesis, the student is able to design, implement, critically reflect, and justify his research intention. The student understands the context of the problem, can clearly define research conclusions, state his positions, and make recommendations. He can respond argumentatively and flexibly to questions about the research topic, its methodology, and its conclusions.
<b>Class syllabus:</b> 1. The student presents the master'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 the evaluations – comments and questions. 3. The student responds to the questions of the committee for state exams or the questions in a broader debate.
<b>State exam syllabus:</b>
<b>Recommended literature:</b> • LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Available at: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf">http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf</a> • Vnútný predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Available at: <a href="https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf">https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf</a> • Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Available at: <a href="https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/">https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/</a>
<b>Languages necessary to complete the course:</b> Hungarian (C2)
<b>Last change:</b> 05.03.2022
<b>Approved by:</b>

## STATE EXAM DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-muNE-595/22	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<b>Last change:</b> 03.02.2022	
<b>Approved by:</b>	

## STATE EXAM DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muPE-595/22	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<b>Last change:</b> 03.02.2022	
<b>Approved by:</b>	

## STATE EXAM DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSJ/A-muSL-595/22	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<b>Antirequisites:</b> FiF.KSJ/A-muSL-595/15	
<b>State exam syllabus:</b>	
<b>Last change:</b> 03.02.2022	
<b>Approved by:</b>	

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KAA/A-muAN-592/22		<b>Course title:</b> Master's Degree Thesis Seminar			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 3 <b>per level/semester:</b> 42 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 3					
<b>Recommended semester:</b> 3.					
<b>Educational level:</b> II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. John Peter Butler Barrer, PhD., PhDr. Beáta Borošová, PhD., PhDr. Katarína Brziaková, PhD., Mgr. Marián Gazdík, PhD., Mgr. Lucia Grauzľová, PhD., Mgr. Marián Kabát, PhD., Mgr. Ivan Lacko, PhD., doc. PhDr. Daniel Lančarič, PhD., Mgr. Jozef Lonek, PhD., Mgr. Lucia Paulínyová, PhD., PhDr. Jozef Pecina, PhD., Mgr. Ivo Poláček, PhD., doc. Mgr. Alena Smiešková, PhD., Mgr. Pavol Šveda, PhD., M. A. Linda Steyne, PhD.					
<b>Last change:</b> 03.02.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KE/A-muES-592/22		<b>Course title:</b> Master's Degree Thesis Seminar			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 3 <b>per level/semester:</b> 42 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 3					
<b>Recommended semester:</b> 3.					
<b>Educational level:</b> II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Michal Babiak, CSc., prof. PhDr. Oliver Bakoš, CSc., Mgr. Viera Bartková, PhD., doc. Mgr. Juraj Hamar, CSc., Mgr. Jozef Kovalčík, PhD., prof. PhDr. Peter Michalovič, CSc., Mgr. Simona Mischnáková, PhD., Mgr. Juraj Oniščenko, PhD., doc. PhDr. Zuzana Slušná, PhD.					
<b>Last change:</b>					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-muFI-592/22	<b>Course title:</b> Master's Degree Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Presentation of a partial output (e.g. one chapter of the thesis) Grade percentage: A: 91-100%, excellent - excellent results, B: 81-90%, very well – above average standard, C: 71-80%, well - reliable work, D: 61-70%, satisfactory - acceptable results, E: 50-60%, sufficient – the results meet the minimum criteria, Fx: 0-49%, insufficient – additional work required Scale of assessment (preliminary/final): preliminary 100%	
<b>Learning outcomes:</b> Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.	
<b>Class syllabus:</b> Identifying and selecting the thesis (research) topic. Study of scholarly literature on the selected research topic. Basic material research and processing procedure. Methods of process and thesis creation (citation standards, manuscript modification, referencing). Presentation of a partial output (e.g. one chapter of the thesis)	
<b>Recommended literature:</b> Selection of scholarly literature according to the research topic; Current Directive of the Rector of the Comenius University on the essentials of the final thesis; LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Available on: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf">stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf</a> Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Available on: <a href="https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/">https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/</a>	



<b>Languages necessary to complete the course:</b> Slovak, (add another language according to the specifics of the study programme in case of language studies)					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 17					
A	B	C	D	E	FX
64,71	5,88	17,65	5,88	5,88	0,0
<b>Lecturers:</b> prof. Mgr. Michal Chabada, PhD., prof. PhDr. Zlatica Plašienková, CSc., prof. PhDr. Emil Višňovský, CSc., doc. PhDr. Ivan Buraj, CSc., doc. Mgr. Andrej Kalaš, PhD., doc. Mgr. Erika Lalíková, PhD., doc. PhDr. Mariana Szapuová, CSc., Mgr. Róbert Maco, PhD., Mgr. Martin Nuhlíček, PhD., doc. Mgr. Lukáš Bielik, PhD., prof. PhDr. František Gahér, CSc., Mgr. Juraj Halas, PhD., doc. Dr. Vladimír Marko, PhD., prof. Mgr. Marián Zouhar, PhD.					
<b>Last change:</b> 17.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-muHI-592/22	<b>Course title:</b> Master's Degree Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 3 <b>per level/semester:</b> 42 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Presentation of a partial output (e.g. one chapter of the thesis) Grade percentage: A: 91-100%, excellent - excellent results, B: 81-90%, very well – above average standard, C: 71-80%, well - reliable work, D: 61-70%, satisfactory - acceptable results, E: 50-60%, sufficient – the results meet the minimum criteria, Fx: 0-49%, insufficient – additional work required	
<b>Learning outcomes:</b> Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.	
<b>Class syllabus:</b> Identifying and selecting the thesis (research) topic. Study of scholarly literature on the selected research topic. Basic material research and processing procedure. Methods of process and thesis creation (citation standards, manuscript modification, referencing). Presentation of a partial output (e.g. one chapter of the thesis)	
<b>Recommended literature:</b> Recommended literature: Selection of scholarly literature according to the research topic; Current Directive of the Rector of the Comenius University on the essentials of the final thesis; 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: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf">stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf</a> Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Dostupné na: <a href="https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/">https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/</a>	

