

## Course descriptions

### TABLE OF CONTENTS

1. B-VUZde027/22 Abuse prevention.....	5
2. B-VUZde027/22 Abuse prevention.....	8
3. B-VUZde008/22 Bachelor thesis seminar.....	11
4. B-VUZde008/22 Bachelor thesis seminar.....	13
5. B-VUZšt011/15 Bachelor's thesis defence ( <b>state exam</b> ).....	15
6. B-HISde007/22 Basics of Modern Didactics of History#Teaching.....	18
7. B-VUZde029/22 Basics of the first aid.....	21
8. B-VUZde029/22 Basics of the first aid.....	24
9. B-VUZde031/22 Child biological development and school hygiene.....	27
10. B-VUZde031/22 Child biological development and school hygiene.....	31
11. B-KHVde014/22 Choral singing I.....	35
12. B-KHVde015/22 Choral singing II.....	38
13. B-VUZde005/22 Communication in education.....	41
14. B-VUZde005/22 Communication in education.....	44
15. B-VUZde025/15 Constructivism in education.....	47
16. B-VUZde025/15 Constructivism in education.....	48
17. B-VUZde039/22 Creative class.....	49
18. B-VUZde039/22 Creative class.....	50
19. B-VUZde035/22 Developing critical thinking.....	51
20. B-VUZde035/22 Developing critical thinking.....	53
21. B-HISde035/22 Didactics of non-formal History Education.....	55
22. B-VUZde002/22 Digital technologies 1.....	58
23. B-VUZde002/22 Digital technologies 1.....	67
24. B-VUZde012/22 Digital technologies 2.....	76
25. B-VUZde012/22 Digital technologies 2.....	84
26. B-VUZde013/22 Digital technologies 3.....	92
27. B-VUZde013/22 Digital technologies 3.....	93
28. B-VUZde037/22 Educational counselling.....	94
29. B-VUZde037/22 Educational counselling.....	97
30. B-HISde032/20 Empirical Research.....	100
31. B-VUZde030/22 Environmetal education.....	101
32. B-VUZde030/22 Environmetal education.....	104
33. B-VUZde016/22 Ethics and professional ethics.....	107
34. B-VUZde016/22 Ethics and professional ethics.....	110
35. B-HISde031/20 Excursion.....	113
36. B-HISde027/16 Excursion I.....	114
37. B-VUZde024/22 Family education.....	115
38. B-VUZde024/22 Family education.....	118
39. B-KHVde016/22 Fundamentals of conducting and leading a choir.....	121
40. B-VUZde018/22 Gender aspects of education.....	124
41. B-VUZde018/22 Gender aspects of education.....	127
42. B-HISde010/22 General history I.....	130
43. B-HISde002/22 General history II.....	133
44. B-HISde004/22 General history III.....	136
45. B-HISde006/22 General history IV.....	139
46. B-HISde009/22 General history V.....	142
47. B-VUZde004/22 General didactics.....	145

48. B-VUZde004/22	General didactics.....	149
49. B-KHVde011/22	Hearing analysis.....	153
50. B-HISde034/22	Historic proseminar.....	155
51. B-HISde019/22	Historical geography.....	157
52. B-HISde029/20	History Olympiad.....	160
53. B-KHVde001/22	History of European Music I.....	161
54. B-KHVde002/22	History of European Music II.....	164
55. B-KHVde003/22	History of European Music III.....	167
56. B-KHVde004/22	History of Slovak music.....	170
57. B-KHVde004/22	History of Slovak music.....	174
58. B-HISde001/22	History of Slovakia I.....	178
59. B-HISde003/22	History of Slovakia II.....	181
60. B-HISde005/22	History of Slovakia III.....	184
61. B-HISde008/22	History of Slovakia IV.....	187
62. B-VUZde022/22	History of education.....	190
63. B-VUZde022/22	History of education.....	192
64. B-VUZde014/22	History of philosophy 1.....	194
65. B-VUZde014/22	History of philosophy 1.....	197
66. B-VUZde015/15	History of philosophy 2.....	200
67. B-VUZde015/15	History of philosophy 2.....	201
68. B-KHVde010/22	Introduction to Ethnomusicology.....	202
69. B-VUZde017/15	Introduction to gender studies.....	205
70. B-VUZde017/15	Introduction to gender studies.....	206
71. B-HISde011/22	Introduction to the study of history.....	207
72. B-HISde015/22	Latin for History Teachers.....	209
73. B-HISde015/22	Latin for History Teachers.....	211
74. B-VUZde023/22	Leisure time education.....	213
75. B-VUZde023/22	Leisure time education.....	216
76. B-VUZde032/22	Medial education.....	219
77. B-VUZde032/22	Medial education.....	222
78. B-HISde013/22	Methodology of Writing a Professional Text in the History.....	225
79. B-KHVde026/22	Methodology of professional text production.....	227
80. B-KHVde026/22	Methodology of professional text production.....	230
81. B-VUZde033/22	Multicultural education.....	233
82. B-VUZde033/22	Multicultural education.....	236
83. B-KHVde009/22	Music pedagogy.....	239
84. B-KHVde031/22	Music software.....	242
85. B-KHVde031/22	Music software.....	245
86. B-KHVde005/22	Music theory I.....	248
87. B-KHVde006/22	Music theory II.....	250
88. B-KHVde007/22	Music theory III.....	253
89. B-KHVde008/22	Music theory IV.....	256
90. B-KHVde008/22	Music theory IV.....	259
91. B-KHVde029/22	Music workshop I.....	262
92. B-KHVde029/22	Music workshop I.....	265
93. B-KHVde030/22	Music workshop II.....	268
94. B-KHVde030/22	Music workshop II.....	271
95. B-VUZde020/22	Pathopsychology for teachers.....	274
96. B-VUZde020/22	Pathopsychology for teachers.....	275