<b>Languages necessary to complete the course:</b> Slovak					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PhDr. Miroslav Daniš, CSc., Mgr. Daniela Hrnčiarová, PhD., doc. Mgr. Martin Hurbanič, PhD., Mgr. Matej Ivančík, PhD., doc. PhDr. Viliam Kratochvíl, PhD., doc. Mgr. Vincent Múcska, PhD., prof. Eduard Nižňanský, CSc., Mgr. Daniela Rošková, PhD., PhDr. Lukáš Rybár, PhD., Mgr. Eva Škorvanková, PhD., Mgr. Dušan Zupka, PhD., Mgr. Peter Benka, PhD., PhDr. Eva Benková, PhD., PhDr. Tomáš Černák, PhD., prof. PhDr. Roman Holec, DrSc., prof. Mgr. Martin Homza, PhD., Mgr. Stanislava Kuzmová, PhD., doc. PhDr. Peter Podolan, PhD., doc. Mgr. Martin Vašš, PhD., prof. PhDr. Ján Lukačka, CSc.					
<b>Last change:</b> 17.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-muNE-592/22	<b>Course title:</b> Master's Degree Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 3 <b>per level/semester:</b> 42 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment - the seminar takes place through individual consultations with the supervisor. Final evaluation based on averaging of work results. With regard to the specifics of the course, the following are evaluated: systematic preparation of the thesis in accordance with the objectives set out in the assignment, regular consultations with the thesis supervisor and acquaintance of the thesis supervisor with the progress on agreed tasks, which include: . The evaluation in the A-FX classification scale will be awarded to the graduate by the supervisor of the final thesis on the basis of meeting the individual conditions agreed at the beginning of the semester.	
<b>Learning outcomes:</b> Upon successful completion of the course, the student knows the published domestic and foreign secondary literature, or. archival sources concerning the issues of the diploma thesis, can analyze, interpret and critique them. He has the knowledge and skills to process the theoretical and analytical part of his thesis. Practically manages theoretical preparation, methodology and research methods, can formulate a research problem, research questions and hypotheses. He knows how to design a research plan. He / she is able to process the obtained data, verify hypotheses and formulate conclusions.	
<b>Class syllabus:</b> 1. Defining the main and partial goals of the diploma thesis. 2. Information survey on the issue of diploma thesis. 3. Analysis, interpretation and critique of professional literature, or. historical sources and others information sources on the issue of the diploma thesis. 4. Data collection, processing and interpretation. 5. Continuous and consistent creation of citation apparatus for the diploma thesis. 6. Compilation of the structure of the diploma thesis in the context of its topic and requirements for the structure of the diploma thesis given by the internal quality system of Charles University. 7. Terminological definition of the diploma thesis. 8. Methodological definition of the topic. 9. Elaboration of the theoretical part of the diploma thesis. 10. Elaboration of the practical part of the diploma thesis.	
<b>Recommended literature:</b> Selection of professional literature according to the chosen topic of the thesis and the recommendations of the thesis supervisor; Current directive of the Rector of Charles University on the basic requirements for final theses; LICHNEROVÁ, Lucia: Writing and	

defense of final theses: university scripts for students of Comenius University in Bratislava [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Available at: [stella.uniba.sk/texty/LL\\_pisanie\\_obhajoba\\_zaverecne\\_prac.pdf](http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf).

**Languages necessary to complete the course:**

german (level C1/C2), slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Katarína Motyková, PhD., Mgr. Miloslav Szabó, PhD., Mgr. Monika Šajánková, PhD., doc. Mgr. Jozef Tancer, PhD.

**Last change:** 08.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muPE-592/22	<b>Course title:</b> Master's Degree Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 3 <b>per level/semester:</b> 42 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Presentation of a partial output (e.g. one chapter of the thesis) Grade percentage: A: 91-100%, excellent - excellent results, B: 81-90%, very well – above average standard, C: 71-80%, well - reliable work, D: 61-70%, satisfactory - acceptable results, E: 50-60%, sufficient – the results meet the minimum criteria, Fx: 0-49%, insufficient – additional work required. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.	
<b>Class syllabus:</b> Identifying and selecting the thesis (research) topic. Study of scholarly literature on the selected research topic. Basic material research and processing procedure. Methods of process and thesis creation (citation standards, manuscript modification, referencing). Presentation of a partial output (e.g. one chapter of the thesis).	
<b>Recommended literature:</b> <ul style="list-style-type: none"> <li>• Informačná a mediálna gramotnosť [online]. Filozofická fakulta UK; Akademická knižnica UK, 2015 [cit. 2021-08-13]. Dostupné na: <a href="https://midas.uniba.sk/">https://midas.uniba.sk/</a></li> <li>• 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: <a href="https://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf">stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf</a></li> <li>• 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: <a href="https://uniba.sk/fileadmin/ruk/nasa_univerzita/NU2020-21/201021_Nasa_univerzita_1_20-21.pdf">https://uniba.sk/fileadmin/ruk/nasa_univerzita/NU2020-21/201021_Nasa_univerzita_1_20-21.pdf</a></li> </ul>	

- Vnútorňý 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](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/>
- Selection of scholarly literature according to the chosen topic of the thesis.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Martin Droščák, PhD., PaedDr. Darina Dvorská, PhD., Mgr. Zuzana Hráan, PhD., doc. PhDr. Július Matulčík, CSc., Mgr. Janka Medveďová, PhD., doc. PhDr. Ľuboslava Sejčová, CSc., PhDr. Lea Szabová Šírová, PhD., PhDr. Silvia Ťupeková Dončevová, PhD., doc. PhDr. Mária Matulčíková, CSc., Mgr. Gabriela Pleschová, PhD.

**Last change:** 19.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KSJ/A-muSL-350/22		<b>Course title:</b> Master's Degree Thesis Seminar			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 3 <b>per level/semester:</b> 42 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 3					
<b>Recommended semester:</b> 3.					
<b>Educational level:</b> II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Presentation of a partial output (e.g. one chapter of the thesis) Grade percentage: A: 91-100%, excellent - excellent results, B: 81-90%, very well – above average standard, C: 71-80%, well - reliable work, D: 61-70%, satisfactory - acceptable results, E: 50-60%, sufficient – the results meet the minimum criteria, Fx: 0-49%, insufficient – additional work required Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b> Definition of the master’s thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.					
<b>Class syllabus:</b> Identifying and selecting the thesis (research) topic. Study of scholarly literature on the selected research topic. Basic material research and processing procedure. Methods of process and thesis creation (citation standards, manuscript modification, referencing). Presentation of a partial output (e.g. one chapter of the thesis)					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0



**Lecturers:** doc. Mgr. Alena Bohunická, PhD., doc. Mgr. Gabriela Múcsková, PhD., Mgr. Katarína Muziková, PhD., prof. PhDr. Oľga Orgoňová, CSc., Mgr. Zuzana Popovičová Sedláčková, PhD., Mgr. Maryna Kazharnovich, PhD., Mgr. Kristína Piatková, PhD., PhDr. Perla Bartalošová, PhD., Mgr. Miloš Horváth, PhD., doc. PhDr. Andrea Bokníková, PhD., Mgr. Peter Darovec, PhD., Mgr. Marta Fülöpová, PhD., doc. Mgr. Dagmar Garay Kročanová, PhD., doc. PhDr. Zuzana Kákošová, CSc., Mgr. Marianna Koliová, PhD., Mgr. Matej Masaryk, PhD., Mgr. Matúš Mikšík, PhD., prof. PhDr. Miloslav Vojtech, PhD.

**Last change:** 17.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-592/22	<b>Course title:</b> Master's Degree Thesis seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Presentation of a partial output (e.g. one chapter of the thesis) Grade percentage: A: 91-100%, excellent - excellent results, B: 81-90%, very well – above average standard, C: 71-80%, well - reliable work, D: 61-70%, satisfactory - acceptable results, E: 50-60%, sufficient – the results meet the minimum criteria, Fx: 0-49%, insufficient – additional work required Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.	
<b>Class syllabus:</b> Identifying and selecting the thesis (research) topic. Study of scholarly literature on the selected research topic. Basic material research and processing procedure. Methods of process and thesis creation (citation standards, manuscript modification, referencing). Presentation of a partial output (e.g. one chapter of the thesis)	
<b>Recommended literature:</b> Selection of scholarly literature according to the research topic; Current Directive of the Rector of the Comenius University on the essentials of the final thesis; 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: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf">stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf</a> Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Dostupné na: <a href="https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/">https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/</a>	

<b>Languages necessary to complete the course:</b> Hungarian Language C2					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. Mgr. Zoltán Csehy, PhD., PhDr. Anikó Dušíková, CSc., prof. PhDr. István Lanstyák, CSc., doc. Mgr. Katarína Misadová, PhD., doc. Orsolya Katalin Nádor, PhD., prof. Klára Sándor, PhD., Mgr. Szilárd Sebők, PhD., Mgr. art. Pavol Száz, PhD.					
<b>Last change:</b> 16.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KE/A-muES-590/22	<b>Course title:</b> Teacher Training in Aesthetics Education 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> <li>• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school</li> <li>• develop their abilities to assess the suitability of the educational materials,</li> </ul>	

- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to express and accept effective criticism and praise.

#### **Class syllabus:**

Familiarising students with the teacher training requirements

Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school

Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.

Producing classroom observation records from the teaching mentor's classes

Producing class analyses.

Production of written preparations for lessons.

Producing a teaching diary and submitting it to the Head of Teaching Practice.

#### **Recommended literature:**

All official textbooks for elementary schools and high schools

Updated state education program for the 2nd level of elementary school

Updated state education program for grammar schools with four-year and five-year education program

School education program of the training school

Internal regulations of the school

KOSOŤÁ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

#### **Languages necessary to complete the course:**

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 0

A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Viera Bartková, PhD.

**Last change:** 28.02.2022

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KE/A-muES-591/22	<b>Course title:</b> Teacher Training in Aesthetics Education 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> FiF.KE/A-muES-590/15 - Teacher Training in Aesthetics Education 2	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> <li>• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school</li> <li>• develop their abilities to assess the suitability of the educational materials,</li> </ul>	

<ul style="list-style-type: none"> <li>• develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,</li> <li>• gain the competencies related to creating a pedagogical portfolio,</li> <li>• develop their abilities to self-evaluate and to further improve their professional development,</li> <li>• develop their abilities to express and accept effective criticism and praise.</li> </ul>					
<b>Class syllabus:</b> Familiarising students with the teacher training requirements Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities. Producing classroom observation records from the teaching mentor's classes Producing class analyses. Production of written preparations for lessons. Producing a teaching diary and submitting it to the Head of Teaching Practice.					
<b>Recommended literature:</b> All official textbooks for elementary schools and high schools Updated state education program for the 2nd level of elementary school Updated state education program for grammar schools with four-year and five-year education program School education program of the training school Internal regulations of the school KOSOŤÁ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <a href="https://www.minedu.sk/data/att/8032.pdf">https://www.minedu.sk/data/att/8032.pdf</a>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Viera Bartková, PhD.					
<b>Last change:</b> 28.02.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-590/22	<b>Course title:</b> Teacher Training in English Language and Literature 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 60% Observing all 10 lessons & participating in discussions with the mentor teacher 10% Completed observation worksheets 5% Updated EPOSTL (Context & Methodology) 25% Reflection paper Marking scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. All ten (10) observations and sessions with the mentor teacher must be undertaken to pass. Scale of assessment (preliminary/final): Assessment is 100% coursework.	
<b>Learning outcomes:</b> While visiting local schools and observing lessons with a mentor teacher, students do the following: <ol style="list-style-type: none"> <li>1. become familiar with the duties and obligations of being a schoolteacher</li> <li>2. receive pedagogical insight into lesson planning and implementation</li> <li>3. analyze how teachers teach and learners learn</li> <li>4. evaluate and reflect on all aspects of the teaching they observe, i.e., content, delivery, preparedness, classroom management, instructions, etc.</li> <li>5. reflect on what they observe as it relates to their own strengths and weaknesses as a student teacher</li> <li>6. discuss what they have observed with their peers and the mentor teacher, training constructive criticism and feedback skills</li> </ol>	
<b>Class syllabus:</b> Students (in groups of 3 according to their study program) are initiated into the school environment by a mentor teacher at a local lower or upper secondary school. They observe 10 lessons taught by that mentor teacher (or various teachers at that school). They receive insight into lesson planning and implementation from the mentor teacher.	