97. B-VUZde028/22	Pedagogy of individuals with special educational needs.....	276
98. B-VUZde028/22	Pedagogy of individuals with special educational needs.....	280
99. B-KHVde027/22	Playing an obligatory instrument I.....	284
100. B-KHVde027/22	Playing an obligatory instrument I.....	287
101. B-KHVde028/22	Playing an obligatory instrument II.....	290
102. B-KHVde028/22	Playing an obligatory instrument II.....	293
103. B-KHVde017/22	Playing the main musical instrument I.....	296
104. B-KHVde018/22	Playing the main musical instrument II.....	299
105. B-KHVde019/22	Playing the main musical instrument III.....	302
106. B-KHVde020/22	Playing the main musical instrument IV.....	305
107. B-HISde028/16	Practice in cultural institution.....	308
108. B-HISde030/20	Project Activities.....	309
109. B-VUZde003/22	Psychology for teachers 1.....	310
110. B-VUZde003/22	Psychology for teachers 1.....	314
111. B-VUZde007/22	Psychology for teachers 2.....	318
112. B-VUZde007/22	Psychology for teachers 2.....	321
113. B-HISde012/22	Regional history of Slovakia.....	324
114. B-VUZde034/22	Rhetoric and communication.....	327
115. B-VUZde034/22	Rhetoric and communication.....	330
116. B-VUZde036/22	School management.....	333
117. B-VUZde036/22	School management.....	336
118. B-KHVde025/22	Seminar in Ethnomusicology.....	339
119. B-KHVde023/22	Seminar in Music Theory I.....	342
120. B-KHVde024/22	Seminar in Music Theory II.....	345
121. B-KHVde021/22	Seminar in the History of Music I.....	348
122. B-KHVde021/22	Seminar in the History of Music I.....	351
123. B-KHVde022/22	Seminar in the History of Music II.....	354
124. B-KHVde022/22	Seminar in the History of Music II.....	357
125. B-HISde014/22	Seminar on General History I.....	360
126. B-HISde017/22	Seminar on General History II.....	362
127. B-HISde021/22	Seminar on General History III.....	365
128. B-HISde023/22	Seminar on General History IV.....	368
129. B-HISde026/22	Seminar on General History V.....	371
130. B-HISde016/22	Seminar on History of Slovakia I.....	374
131. B-HISde020/22	Seminar on History of Slovakia II.....	377
132. B-HISde022/22	Seminar on History of Slovakia III.....	380
133. B-HISde025/22	Seminar on History of Slovakia IV.....	383
134. B-HISde024/22	Seminar on the Basics of Modern Didactics of History Teaching.....	386
135. B-HISde024/22	Seminar on the Basics of Modern Didactics of History Teaching.....	390
136. B-VUZde019/22	Social psychology for teachers.....	394
137. B-VUZde019/22	Social psychology for teachers.....	397
138. B-VUZde026/22	Social skills of teachers training.....	400
139. B-VUZde026/22	Social skills of teachers training.....	401
140. B-VUZde021/22	Socio-educational training for teachers.....	402
141. B-VUZde021/22	Socio-educational training for teachers.....	405
142. B-VUZde038/22	Specialised foreign language.....	408
143. B-VUZde038/22	Specialised foreign language.....	409
144. B-VUZde009/22	Teaching practice (A).....	410
145. B-VUZde009/22	Teaching practice (A).....	413

146. B-VUZde010/22	Teaching practice (B).....	416
147. B-VUZde010/22	Teaching practice (B).....	419
148. B-VUZde001/22	Theoretical basics of education.....	422
149. B-VUZde001/22	Theoretical basics of education.....	426
150. B-KHVde012/22	Voice and intonation instruction I.....	430
151. B-KHVde013/22	Voice and intonation instruction II.....	433
152. B-HISde033/20	Workshop Activities.....	436

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde027/22	<b>Course title:</b> Abuse prevention
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an assessment, the ratio of the midterm and final assessment is 100/0. The task of the students is to prepare a midterm paper for 40 points and to pass a midterm test for 60 points, a total of 100 points. A minimum of 60% of the maximum possible course grade is required for successful completion of the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning objectives and outcomes and transferable competences:

The aim of the course is to provide basic knowledge about the problems of drug consumption, their effects, the etiology of drug addiction. The course pays special attention to the issues of the drug scene, drug policy development and criminal sanctions, or drug crime. Students will be able to identify the internal and external causes of addiction, summarize the manifestations of different types of addiction, indicate and propose specific forms of addiction prevention. They will deepen their knowledge and competences in working with people with addiction, they will learn to apply preventive practices through examples and concrete activities in school practice.

Students and learners will develop communication skills using professional terminology in the field of substance and non-substance addictions. They will improve their skills in working with professional literature and producing professional texts. Students will be able to apply knowledge creatively to problem-based assignments.

### **Class syllabus:**

Brief outline of the course:

1. Basic terminology (social pathology, drug, addiction, abstinence, codependence, prevention, etc.).
2. Classification and characteristics of selected groups of psychotropic substances.
3. Specifics and classification of substance addictions.
4. Causes and factors of drug use.
5. The emergence of addiction and its symptoms.
6. Non-substance addictions (classification, characteristics).
7. Prevention of addiction and its forms.
8. Options for help in the field of addiction (basic psychotherapeutic approaches in addiction treatment, pharmacotherapeutic help, family accompaniment).
9. National Drug Control Programme. The roles of the Departments of Education, Culture, Health, Justice, Home Affairs and Labour, Social Affairs and Family.

### **Recommended literature:**

Compulsory reading:

HUPKOVÁ, I., LIBERČANOVÁ, K. (2012). Drogové závislosti a ich prevencia. Trnava: Pedagogická fakulta TU v Trnave. 153 s. ISBN 978-80-8082-563-8 Dostupné na: <https://pdf.truni.sk/download?e-skripta/hupkova-libercanova-drogove-zavislosti.pdf>

Recommended reading:

FERKOVÁ, Š. (2014). Skúsenosti s využitím influenčného programu zameraného na elimináciu rizikového správania žiakov v škole. In Prevencia. roč. 13. č. 4. s. 37 – 44.

FISCHER, S., ŠKODA, J. (2009). Sociální patologie. Analýza příčin a možnosti ovlivňování závažných sociálně patologických jevů. Praha: Grada Publishing, a.s. 224 s. ISBN 978-80-247-7813

KALINA, K. (2008). Základy klinické adiktologie. Praha: Grada, 387 s. ISBN 978-80-247-1411-0. K

KALINA, K. et al. (2003). Drogy a drogové závislosti 1. a 2. Mezioborový přístup. Praha: ÚV ČR, 640 s. ISBN 80-86734-05-6.

KUKLOVÁ, M. (2016). Kognitivně-behaviorální terapie v léčbě závislostí. Praha: Portál. 152 s. ISBN 978-80-262-1101-3

NEŠPOR, K. (2003). Návykové chování a závislost. Současné poznatky a perspektivy léčby. Praha: Portál. 152 s. ISBN 80-7178-831-7.

NOCIAR, A. (2009). Drogové závislosti. Bratislava: Vysoká škola Svätej Alžbety. 123 s. ISBN 978-80-892-7168-9

**Languages necessary to complete the course:**

: slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 510

A	ABS	B	C	D	E	FX
51,37	0,0	20,98	14,12	7,06	2,35	4,12

**Lecturers:** Mgr. Štefánia Ferková, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde027/22	<b>Course title:</b> Abuse prevention
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an assessment, the ratio of the midterm and final assessment is 100/0. The task of the students is to prepare a midterm paper for 40 points and to pass a midterm test for 60 points, a total of 100 points. A minimum of 60% of the maximum possible course grade is required for successful completion of the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	



A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning objectives and outcomes and transferable competences:

The aim of the course is to provide basic knowledge about the problems of drug consumption, their effects, the etiology of drug addiction. The course pays special attention to the issues of the drug scene, drug policy development and criminal sanctions, or drug crime. Students will be able to identify the internal and external causes of addiction, summarize the manifestations of different types of addiction, indicate and propose specific forms of addiction prevention. They will deepen their knowledge and competences in working with people with addiction, they will learn to apply preventive practices through examples and concrete activities in school practice.