They provide feedback on those lessons and discuss what they learn with both the mentor teacher and within their groups.  
Each completes an online observation worksheet for each lesson and, after observing all 10 lessons, writes about the experience in a reflection paper.

**Recommended literature:**

All approved course books for teaching English as a foreign language  
Inovovaný ŠVP pre 2. stupeň ZŠ (National Curriculum for Primary Schools)  
Inovovaný ŠVP pre gymnáziá so štvorročným a päťročným vzdelávacím programom. (National Curriculum for 4- and 5-year Secondary Schools) Available: <https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/>.  
Školský vzdelávací program cvičnej školy (Curriculum of the mentoring school)  
Vnútorný poriadok školy (Policy guidelines of the mentoring school)  
KOSOVIČ, B. – TOMENGOVÁ, A.: Profesijská praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Available: <https://www.minedu.sk/data/att/8032.pdf>  
Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume [online]. Council of Europe Publishing: Strasbourg, 2020. ISBN 978-92-871-8621-8. Available: <https://www.coe.int/en/web/common-european-framework-reference-languages/home>  
NEWBY, D. [online]. EPOSTL - The European Portfolio for Student Teachers of Languages. Council of Europe Publishing: Strasbourg, 2007. Accessed 17 September 2021. Available from: <https://www.ecml.at/Resources/ECMLresources/tabid/277/ID/51/language/en-GB/Default.aspx>  
STEYNE, Linda M. English as a Foreign Language Student Teaching Practicums Handbook [online]. 2021. Available: [https://liveuniba-my.sharepoint.com/:b:/g/personal/steyne1\\_uniba\\_sk/Ede1fSx5ihBndR7ow28HH4Bku\\_-suPQ9RC-44F0Oj40pw?e=uwoQre](https://liveuniba-my.sharepoint.com/:b:/g/personal/steyne1_uniba_sk/Ede1fSx5ihBndR7ow28HH4Bku_-suPQ9RC-44F0Oj40pw?e=uwoQre)

**Languages necessary to complete the course:**

Basic Slovak is welcome, English is required.

**Notes:**

Students are not exempt from attending other classes in order to do the lesson observations.

**Past grade distribution**

Total number of evaluated students: 0

A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** M. A. Linda Steyne, PhD.

**Last change:** 06.02.2022

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-591/22	<b>Course title:</b> Teacher Training in English Language and Literature 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Pedagogická prax 2 (Teaching Observations)	
<b>Course requirements:</b> 60% Teaching 10 lessons & receiving input and feedback from the mentor teacher on 5 of those 5% Mentor teachers' evaluation 10% Two lesson plans (the worst and the best from your student teaching) and notes on why 5% Updated EPOSTL (Lesson Planning & Conducting a Lesson) 20% Reflection paper Marking scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. All ten (10) observations and five (5) sessions with the mentor teacher must be undertaken to pass. Scale of assessment (preliminary/final): Assessment is 100% coursework.	
<b>Learning outcomes:</b> By the end of their teaching practicum, students will have done the following: <ol style="list-style-type: none"> <li>1. become more familiar with the duties and obligations of being a schoolteacher</li> <li>2. independently prepared and taught 10 English as a foreign language lessons, following the lead of the mentor teacher and revising each lesson plan as necessary</li> <li>3. received intensive guidance, pedagogical insight, and feedback on their lesson plans and teaching</li> <li>4. evaluated and reflected on all aspects of their teaching experience, i.e., content, delivery, preparedness, classroom management, instructions, etc., including their own strengths and weaknesses as a teacher</li> <li>5. discussed what they have observed with their mentor teacher and their peers, training constructive criticism and feedback skills</li> </ol>	
<b>Class syllabus:</b>	

Each student teacher is assigned a mentor teacher at a partner institution where they are introduced to the teaching profession as it is implemented at that institution.

Apart from learning about how the school is run and the everyday responsibilities of a teacher, student teachers are involved in both in-school and extracurricular activities, while preparing lessons plans and teaching 10 lessons under the guidance and watchful eye of their mentor teacher. Pre-lesson, they receive input into what to prepare and then again on what they have prepared. Post-lesson, the mentor teacher provides feedback on all aspects of their teaching (i.e., content, delivery, preparedness, classroom management, instructions, etc.), with suggestions and advice for improvement.

Post practicum, the mentor teacher provides feedback to the instructor via an online questionnaire. Post practicum, the student teacher submits their lesson plans together with a reflection paper on the experience focusing on their strengths and weaknesses as teachers for evaluation by the instructor.

#### **Recommended literature:**

All approved course books for teaching English as a foreign language  
 Inovovaný ŠVP pre 2. stupeň ZŠ (National Curriculum for Primary Schools)  
 Inovovaný ŠVP pre gymnáziá so štvorročným a päťročným vzdelávacím programom. (National Curriculum for 4- and 5-year Secondary Schools) Available from: <https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/>.  
 Školský vzdelávací program cvičnej školy (Curriculum of the mentoring school)  
 Vnútny poriadok školy (Internal policy guidelines of the mentoring school)  
 KOSOŤ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Available from: <https://www.minedu.sk/data/att/8032.pdf>  
 Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume [online]. Council of Europe Publishing: Strasbourg, 2020. ISBN 978-92-871-8621-8. Available from: <https://www.coe.int/en/web/common-european-framework-reference-languages/home>  
 STEYNE, Linda M. English as a Foreign Language Student Teaching Practicums Handbook [online]. 2021. Available from: [https://liveuniba-my.sharepoint.com/:b/g/personal/steyne1\\_uniba\\_sk/Edet1FSx5ihBndR7ow28HH4Bku\\_-suPQ9RC-44F0Oj40pw?e=uwoQre](https://liveuniba-my.sharepoint.com/:b/g/personal/steyne1_uniba_sk/Edet1FSx5ihBndR7ow28HH4Bku_-suPQ9RC-44F0Oj40pw?e=uwoQre)

#### **Languages necessary to complete the course:**

Basic Slovak is welcomed, English is required.

#### **Notes:**

Student teachers are exempt from attending classes for the duration of their teaching practicum.

#### **Past grade distribution**

Total number of evaluated students: 0

A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** M. A. Linda Steyne, PhD.

**Last change:** 05.02.2022

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KGNŠ/A-muNE-590/22		<b>Course title:</b> Teacher Training in German Language and Literature 2			
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 10d <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 2.					
<b>Educational level:</b> II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Monika Šajánková, PhD.					
<b>Last change:</b> 03.02.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KGNŠ/A-muNE-591/22		<b>Course title:</b> Teacher Training in German Language and Literature 3			
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 15d <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 3					
<b>Recommended semester:</b> 3.					
<b>Educational level:</b> II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Monika Šajánková, PhD.					
<b>Last change:</b> 03.02.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-muHI-590/22	<b>Course title:</b> Teacher Training in History 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> <li>• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school</li> <li>• develop their abilities to assess the suitability of the educational materials,</li> </ul>	

- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to express and accept effective criticism and praise.

### **Class syllabus:**

Brief course syllabus:

Familiarising students with the teacher training requirements

Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school

Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.

Producing classroom observation records from the teaching mentor's classes

Producing class analyses.

Production of written preparations for lessons.

Producing a teaching diary and submitting it to the Head of Teaching Practice.

### **Recommended literature:**

All official textbooks for elementary schools and high schools

Updated state education program for the 2nd level of elementary school

Updated state education program for grammar schools with four-year and five-year education program

School education program of the training school

Internal regulations of the school

KOSOŤÁ, B. – TOMENGOŤÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

KRATOCHVIL, Viliam. Metafora stromu ako model didaktiky dejepisu. K predpokladom výučby. Bratislava : Raabe, 2019. ISBN 978-80-8140-365-1.

KORTHAGEN, Fred. Jak spojit praxi s teorií: Didaktika realistického vzdělávání učitelů. Brno : Paido, 2011. ISBN 978-80-7315-221-5.

### **Languages necessary to complete the course:**

Slovak, the language of the student's expertise

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 0

A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** doc. PhDr. Viliam Kratochvíl, PhD.

**Last change:** 16.02.2022

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-muHI-591/22	<b>Course title:</b> Teacher Training in History 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> <li>• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school</li> <li>• develop their abilities to assess the suitability of the educational materials,</li> </ul>	



<ul style="list-style-type: none"> <li>• develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,</li> <li>• gain the competencies related to creating a pedagogical portfolio,</li> <li>• develop their abilities to self-evaluate and to further improve their professional development,</li> <li>• develop their abilities to express and accept effective criticism and praise.</li> </ul>					
<b>Class syllabus:</b> Familiarising students with the teacher training requirements Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities. Producing classroom observation records from the teaching mentor's classes Producing class analyses. Production of written preparations for lessons. Producing a teaching diary and submitting it to the Head of Teaching Practice.					
<b>Recommended literature:</b> All official textbooks for elementary schools and high schools Updated state education program for the 2nd level of elementary school Updated state education program for grammar schools with four-year and five-year education program School education program of the training school Internal regulations of the school KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijsná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <a href="https://www.minedu.sk/data/att/8032.pdf">https://www.minedu.sk/data/att/8032.pdf</a> KRATOCHVIL, Viliam. Metafora stromu ako model didaktiky dejepisu. K predpokladom výučby. Bratislava : Raabe, 2019. ISBN 978-80-8140-365-1. KORTHAGEN, Fred. Jak spojit praxi s teorií: Didaktika realistického vzdělávání učitelů. Brno : Paido, 2011. ISBN 978-80-7315-221-5.					
<b>Languages necessary to complete the course:</b> Slovak, the language of the student's expertise					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Viliam Kratochvíl, PhD.					
<b>Last change:</b> 16.02.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-590/22	<b>Course title:</b> Teacher Training in Hungarian Language and Literature 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> <li>• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school</li> <li>• develop their abilities to assess the suitability of the educational materials,</li> </ul>	

<ul style="list-style-type: none"> <li>• develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,</li> <li>• gain the competencies related to creating a pedagogical portfolio,</li> <li>• develop their abilities to express and accept effective criticism and praise.</li> </ul>					
<b>Class syllabus:</b> Brief course syllabus: Familiarising students with the teacher training requirements Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities. Producing classroom observation records from the teaching mentor's classes Producing class analyses. Production of written preparations for lessons. Producing a teaching diary and submitting it to the Head of Teaching Practice.					
<b>Recommended literature:</b> Recommended literature: All official textbooks for elementary schools and high schools Updated state education program for the 2nd level of elementary school Updated state education program for grammar schools with four-year and five-year education program School education program of the training school Internal regulations of the school KOSOVIÁ, B. – TOMENGOVÁ, A.: Profesijsná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <a href="https://www.minedu.sk/data/att/8032.pdf">https://www.minedu.sk/data/att/8032.pdf</a>					
<b>Languages necessary to complete the course:</b> Hungarian Language (C1)					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PhDr. Anikó Dušíková, CSc.					
<b>Last change:</b> 16.02.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-591/22	<b>Course title:</b> Teacher Training in Hungarian Language and Literature 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> <li>• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school</li> <li>• develop their abilities to assess the suitability of the educational materials,</li> </ul>	