Students and learners will develop communication skills using professional terminology in the field of substance and non-substance addictions. They will improve their skills in working with professional literature and producing professional texts. Students will be able to apply knowledge creatively to problem-based assignments.

### **Class syllabus:**

Brief outline of the course:

1. Basic terminology (social pathology, drug, addiction, abstinence, codependence, prevention, etc.).
2. Classification and characteristics of selected groups of psychotropic substances.
3. Specifics and classification of substance addictions.
4. Causes and factors of drug use.
5. The emergence of addiction and its symptoms.
6. Non-substance addictions (classification, characteristics).
7. Prevention of addiction and its forms.
8. Options for help in the field of addiction (basic psychotherapeutic approaches in addiction treatment, pharmacotherapeutic help, family accompaniment).
9. National Drug Control Programme. The roles of the Departments of Education, Culture, Health, Justice, Home Affairs and Labour, Social Affairs and Family.

### **Recommended literature:**

Compulsory reading:

HUPKOVÁ, I., LIBERČANOVÁ, K. (2012). Drogové závislosti a ich prevencia. Trnava: Pedagogická fakulta TU v Trnave. 153 s. ISBN 978-80-8082-563-8 Dostupné na: <https://pdf.truni.sk/download?e-skripta/hupkova-libercanova-drogove-zavislosti.pdf>

Recommended reading:

FERKOVÁ, Š. (2014). Skúsenosti s využitím influenčného programu zameraného na elimináciu rizikového správania žiakov v škole. In Prevencia. roč. 13. č. 4. s. 37 – 44.

FISCHER, S., ŠKODA, J. (2009). Sociální patologie. Analýza příčin a možnosti ovlivňování závažných sociálně patologických jevů. Praha: Grada Publishing, a.s. 224 s. ISBN 978-80-247-7813

KALINA, K. (2008). Základy klinické adiktologie. Praha: Grada, 387 s. ISBN 978-80-247-1411-0. K

KALINA, K. et al. (2003). Drogy a drogové závislosti 1. a 2. Mezioborový přístup. Praha: ÚV ČR, 640 s. ISBN 80-86734-05-6.

KUKLOVÁ, M. (2016). Kognitivně-behaviorální terapie v léčbě závislostí. Praha: Portál. 152 s. ISBN 978-80-262-1101-3

NEŠPOR, K. (2003). Návykové chování a závislost. Současné poznatky a perspektivy léčby. Praha: Portál. 152 s. ISBN 80-7178-831-7.

NOCIAR, A. (2009). Drogové závislosti. Bratislava: Vysoká škola Svätej Alžbety. 123 s. ISBN 978-80-892-7168-9

**Languages necessary to complete the course:**

: slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 510

A	ABS	B	C	D	E	FX
51,37	0,0	20,98	14,12	7,06	2,35	4,12

**Lecturers:** Mgr. Štefánia Ferková, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/B-VUZde008/22	<b>Course title:</b> Bachelor thesis seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment that is handed in on the due date is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment. For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level. B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level. C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level. D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level. E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project.	

Fx (59-0%, insufficient - extra work required).

**Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of the course is to familiarize students theoretically and practically with the principles and procedures that need to be mastered for the successful preparation of a bachelor's thesis.

The student is able to define the topic of his/her own bachelor thesis, is able to correctly determine the methods of its processing, acquires the ability to work selectively and correctly with the professional literature on the chosen topic. He/she knows the individual parts of the final thesis. Is able to prepare and present the results of the thesis and is able to respond to questions on the thesis in discussion.

**Class syllabus:**

Brief outline of the course:

Types of bachelor theses. The timetable of thesis processing. Definition of the topic and goal of the thesis. Study of literature. Excerpting of material. Theoretical and methodological conception of the thesis. Methodology of problem processing. Methodology of elaboration of the thesis.

Formal-compositional requisites of the final thesis. How to prepare for the defence of the thesis.

**Recommended literature:**

Recommended reading:

Selection of literature according to the chosen topic of the thesis;

Current directive of the Rector of Charles University on the basic requirements of thesis;

LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác - vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave. Bratislava: Stimul. ISBN 978-80-8127-155-7

KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma. ISBN 8089132454

STAROŇOVÁ, K. (2011). Vedecké písanie: ako písať akademické a vedecké texty. Bratislava: Osveta, . ISBN 978-80-8063-359-2.

**Languages necessary to complete the course:**

Slovak language (in the case of language subject approbations also the target language)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 848

A	ABS	B	C	D	E	FX
58,84	0,0	23,7	10,26	3,18	1,18	2,83

**Lecturers:**

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/B-VUZde008/22	<b>Course title:</b> Bachelor thesis seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment that is handed in on the due date is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment. For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level. B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level. C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level. D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level. E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project.	

Fx (59-0%, insufficient - extra work required).

**Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of the course is to familiarize students theoretically and practically with the principles and procedures that need to be mastered for the successful preparation of a bachelor's thesis.

The student is able to define the topic of his/her own bachelor thesis, is able to correctly determine the methods of its processing, acquires the ability to work selectively and correctly with the professional literature on the chosen topic. He/she knows the individual parts of the final thesis. Is able to prepare and present the results of the thesis and is able to respond to questions on the thesis in discussion.

**Class syllabus:**

Brief outline of the course:

Types of bachelor theses. The timetable of thesis processing. Definition of the topic and goal of the thesis. Study of literature. Excerpting of material. Theoretical and methodological conception of the thesis. Methodology of problem processing. Methodology of elaboration of the thesis.

Formal-compositional requisites of the final thesis. How to prepare for the defence of the thesis.

**Recommended literature:**

Recommended reading:

Selection of literature according to the chosen topic of the thesis;

Current directive of the Rector of Charles University on the basic requirements of thesis;

LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác - vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave. Bratislava: Stimul. ISBN 978-80-8127-155-7

KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma. ISBN 8089132454

STAROŇOVÁ, K. (2011). Vedecké písanie: ako písať akademické a vedecké texty. Bratislava: Osveta, . ISBN 978-80-8063-359-2.

**Languages necessary to complete the course:**

Slovak language (in the case of language subject approbations also the target language)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 848

A	ABS	B	C	D	E	FX
58,84	0,0	23,7	10,26	3,18	1,18	2,83

**Lecturers:** PaedDr. Peter Gergel, PhD., Mgr. Miriam Viršínská, PhD., PaedDr. Peter Bojo, PhD., Mgr. Veronika Valkovičová, PhD., Mgr. Miroslava Repiská, PhD., doc. PhDr. Blandína Šramová, PhD., PhDr. Mojmír Malovecký, PhD., doc. PhDr. Erika Brtáňová, CSc., Mgr. Michal Hottmar, PhD., Mgr. Katarína Minarovičová, PhD.