<ul style="list-style-type: none"> <li>• develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,</li> <li>• gain the competencies related to creating a pedagogical portfolio,</li> <li>• develop their abilities to self-evaluate and to further improve their professional development,</li> <li>• develop their abilities to express and accept effective criticism and praise.</li> </ul>					
<b>Class syllabus:</b> Familiarising students with the teacher training requirements Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities. Producing classroom observation records from the teaching mentor's classes Producing class analyses. Production of written preparations for lessons. Producing a teaching diary and submitting it to the Head of Teaching Practice.					
<b>Recommended literature:</b> Recommended literature: All official textbooks for elementary schools and high schools Updated state education program for the 2nd level of elementary school Updated state education program for grammar schools with four-year and five-year education program School education program of the training school Internal regulations of the school KOSO VÁ, B. – TOMENGO VÁ, A.: Profesi jná praktická príprava budú cich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <a href="https://www.minedu.sk/data/att/8032.pdf">https://www.minedu.sk/data/att/8032.pdf</a>					
<b>Languages necessary to complete the course:</b> Hungarian Language (C1)					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PhDr. Anikó Dušíková, CSc.					
<b>Last change:</b> 16.02.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muPE-590/22	<b>Course title:</b> Teacher Training in Pedagogy 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> <li>• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school</li> <li>• develop their abilities to assess the suitability of the educational materials,</li> </ul>	

- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio, develop their abilities to express and accept effective criticism and praise.

#### **Class syllabus:**

Familiarising students with the teacher training requirements  
 Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school  
 Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.  
 Producing classroom observation records from the teaching mentor's classes  
 Producing class analyses.  
 Production of written preparations for lessons.  
 Producing a teaching diary and submitting it to the Head of Teaching Practice.

#### **Recommended literature:**

All official textbooks for elementary schools and high schools  
 Updated state education program for the 2nd level of elementary school  
 Updated state education program for grammar schools with four-year and five-year education program  
 School education program of the training school  
 Internal regulations of the school  
 KOSO VÁ, Beáta – Alena TOMENGOVÁ. Profesi jná praktická príprava budúch učiteľov. Banská Bystrica:  
 Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>  
 ŠTURMA, Jaroslav. Didaktika pedagogiky. Hradec Králové: Gaudeamus, 1993. ISBN 80-7041-228-3.  
 VALIŠOVÁ, Alena a František SINGULE a Jaroslav VALENTA, J Didaktika pedagogiky. Praha: UK, 1990.

#### **Languages necessary to complete the course:**

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 0

A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Janka Medved'ová, PhD.

**Last change:** 23.02.2022

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muPE-591/22	<b>Course title:</b> Teacher Training in Pedagogy 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> <li>• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school</li> <li>• develop their abilities to assess the suitability of the educational materials,</li> </ul>	



- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to self-evaluate and to further improve their professional development, develop their abilities to express and accept effective criticism and praise..

### **Class syllabus:**

Familiarising students with the teacher training requirements

Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school

Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.

Producing classroom observation records from the teaching mentor's classes

Producing class analyses.

Production of written preparations for lessons.

Producing a teaching diary and submitting it to the Head of Teaching Practice.

### **Recommended literature:**

All official textbooks for elementary schools and high schools

Updated state education program for the 2nd level of elementary school

Updated state education program for grammar schools with four-year and five-year education program

School education program of the training school

Internal regulations of the school

KOSOŤÁ, Beáta – Alena TOMENGOVÁ. Profesijsná praktická príprava budúch učiteľov.

Banská Bystrica:

Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

ŠTURMA, Jaroslav. Didaktika pedagogiky. Hradec Králové : Gaudeamus, 1993. ISBN 80-7041-228-3.

VALIŠOVÁ, Alena a Hana KASÍKOVÁ a kol. Pedagogika pro učitele. Praha: Grada, 2007, 402 s. ISBN 8024717344.

### **Languages necessary to complete the course:**

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 0

A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Janka Medved'ová, PhD.

**Last change:** 23.02.2022

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-muFI-590/22	<b>Course title:</b> Teacher Training in Philosophy 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> <li>• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school</li> <li>• develop their abilities to assess the suitability of the educational materials,</li> </ul>	

- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to express and accept effective criticism and praise.

**Class syllabus:**

Familiarising students with the teacher training requirements

Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school

Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.

Producing classroom observation records from the teaching mentor's classes

Producing class analyses.

Production of written preparations for lessons.

Producing a teaching diary and submitting it to the Head of Teaching Practice.

**Recommended literature:**

All official textbooks for elementary schools and high schools

Updated state education program for the 2nd level of elementary school

Updated state education program for grammar schools with four-year and five-year education program

School education program of the training school

Internal regulations of the school

KOSOŤÁ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

**Languages necessary to complete the course:**

Slovak, the language of the student's expertise

**Notes:**

**Past grade distribution**

Total number of evaluated students: 55

A	B	C	D	E	FX
85,45	3,64	1,82	0,0	0,0	9,09

**Lecturers:** prof. Mgr. Michal Chabada, PhD.

**Last change:** 16.02.2022

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-muFI-591/22	<b>Course title:</b> Teacher Training in Philosophy 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> FiF.KFDF/A-muFI-590/22 - Teacher Training in Philosophy 2	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> <li>• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school</li> <li>• develop their abilities to assess the suitability of the educational materials,</li> </ul>	

<ul style="list-style-type: none"> <li>• develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,</li> <li>• gain the competencies related to creating a pedagogical portfolio,</li> <li>• develop their abilities to self-evaluate and to further improve their professional development,</li> <li>• develop their abilities to express and accept effective criticism and praise.</li> </ul>					
<b>Class syllabus:</b> Familiarising students with the teacher training requirements Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities. Producing classroom observation records from the teaching mentor's classes Producing class analyses. Production of written preparations for lessons. Producing a teaching diary and submitting it to the Head of Teaching Practice.					
<b>Recommended literature:</b> All official textbooks for elementary schools and high schools Updated state education program for the 2nd level of elementary school Updated state education program for grammar schools with four-year and five-year education program School education program of the training school Internal regulations of the school KOSOŤÁ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúch učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <a href="https://www.minedu.sk/data/att/8032.pdf">https://www.minedu.sk/data/att/8032.pdf</a>					
<b>Languages necessary to complete the course:</b> Slovak, the language of the student's expertise					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 59					
A	B	C	D	E	FX
83,05	15,25	0,0	0,0	0,0	1,69
<b>Lecturers:</b> prof. Mgr. Michal Chabada, PhD.					
<b>Last change:</b> 16.02.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSJ/A-muSL-590/22	<b>Course title:</b> Teacher Training in Slovak Language and Literature 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KSJ/A-muSL-590/15	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92 %); B (91-84 %); C (83-76 %); D (75-68 %); E (67-60 %), Fx (59-0 %). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training. Scale of assessment (preliminary/final): 100 %	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> </ul>	

- deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school
- develop their abilities to assess the suitability of the educational materials,
- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to express and accept effective criticism and praise.