**Last change:** 09.11.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZšt011/15	<b>Course title:</b> Bachelor's thesis defence
<b>Number of credits:</b> 12	
<b>Educational level:</b> I.	
<p><b>Course requirements:</b></p> <p>Prerequisite subjects: none</p> <p>Prerequisites for successful completion of the course:</p> <p>The state examination of the defence of the thesis, its conditions and procedural aspects are regulated by the Internal Regulation No.1/2020 Study Regulations of the Faculty of Arts of Charles University, as well as by the Internal Regulation No. 5/2021 Study Regulations of the Charles University.</p> <p>A student may take the state examination a) after obtaining at least such number of credits that after obtaining credits for successful completion of the last state examination he/she achieves the necessary number of credits for proper completion of studies and b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme except for the state examination and c) no disciplinary proceedings are conducted against him/her.</p> <p>In the bachelor's degree, the student receives 12 credits for the successful defence of the bachelor's thesis (credits included in the UZ study plan).</p> <p>According to the VP 23/2021 Internal Quality Assurance System for Higher Education of the Charles University in Bratislava, the student is evaluated in particular:</p> <ul style="list-style-type: none"> <li>- Demonstration of the student's ability to collect and interpret relevant data (facts), usually within the field of study in which the student has completed the programme of study, with the possibility of interdisciplinary overlap into other fields if necessary;</li> <li>- Demonstrate the ability to make informed decisions that also take into account social, scientific and ethical considerations;</li> <li>- Ability to communicate information, concepts, problems and solutions to both professional and lay audiences.</li> <li>- the ability to think and work creatively in the field of study in which they have completed their degree programme.</li> <li>- knowledge and understanding of the problem/issue addressed.</li> <li>- Applying their skills in collecting, interpreting and processing basic literature, which may include its application in practice, or solving a sub-task related to the student's future field of study/ assignment.</li> </ul> <p>The rating is awarded on a scale:</p> <p>A 100 - 91% (excellent - outstanding results),</p> <p>B 90 - 81% (very good - above average standard),</p> <p>C 80 - 73% (good - normal reliable operation),</p> <p>D 72 - 66% (satisfactory - acceptable results),</p> <p>E 65 - 60% (sufficient - results meet minimum criteria),</p> <p>Fx 59% or less (insufficient).</p>	

A student is evaluated with the FX grade if he/she has fulfilled the requirements for the grade only at a level not exceeding 60% of the total highest possible level of fulfilment of the requirements for the completion of the subject of the state examination - the defence of the bachelor thesis. In the same way, a student shall be assessed with an FX grade if he/she has submitted a thesis in violation of paragraph 7 of Article 56 of the UK Internal Regulation 23/2021 or has submitted a thesis that does not substantially meet the requirements under paragraph 1(d), paragraph 2(d) or paragraph 3(d) of Article 56 of the UK Internal Regulation 23/2021 Internal Quality Assurance System for Higher Education at the University of Bratislava.

The details and specifications of the requirements of the final theses for the individual teacher study programmes in combination (approbation) will be specified in the respective Study Programme Descriptions.

**Learning outcomes:**

Learning outcomes:

The learning outcome is in accordance with the Long-Term Plan of the Charles University/PdF, the mission and strategic goals of the Charles University/PdF, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in the individual subjects of the study programme curriculum, and other relevant documents.

The student is able to demonstrate his/her ability to work creatively in the field of study in which he/she has completed the study programme when conceiving his/her bachelor thesis. The student is able to demonstrate adequate knowledge of the subject matter and to apply his/her skills in collecting, interpreting and processing the basic literature, or its application in practice, or is able to solve a sub-task related to the focus of the student's bachelor's thesis.

**Class syllabus:**

Brief outline of the course:

1. Contribution of the thesis to the field of study. The evaluation of the bachelor thesis assesses whether the student has adequately demonstrated the ability to work creatively in the field of study in which he/she has completed the study programme, reflects the degree of demonstration of knowledge and knowledge of the issue, assesses the skills applied in collecting, interpreting and processing the basic literature, or the extent to which the student has mastered the application of theoretical assumptions in practice or how he/she is able to solve a subtask that is related to the focus of the student's bachelor thesis;
2. Originality of the thesis (the thesis must not be plagiarized, must not infringe the copyrights of other authors), the documentation for the defence of the thesis as a subject of the state examination includes originality protocols: from the Central Register and Theses, the results of which are commented on by the supervisor and the opponent in their opinions;
3. Correctness and correctness of citation of used information sources, research results of other authors and author teams, correctness of description of methods and working procedures of other authors or author teams;
4. Compliance of the structure of the thesis with the prescribed structure defined by the Internal Regulation No. 2/2018 Directive of the Rector of Charles University in Bratislava;
5. Respecting the recommended scope of the final thesis (the recommended scope of a bachelor's thesis is usually 30 - 40 standard pages - 54 000 to 72 000 characters including spaces), the adequacy of the scope of the thesis is assessed by the supervisor of the thesis;
6. Linguistic and stylistic level of the work and formal editing;
7. The manner and form of defending the thesis and the student's ability to respond adequately to the comments and questions in the supervisor's and opponent's evaluations.



8. In the study programme focused on the teaching of art-educational subjects, the presentation of artistic outputs and performances may be part of the final thesis and its defence.
<b>State exam syllabus:</b>
<b>Recommended literature:</b> Recommended reading: according to the focus of the bachelor thesis topic
<b>Languages necessary to complete the course:</b> Slovak language, in the case of language approbations also the language of the respective subject approbation
<b>Notes:</b> Examination committee approved by the Scientific Council of PdF UK. State examination: the defence of the bachelor thesis is carried out only from one approbation. Credits are counted towards "UZ".
<b>Last change:</b> 09.11.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde007/22	<b>Course title:</b> Basics of Modern Didactics of History#Teaching
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 1-hour lecture + 1-hour seminar/week; 22 hours total per semester, combined; (primarily full-time) Student workload: 2PS (3 credits): 11 x 2 hours of direct instruction = 22 hours; 48 hours of portfolio development and reflection on lecture topics; 15 hours of preparation for midterm discussion; 15 hours of practice for the final colloquium. Total 90 hours of student work. Educational methods: E-U-R (evocation-awareness-reflection); analysis of texts, iconic texts, and educational materials; explanation; discussion/colloquium on the subject; problem-solving on the theoretical and practical level of school history; evaluation by SWOT analysis	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the continuous verbal and written assessment. During the semester, the student analyses, reflects and elaborates in writing the content of the lectured and discussed topics and formulates his/her solutions to the presented problems (applies the E-U-R method). Students are evaluated continuously by discussion/colloquium and defence of written reflection on the lectured topics. SWOT analysis is applied in the overall assessment. The quality of the student outcomes is assessed by SWOT analysis. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to students who score less than 15 points on any of the four written examinations. A score of at least 60% is required to pass the course. The grade is awarded on a scale: A (100-91%, excellent - excellent results, the student has a broad, compact knowledge in the specialised field of the discipline and can apply it in theoretical and practical contexts, is oriented in the current state of knowledge of borderline scientific disciplines, thinks conceptually, can actively acquire information and creatively apply it in solving problems, actively expands his knowledge and critically reviews it and considers the suitability of its application for pedagogical and historical practice), B (90-81%, very good - above average standard, the student is oriented in the issue, knows it, can independently acquire new knowledge, and solve professional tasks, but his critical, constructive	

thinking is borderline when analysing and assessing the planes of normative and reflective didactics),

C (80-73%, good - normal reliable work, although the student can orient himself in the problem, independently search and analyse information, can learn, but he cannot think critically and constructively enough, evaluate the issues solved, and apply the acquired knowledge creatively and conceptually in broader theoretical and practical contexts),

D (72-66%, satisfactory - acceptable results, the student is able to orientate himself in the problem at a basic level, his knowledge is fragmented and incomplete, and at a lower level of satisfaction, he also applies transferable understanding of the field and related disciplines, in the area of factual, conceptual, procedural and metacognitive knowledge he shows more serious deficiencies),

E (65-60%, sufficient - the results meet the minimum criteria, the student is able to orient himself in the problem only with great difficulty, he knows only the most basic knowledge, he does not demonstrate the ability to think critically and does not apply the acquired knowledge in a systematic way to the solution of practical tasks),

Fx (59-0%, insufficient - additional work is required, the student is unable to orient himself/herself in the problem, does not master the most basic knowledge, does not demonstrate the ability to argue and think critically)

### **Learning outcomes:**

The student will gain theoretical knowledge of modern didactics of history, European trends, and recommendations for contemporary history by completing the course. The student will gain an overview of the modernisation of history teaching in Slovakia and the functionality of the didactic system of history. Analyse partial problems of modern history didactics and the results of empirical research in contemporary school practice. He is also oriented in the creation of teaching media and the process of critical assessment of educational materials and programmes.

### **Class syllabus:**

Students will become familiar with selected problems of modern didactics of History Teaching, identify the requirements placed on teacher education and gain knowledge about the application of methods and strategies recommended for teaching and learning pupils in primary and secondary schools. They will gain an overview of the modernisation of history teaching in Slovakia and the requirements for the functionality of the didactic system in educational practice.

The content focus of the course concentrates on the following key topics:

- Basic concepts of didactics: "modern" didactics of History Teaching, methodology, historical consciousness, historical culture, historical knowledge, historical education, historical awareness, historical memory, functional literacy, and the functionality of factuality.
- The relationship between historical science and history, their interconnectedness and autonomous position, popularisation of historical knowledge, and specifics of the work of historians and history teachers.
- Designing (conceptualisation) history as a school subject, visions and perspectives, requirements, and recommendations of RE and expert commissions for teaching history in the 21st century, updating the selection of history curriculum in the educational field: Human and society.
- Didactic system, its components and functionality. The formula of functioning of the didactic system in History Teaching.
- The role of History Teaching Didactics in contemporary modern teaching, application of the three essential functions of history.
- Goals and tasks of history. Taxonomies of goals and tasks, "operationalisation" of objectives in contemporary history teaching and learning. What is the theory, and what is practice?
- The processual aspect of history teaching, conclusions of empirical research on the state of school history practice.

- Modern (activating) methods and techniques of teaching and learning, the importance of "neurodidactics" in the educational process.
- Diversity of educational media and their functionality in history education, history textbooks as the most widespread type of historical literature, functions, and practical applicability of their structural components.
- History in a more entertaining form (didactic games, comics, cartoons, collages, graphic schemes, etc.).

#### **Recommended literature:**

Required reading:

BOCKOVÁ, A.: Ako reflektujú slovenskí študenti dejepis a históriu? In: Verbum historiae, 2/2014.

BOCKOVÁ, A.: Výučba dejepisu ako pedagogický problém (pohľad na funkčnosť dejepisného vzdelávania a funkčnosť faktografie). In: Verbum historiae 1. Prešov : Vydavateľstvo M. Vaška, 2009.

ČAPEK, R.: Moderní didaktika dějepisu. Lexikon výukových a hodnoticích metod. Praha : Grada, 2015.

KRATOCHVÍL, V.: Metafora stromu ako model didaktiky dejepisu k predpokladom výučby. Bratislava : Raabe, 2019.

STRADLING, R.: Vyučovanie európskej histórie dvadsiateho storočia. Bratislava : Metocké centrum mesta Bratislavy, 2002.

Recommended reading:

BOCKOVÁ, A.: Empirický prieskum. Metodika stáže. Bratislava : Univerzita Komenského, 2021.

BURIAN, V.: Trendy, ktoré možno zatrasú školami. In: Dobrá škola, roč. 7, 2015, č. 3.

KMEŤ, M.: História a dejepis (Vybrané kapitoly z didaktiky dejepisu). Banská Bystrica : Univerzita Mateja Bela, 2017.

LABISCHOVÁ, D.-GRACOVÁ, B.: Příručka k didaktice dějepisu, Ostrava : Ostravská univerzita v Ostrave, 2010.

STRADLING, R.: Multiperspektíva v dejepisnom vzdelávaní. Bratislava : Metodické centrum mesta Bratislavy, 2007.

TUREK, I.: Klíčové kompetence. Bratislava : Metodicko-pedagogické centrum v Bratislave, 2003.

Učebnice dejepisu pre základné školy, gymnáziá a stredné školy;

Inovovaný Štátny vzdelávací program pre vzdelávaciu oblasť Človek a spoločnosť - dejepis, dostupný na: [www.statpedu.sk](http://www.statpedu.sk)

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

Slovak and Czech language

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 232

A	ABS	B	C	D	E	FX
45,69	0,0	28,88	16,38	3,88	1,29	3,88

**Lecturers:** PhDr. Anna Bocková, PhD., Mgr. Míriam Viršínská, PhD.

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde029/22	<b>Course title:</b> Basics of the first aid
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment: (a) a continuous written assessment with a maximum of 80 points aimed at testing knowledge and understanding of general first aid principles as well as basic first aid principles for life-threatening conditions (cessation of breathing, blood circulation), serious injuries (bleeding, burning, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices) and minor injuries (b) by developing an activity on the chosen first aid topic in the form of a simulation of the health problem mentioned above as well as an active performance of a drill on the basic principles of first aid with a maximum of 20 points. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 40 points on the written midterm and fails to prepare for the activity. A minimum score of 60% is required to pass the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results), excellent performance, the student has excellent knowledge of theoretical knowledge of medical procedures in cases of health threat, can simulate a case of health threat based on the theoretical knowledge and solve the situation when providing first aid in practice B (90-81%, very good - above average standard), excellent performance, the student knows the theoretical knowledge of medical procedures in cases of health threat very well, can simulate a case of health threat only partially on the basis of the theoretical knowledge, but can deal with the situation when providing first aid in practice C (80-73%, good - normal reliable work), good performance, although the student has a good knowledge of theoretical knowledge of medical procedures in cases of health hazards, but cannot simulate a case of a health hazard on their basis, but can partially solve the situation when providing first aid in practice	