#### **Class syllabus:**

Familiarising students with the teacher training requirements

Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school

Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.

Producing classroom observation records from the teaching mentor's classes

Producing class analyses.

Production of written preparations for lessons.

Producing a teaching diary and submitting it to the Head of Teaching Practice.

#### **Recommended literature:**

All official textbooks for elementary schools and high schools

Updated state education program for the 2nd level of elementary school

Updated state education program for grammar schools with four-year and five-year education program

School education program of the training school

Internal regulations of the school

KOSO VÁ, B. – TOMENGOVÁ, A.: Profesi jná praktická príprava budú cich učiteľov. Banská

Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

#### **Languages necessary to complete the course:**

Slovak

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 139

A	B	C	D	E	FX
97,84	1,44	0,0	0,0	0,0	0,72

**Lecturers:** Mgr. Katarína Muziková, PhD., Mgr. Matej Masaryk, PhD.

**Last change:** 16.02.2022

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSLLV/A-muSZ-591/22	<b>Course title:</b> Teacher Training in Slovak Language and Literature 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course assessment: · teaching a determined number of lessons · 1-hour long classroom observation, · active participation in the extracurricular activities of the teaching mentor, · student evaluation by the teaching mentor, · evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, the student will: · develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils, · develop their competencies in the pedagogic evaluation of the pupils, · develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process, · develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them, · gain practical experience in identification of psychological and social factors of the pupil's learning, · deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings, · deepen their knowledge in the laws of general application pertaining to teacher's job,	



<p>pedagogical and other documenting, conceptual, and strategic documents of the school</p> <ul style="list-style-type: none"> <li>· develop their abilities to assess the suitability of the educational materials,</li> <li>· develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,</li> <li>· gain the competencies related to creating a pedagogical portfolio,</li> <li>· develop their abilities to self-evaluate and to further improve their professional development,</li> <li>· develop their abilities to express and accept effective criticism and praise.</li> </ul>																	
<p><b>Class syllabus:</b></p> <p>Familiarising students with the teacher training requirements</p> <p>Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school</p> <p>Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities. Producing classroom observation records from the teaching mentor's classes</p> <p>Producing class analyses. Production of written preparations for lessons. Producing a teaching diary and submitting it to the Head of Teaching Practice.</p>																	
<p><b>Recommended literature:</b></p> <p>All official textbooks for elementary schools and high schools</p> <p>Updated state education program for the 2nd level of elementary school</p> <p>Updated state education program for grammar schools with four-year and five-year education program</p> <p>School education program of the training school</p> <p>Internal regulations of the school</p> <p>KOSO VÁ, B. – TOMENGO VÁ, A.: Profesi jná praktická príprava budú cich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <a href="https://www.minedu.sk/data/att/8032.pdf">https://www.minedu.sk/data/att/8032.pdf</a></p>																	
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak, the language of the relevant language approbation</p>																	
<p><b>Notes:</b></p>																	
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 0</p> <table border="1"> <thead> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td></tr> </tbody> </table>						A	B	C	D	E	FX	0,0	0,0	0,0	0,0	0,0	0,0
A	B	C	D	E	FX												
0,0	0,0	0,0	0,0	0,0	0,0												
<p><b>Lecturers:</b> Mgr. Katarína Muziková, PhD., Mgr. Matej Masaryk, PhD.</p>																	
<p><b>Last change:</b> 18.02.2022</p>																	
<p><b>Approved by:</b></p>																	

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FMFL.KDMFI+KAG/2- UXX-854/22	<b>Course title:</b> Teaching Practice A (3)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course evaluation is conditional on: <ul style="list-style-type: none"> <li>• completing a specified number of output lessons,</li> <li>• completing observations (tucks) in the full-time part-time of a training teacher,</li> <li>• active participation of the student in extracurricular and extracurricular activities of a practicing teacher,</li> <li>• evaluation of the student by the training teacher,</li> <li>• evaluation of the pedagogical diary, which the student submits to the head of the pedagogical practice within the set deadline.</li> </ul> In total, a student can get 42 points for pedagogical practice. The evaluation of the subject is graded in percentage as follows: A (100-91%); B (90-81%); C (80-71%); D (70-61%); E (60-50%). At least 38 points must be obtained to obtain an A rating, at least 34 points to obtain a B rating, at least 30 points to obtain a C rating, at least 26 points to obtain a D rating and at least 21 points to obtain an E rating. Credits will not be awarded to a student who obtains less than 21 points out of the total number of points. For non-compliance with the set deadlines and instructions of the head of the pedagogical practice, the student may be sanctioned by lowering the evaluation, or by not granting credits for the pedagogical practice.	
<b>Learning outcomes:</b> By completing the course, the student: <ul style="list-style-type: none"> <li>• develop the professional competencies necessary for independent planning, design, management and organization of the educational process in the relevant subject on the basis of valid curricular documents, while adapting educational programs for specific groups of students,</li> <li>• develop competencies in the field of pedagogical evaluation and evaluation of pupils,</li> <li>• develop the ability to apply pedagogical-psychological and professional-didactic knowledge in the educational process,</li> <li>• develop the ability to evaluate diverse pedagogical situations and processes, respond flexibly to them and solve them optimally,</li> <li>• gain practical experience in identifying psychological and social factors of an individual's learning,</li> </ul>	

- deepen knowledge about the differences in the development of individuals resulting from their health, social disadvantages, talents or talents so that it can effectively cooperate with special educators, psychologists and other professionals in the implementation of the educational process in the conditions of inclusive education and follow their professional recommendations and conclusions
- deepen knowledge in the field of generally binding legal regulations related to the work of teachers, pedagogical and other documentation, conceptual and strategic documents of the school,
- develop skills in working with teaching aids,
- develop communication and presentation competencies, the ability to cooperate with colleagues, parents, the community, etc.,
- acquire competencies associated with the creation of a pedagogical portfolio,
- develop competencies of self-assessment and further professional development,
- develop the ability to express and accept constructive criticism and praise.