<p>D (72-66%, satisfactory - acceptable results), satisfactory performance, the student partially knows the theoretical knowledge of health procedures in cases of health threats, but is unable to simulate a case of a health threat and is only partially able to apply the theory to practice</p> <p>E (65-60%, sufficient - results meet the minimum criteria), satisfactory performance, the student has only minimal knowledge of the theoretical knowledge of health procedures in cases of health threats, is unable to simulate a case of a health threat and is able to apply the theory to practice only partially</p> <p>Fx (59-0%, insufficient - extra work required), insufficient performance, student does not have sufficient knowledge of basic health procedures in health emergencies, nor is he/she able to simulate a health emergency and apply the theory to practice</p> <p>Scale of assessment (preliminary/final): 100/0</p>
<p><b>Learning outcomes:</b></p> <p>Learning objectives and outcomes and transferable competences:</p> <p>The aim of the course is to teach students the basics of first aid, cardiopulmonary resuscitation, as well as the management of serious medical conditions. Upon completion of the course, the student will gain theoretical knowledge of medical procedures in cases of health threats to children and adolescents. At the same time, the student will strengthen his/her communication and organizational skills in dealing with serious health emergencies through simulated situations.</p>
<p><b>Class syllabus:</b></p> <p>Brief outline of the course:</p> <ol style="list-style-type: none"> <li>1. General principles of first aid (the student acquires basic knowledge and knowledge of the general principles of first aid, can recognize basic first aid from rapid medical and technical assistance, can assess the situation without endangering his/her own life, assess the health condition of the affected - the severity and extent, take urgent measures to save life and knows the correct procedure for calling the ambulance service)</li> <li>2. Positioning and displacement. (the student is familiarized with the basic positions in providing first aid and possible methods of removal, so that the health of the affected person does not further endanger)</li> <li>3. First aid for life-threatening conditions (respiratory arrest, circulatory arrest) (the student will be able to recognize the signs of respiratory arrest and circulatory arrest and subsequently provide cardiopulmonary resuscitation in both adults and children in the correct way).</li> <li>4. First aid for serious injuries (bleeding, burns, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices). (the student is able to recognise the risks to health in different degrees of bleeding, burning, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices, to administer appropriate basic first aid in relation to the extent of the injury and consequently to recognise the signs of shock and to provide the correct anti-shock measures)</li> <li>5. First aid for minor injuries (the student can recognise minor injuries and provide appropriate first aid)</li> </ol>
<p><b>Recommended literature:</b></p> <p>Recommended reading:</p> <p>DOBIÁŠ, V. (2017). 5P. Bratislava: Dixit, 302 s., ISBN 978-80-89662-24-1</p> <p>Krajina záchranárov. Prvá pomoc. Online: <a href="http://www.prvapomoc.sk">www.prvapomoc.sk</a></p> <p>ŠANTA, M. a kol. (2006). Prvá pomoc. Martin: Osveta, 179 s., ISBN 80-8063-207-3</p>
<p><b>Languages necessary to complete the course:</b></p> <p>slovak language</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 360						
A	ABS	B	C	D	E	FX
67,22	0,0	10,83	7,5	5,0	4,44	5,0
<b>Lecturers:</b> Mgr. Mária Fuchsová, PhD.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde029/22	<b>Course title:</b> Basics of the first aid
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment: (a) a continuous written assessment with a maximum of 80 points aimed at testing knowledge and understanding of general first aid principles as well as basic first aid principles for life-threatening conditions (cessation of breathing, blood circulation), serious injuries (bleeding, burning, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices) and minor injuries (b) by developing an activity on the chosen first aid topic in the form of a simulation of the health problem mentioned above as well as an active performance of a drill on the basic principles of first aid with a maximum of 20 points. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 40 points on the written midterm and fails to prepare for the activity. A minimum score of 60% is required to pass the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results), excellent performance, the student has excellent knowledge of theoretical knowledge of medical procedures in cases of health threat, can simulate a case of health threat based on the theoretical knowledge and solve the situation when providing first aid in practice B (90-81%, very good - above average standard), excellent performance, the student knows the theoretical knowledge of medical procedures in cases of health threat very well, can simulate a case of health threat only partially on the basis of the theoretical knowledge, but can deal with the situation when providing first aid in practice C (80-73%, good - normal reliable work), good performance, although the student has a good knowledge of theoretical knowledge of medical procedures in cases of health hazards, but cannot simulate a case of a health hazard on their basis, but can partially solve the situation when providing first aid in practice	



<p>D (72-66%, satisfactory - acceptable results), satisfactory performance, the student partially knows the theoretical knowledge of health procedures in cases of health threats, but is unable to simulate a case of a health threat and is only partially able to apply the theory to practice</p> <p>E (65-60%, sufficient - results meet the minimum criteria), satisfactory performance, the student has only minimal knowledge of the theoretical knowledge of health procedures in cases of health threats, is unable to simulate a case of a health threat and is able to apply the theory to practice only partially</p> <p>Fx (59-0%, insufficient - extra work required), insufficient performance, student does not have sufficient knowledge of basic health procedures in health emergencies, nor is he/she able to simulate a health emergency and apply the theory to practice</p> <p>Scale of assessment (preliminary/final): 100/0</p>
<p><b>Learning outcomes:</b></p> <p>Learning objectives and outcomes and transferable competences:</p> <p>The aim of the course is to teach students the basics of first aid, cardiopulmonary resuscitation, as well as the management of serious medical conditions. Upon completion of the course, the student will gain theoretical knowledge of medical procedures in cases of health threats to children and adolescents. At the same time, the student will strengthen his/her communication and organizational skills in dealing with serious health emergencies through simulated situations.</p>
<p><b>Class syllabus:</b></p> <p>Brief outline of the course:</p> <ol style="list-style-type: none"> <li>1. General principles of first aid (the student acquires basic knowledge and knowledge of the general principles of first aid, can recognize basic first aid from rapid medical and technical assistance, can assess the situation without endangering his/her own life, assess the health condition of the affected - the severity and extent, take urgent measures to save life and knows the correct procedure for calling the ambulance service)</li> <li>2. Positioning and displacement. (the student is familiarized with the basic positions in providing first aid and possible methods of removal, so that the health of the affected person does not further endanger)</li> <li>3. First aid for life-threatening conditions (respiratory arrest, circulatory arrest) (the student will be able to recognize the signs of respiratory arrest and circulatory arrest and subsequently provide cardiopulmonary resuscitation in both adults and children in the correct way).</li> <li>4. First aid for serious injuries (bleeding, burns, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices). (the student is able to recognise the risks to health in different degrees of bleeding, burning, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices, to administer appropriate basic first aid in relation to the extent of the injury and consequently to recognise the signs of shock and to provide the correct anti-shock measures)</li> <li>5. First aid for minor injuries (the student can recognise minor injuries and provide appropriate first aid)</li> </ol>
<p><b>Recommended literature:</b></p> <p>Recommended reading:</p> <p>DOBIÁŠ, V. (2017). 5P. Bratislava: Dixit, 302 s., ISBN 978-80-89662-24-1</p> <p>Krajina záchranárov. Prvá pomoc. Online: <a href="http://www.prvapomoc.sk">www.prvapomoc.sk</a></p> <p>ŠANTA, M. a kol. (2006). Prvá pomoc. Martin: Osveta, 179 s., ISBN 80-8063-207-3</p>
<p><b>Languages necessary to complete the course:</b></p> <p>slovak language</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 360						
A	ABS	B	C	D	E	FX
67,22	0,0	10,83	7,5	5,0	4,44	5,0
<b>Lecturers:</b> Mgr. Mária Fuchsová, PhD.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde031/22	<b>Course title:</b> Child biological development and school hygiene
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The subject is finished: (a) a continuous written assessment with a maximum score of 80 points aimed at reviewing knowledge and knowledge of the child's developmental characteristics and the factors that affect the child's biological physiological development and which may be the causes of pathological growth and at the same time the consequences of a lower level of the child's ability to cope with the educational process of school education; reviewing the knowledge and use of methods that assess and diagnose physiologically healthy , resp. pathological biological growth and development of the child and, ultimately, on the issue of prevention and protection of the child's health in all its components of the bio-psycho-social nature of the child's development b) by developing protocols for the assessment and diagnosis of biological development with a maximum score of 20 points as a form of the ability to apply theoretical knowledge about physiologically healthy or pathological biological development of the child to pedagogical practice A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 40 points on the written midterm review and fails to complete a protocol for assessing and diagnosing the child's biological development. A minimum score of 60% is required to pass the course. The rating is awarded on a scale: A (100-91%, proficient - outstanding), excellent performance, the student has an excellent command of the knowledge of physiologically healthy biological development of the child and has an excellent understanding of the environmental factors that cause pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critically assesses the adequacy of the demands of the educational process on the physical and psychological performance of the child, the student can apply the methods of assessment and	