### **Class syllabus:**

Getting acquainted with the conditions of implementation of pedagogical practice.

Familiarization with pedagogical documentation, conceptual and strategic documents of the training school.

Participation in teaching within the scope of the training teacher, extra-class and extracurricular activities.

Creation of observation records from the teaching teacher 's lessons.

Creation of lesson analyzes.

Creation of written preparations for lessons.

Creation of a pedagogical diary and its submission to the head of pedagogical practice.

### **Recommended literature:**

All valid textbooks for primary and secondary schools

Innovated SEP for the 2nd grade of elementary school

An innovated SEP for grammar schools with a four-year and five-year educational program

Target requirements for knowledge and skills of high school graduates in biology

ŠkVP training school

Internal rules of the school

Gnoth, M., Ušáková, Fulková, E., Likavský, P., Turanová, L., Čipková, E., Tóthová, A., Grančíčová, A. 2003. Pedagogical practice for students of teacher combinations at the Faculty of Science, Comenius University. Bratislava: Comenius University Bratislava, 2003. 140 p.

Kosová, B., Tomengová, A. 2015. Professional practical training of future teachers. Banská Bystrica: Belianum, 2015. 225 p.

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. 2009. Pedagogical practice in teacher training. Banská Bystrica: Matej Bel University, 2009. FULKOVÁ, E., GNOTH, M. 2004.

Pedagogical practice. Nitra: Slovak University of Agriculture, 2004. GAVORA, P. 1997. ABC observations of teaching. Prešov: Metodicko-pedagogické centrum, 1997. KONTÍROVÁ, S. 2011. Pedagogical practice of students of academic subjects. Košice: Pavel Jozef Šafárik University, 2011.

FULKOVÁ, E., GNOTH, M. 2004. Pedagogical practice. Nitra: Slovak University of Agriculture, 2004.

State curriculum for ISCED 2 and ISCED 3

KONTÍROVÁ, S. 2011. Pedagogical practice of students of academic subjects. Košice: Pavel Jozef Šafárik University, 2011.

### **Languages necessary to complete the course:**

<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> RNDr. Michal Winczer, PhD., RNDr. Martina Bátorová, PhD., PaedDr. Peter Horváth, PhD., Mgr. Michaela Vargová, PhD.					
<b>Last change:</b> 14.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FMFL.KDMFI+KAG/2- UXX-852/22	<b>Course title:</b> Teaching Practice B (2)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course evaluation is conditional on: <ul style="list-style-type: none"> <li>• completing a specified number of output lessons,</li> <li>• completing observations (tucks) in the full-time part-time of a training teacher,</li> <li>• active participation of the student in extracurricular and extracurricular activities of a practicing teacher,</li> <li>• evaluation of the student by the training teacher,</li> <li>• evaluation of the pedagogical diary, which the student submits to the head of the pedagogical practice within the set deadline.</li> </ul> In total, a student can get 42 points for pedagogical practice. The evaluation of the subject is graded in percentage as follows: A (100-91%); B (90-81%); C (80-71%); D (70-61%); E (60-50%). At least 38 points must be obtained to obtain an A rating, at least 34 points to obtain a B rating, at least 30 points to obtain a C rating, at least 26 points to obtain a D rating and at least 21 points to obtain an E rating. Credits will not be awarded to a student who obtains less than 21 points out of the total number of points. For non-compliance with the set deadlines and instructions of the head of the pedagogical practice, the student may be sanctioned by lowering the evaluation, or by not granting credits for the pedagogical practice.	
<b>Learning outcomes:</b> By completing the course, the student: <ul style="list-style-type: none"> <li>• develop the professional competencies necessary for independent planning, design, management and organization of the educational process in the relevant subject on the basis of valid curricular documents, while adapting educational programs for specific groups of students,</li> <li>• develop competencies in the field of pedagogical evaluation and evaluation of pupils,</li> <li>• develop the ability to apply pedagogical-psychological and professional-didactic knowledge in the educational process,</li> <li>• develop the ability to evaluate diverse pedagogical situations and processes, respond flexibly to them and solve them optimally,</li> <li>• gain practical experience in identifying psychological and social factors of an individual's learning,</li> </ul>	

- deepen knowledge about the differences in the development of individuals resulting from their health, social disadvantages, talents or talents so that it can effectively cooperate with special educators, psychologists and other professionals in the implementation of the educational process in the conditions of inclusive education and follow their professional recommendations and conclusions
- deepen knowledge in the field of generally binding legal regulations related to the work of teachers, pedagogical and other documentation, conceptual and strategic documents of the school,
- develop skills in working with teaching aids,
- develop communication and presentation competencies, the ability to cooperate with colleagues, parents, the community, etc.,
- acquire competencies associated with the creation of a pedagogical portfolio,
- develop the ability to express and accept constructive criticism and praise.

#### **Class syllabus:**

Getting acquainted with the conditions of implementation of pedagogical practice.

Familiarization with pedagogical documentation, conceptual and strategic documents of the training school.

Participation in teaching within the scope of the training teacher, outside of class and extracurricular activities.

Creation of written preparations for lessons and implementation of own lessons.

Creation of observation records from the teacher's lessons and students' lessons.

Participation in lesson analyzes and creation of lesson analyzes.

Creation of a pedagogical diary and its submission to the head of pedagogical practice.

#### **Recommended literature:**

#### **Languages necessary to complete the course:**

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 0

A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** RNDr. Michal Winczer, PhD., RNDr. Martina Bátorová, PhD., PaedDr. Peter Horváth, PhD., Mgr. Michaela Vargová, PhD.

**Last change:** 14.03.2022

**Approved by:**