diagnosis of biological development on practical examples and can apply them in the education and training of children

B (90-81%, very good - above average standard), excellent performance, the student has a very good command of the knowledge of the physiologically healthy biological development of the child, knows very well which of the environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, but critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the physical and psychological performance of the child is borderline, but the student can apply the methods of evaluation and diagnosis of biological development on practical examples and can apply them in the education and training of children

C (80-73%, good - normal reliable work), good performance, although the student has a good command of the knowledge of the physiologically healthy biological development of the child, he/she knows well which environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, but critical thinking in the area of evaluation of the adequacy of the demands of the educational process on the physical and psychological performance of the child is absent, but can partially apply the methods of evaluation and diagnosis of biological development on practical examples and can apply them in the education and training of children

D (72-66%, Satisfactory-Acceptable performance), Satisfactory performance, the student partially knows the knowledge of physiologically healthy biological development of the child and partially knows which environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the child's physical and psychological performance is absent but he/she is able to apply the methods of evaluation and diagnosis of biological development in the form of practical examples and apply them in the education of children only partially

E (65-60%, satisfactory - results meet minimum criteria), satisfactory performance, the student has only minimal knowledge of the physiologically healthy biological development of the child, and similarly minimal knowledge of the environmental factors that cause pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the child's physical and psychological performance is absent, and is able to apply methods of evaluation and diagnosis of biological development in the form of practical examples and apply them in the education and training of children only partially

Fx (59-0%, insufficient - extra work required), inadequate performance, student does not sufficiently master the basic knowledge of physiologically healthy biological development of the child, at the same time does not sufficiently know which of the environmental factors are the causes of the emergence of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, is neither able to critically evaluate the adequacy of the demands of the educational process on the child's physical and psychological performance, nor is he or she able to apply methods of assessing and diagnosing biological development in the form of practical examples and apply them in the education and training of children

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

Upon completion of the course, students should have knowledge and understanding of the biological laws of growth and development and the factors that determine them. They will acquire knowledge of the bio-psycho-social integration of the human organism. Understand the spatio-temporal sequence and interdependence of changes in the structure and function of the human organism.

They will become familiar with critical developmental periods and risk factors interfering with physiological growth and development. They will understand the principles of regulation and adaptation of the organism in the context of environmental influences. At the same time, students will strengthen their mathematical skills and analytical abilities in the development of protocols for the assessment of child biological development. Ultimately, the course will provide students with the ability to evaluate the appropriateness of the demands of the educational process on a child's physical and psychological performance in relation to the child's level of biological maturation

**Class syllabus:**

Brief outline of the course:

1. Defining ontogeny. Progressive and regressive changes with age. Biological explanation of the concepts of growth and development. The laws of growth and development. Typical and atypical growth and development. (The student can distinguish between physiologically healthy and pathological biological development of a child for the purpose of applying knowledge in the education of children, in the form of effective collaboration with special educators, psychologists, and other practitioners)

2. Factors determining growth and development: genetic, neurohormonal, environmental factors. Genetic factors: heredity, mutations - gene, chromosomal aberrations. Mutagens and teratogens. Mutations. Chromosomal aberrations. (The student knows and understands the endogenous environmental factors that determine the hereditary predisposition of the child to cope with the demands of the educational process on the psychological and physical load of the organism)

3. Environmental factors. Definition of environment, external, internal environment. Neurohormonal regulation. Importance of neural and hormonal regulation as a mechanism of biological adaptation. Determination of growth and developmental processes by environmental factors. Nutrition. Maternal factors. Climatic and geographical factors. Socio-economic level. Morbidity. (The student knows which of the factors act on the biological development of the child and which may be the consequences of the child's lower ability to cope with the educational process of the student's schooling)

4. Ontogenetic development. The division of ontogeny: the biological definition of the different periods. Prenatal, perinatal, postnatal periods. Prenatal period - formation and development of the embryo (gestation), importance of the placenta. Environmental risk factors threatening prenatal development. Perinatal period. Childbirth, newborn at risk. Postnatal period - characteristics of the neonatal, infant, toddler, preschool, junior and senior school age periods in terms of somatic changes (growth, motor development) and risks of developmental disruption. Brief overview of anatomy and physiology of organ systems. (the student distinguishes the age-specific characteristics of the individual systems in the different periods of ontogenesis and is able to use and apply these characteristics in the practice of school education)

5. Methods of assessment of physical growth and development, determination of biological maturity. Adequacy of the demands of the educational process on the child's physical and psychological performance - Biological rhythms. Dynamic stereotype. Fatigue and resumption of work activity. (The student can diagnose the level of development of children of preschool and younger school age, critically evaluate the adequacy of the demands of the educational process on the physical and psychological performance of the child and on the basis of the diagnosis to design and implement an appropriate intervention)

6. Pathologically altered growth and development. Prevention of disorders of somatic development - primary, secondary, tertiary. (the student knows how to prevent pathologically altered growth and development in its beginnings, and knows the basics of prevention and protection of the child's health in all components of the bio-psycho-social nature of the child's development)

7. Principles of the organisation of teaching in terms of physical and mental hygiene. Hygiene of the school environment and conditions for educational activities of pupils. (the student knows the

basic principles of the organisation of teaching and the correct hygiene of the school environment in terms of the physical and mental hygiene of the pupil)						
<b>Recommended literature:</b> Recommended reading: FUCHSOVÁ, M. (2020). Somatický vývin dieťaťa a jeho poruchy s využitím vzdelávacích moderných technológií. Bratislava: Univerzita Komenského v Bratislave, 145 s. ISBN 978-80-223-4812-6 <a href="https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Fuchsova_def..pdf">https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Fuchsova_def..pdf</a> DROBNÝ, I., DROBNÁ, M. (2000). Biológia dieťaťa pre špeciálnych pedagógov II. Bratislava: Pedagogická fakulta UK, 152 s. ISBN 80-223-1962-7 MACHOVÁ, J. Biologie člověka pro učitele. Praha: Karolinum, 2008, 269 s. ISBN 80-7184-867-0						
<b>Languages necessary to complete the course:</b> slovak and czech						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Mária Fuchsová, PhD.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde031/22	<b>Course title:</b> Child biological development and school hygiene
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The subject is finished: (a) a continuous written assessment with a maximum score of 80 points aimed at reviewing knowledge and knowledge of the child's developmental characteristics and the factors that affect the child's biological physiological development and which may be the causes of pathological growth and at the same time the consequences of a lower level of the child's ability to cope with the educational process of school education; reviewing the knowledge and use of methods that assess and diagnose physiologically healthy , resp. pathological biological growth and development of the child and, ultimately, on the issue of prevention and protection of the child's health in all its components of the bio-psycho-social nature of the child's development b) by developing protocols for the assessment and diagnosis of biological development with a maximum score of 20 points as a form of the ability to apply theoretical knowledge about physiologically healthy or pathological biological development of the child to pedagogical practice A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 40 points on the written midterm review and fails to complete a protocol for assessing and diagnosing the child's biological development. A minimum score of 60% is required to pass the course. The rating is awarded on a scale: A (100-91%, proficient - outstanding), excellent performance, the student has an excellent command of the knowledge of physiologically healthy biological development of the child and has an excellent understanding of the environmental factors that cause pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critically assesses the adequacy of the demands of the educational process on the physical and psychological performance of the child, the student can apply the methods of assessment and	

diagnosis of biological development on practical examples and can apply them in the education and training of children

B (90-81%, very good - above average standard), excellent performance, the student has a very good command of the knowledge of the physiologically healthy biological development of the child, knows very well which of the environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, but critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the physical and psychological performance of the child is borderline, but the student can apply the methods of evaluation and diagnosis of biological development on practical examples and can apply them in the education and training of children

C (80-73%, good - normal reliable work), good performance, although the student has a good command of the knowledge of the physiologically healthy biological development of the child, he/she knows well which environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, but critical thinking in the area of evaluation of the adequacy of the demands of the educational process on the physical and psychological performance of the child is absent, but can partially apply the methods of evaluation and diagnosis of biological development on practical examples and can apply them in the education and training of children

D (72-66%, Satisfactory-Acceptable performance), Satisfactory performance, the student partially knows the knowledge of physiologically healthy biological development of the child and partially knows which environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the child's physical and psychological performance is absent but he/she is able to apply the methods of evaluation and diagnosis of biological development in the form of practical examples and apply them in the education of children only partially

E (65-60%, satisfactory - results meet minimum criteria), satisfactory performance, the student has only minimal knowledge of the physiologically healthy biological development of the child, and similarly minimal knowledge of the environmental factors that cause pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the child's physical and psychological performance is absent, and is able to apply methods of evaluation and diagnosis of biological development in the form of practical examples and apply them in the education and training of children only partially

Fx (59-0%, insufficient - extra work required), inadequate performance, student does not sufficiently master the basic knowledge of physiologically healthy biological development of the child, at the same time does not sufficiently know which of the environmental factors are the causes of the emergence of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, is neither able to critically evaluate the adequacy of the demands of the educational process on the child's physical and psychological performance, nor is he or she able to apply methods of assessing and diagnosing biological development in the form of practical examples and apply them in the education and training of children

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

Upon completion of the course, students should have knowledge and understanding of the biological laws of growth and development and the factors that determine them. They will acquire knowledge of the bio-psycho-social integration of the human organism. Understand the spatio-temporal sequence and interdependence of changes in the structure and function of the human organism.



They will become familiar with critical developmental periods and risk factors interfering with physiological growth and development. They will understand the principles of regulation and adaptation of the organism in the context of environmental influences. At the same time, students will strengthen their mathematical skills and analytical abilities in the development of protocols for the assessment of child biological development. Ultimately, the course will provide students with the ability to evaluate the appropriateness of the demands of the educational process on a child's physical and psychological performance in relation to the child's level of biological maturation

**Class syllabus:**

Brief outline of the course:

1. Defining ontogeny. Progressive and regressive changes with age. Biological explanation of the concepts of growth and development. The laws of growth and development. Typical and atypical growth and development. (The student can distinguish between physiologically healthy and pathological biological development of a child for the purpose of applying knowledge in the education of children, in the form of effective collaboration with special educators, psychologists, and other practitioners)
2. Factors determining growth and development: genetic, neurohormonal, environmental factors. Genetic factors: heredity, mutations - gene, chromosomal aberrations. Mutagens and teratogens. Mutations. Chromosomal aberrations. (The student knows and understands the endogenous environmental factors that determine the hereditary predisposition of the child to cope with the demands of the educational process on the psychological and physical load of the organism)
3. Environmental factors. Definition of environment, external, internal environment. Neurohormonal regulation. Importance of neural and hormonal regulation as a mechanism of biological adaptation. Determination of growth and developmental processes by environmental factors. Nutrition. Maternal factors. Climatic and geographical factors. Socio-economic level. Morbidity. (The student knows which of the factors act on the biological development of the child and which may be the consequences of the child's lower ability to cope with the educational process of the student's schooling)
4. Ontogenetic development. The division of ontogeny: the biological definition of the different periods. Prenatal, perinatal, postnatal periods. Prenatal period - formation and development of the embryo (gestation), importance of the placenta. Environmental risk factors threatening prenatal development. Perinatal period. Childbirth, newborn at risk. Postnatal period - characteristics of the neonatal, infant, toddler, preschool, junior and senior school age periods in terms of somatic changes (growth, motor development) and risks of developmental disruption. Brief overview of anatomy and physiology of organ systems. (the student distinguishes the age-specific characteristics of the individual systems in the different periods of ontogenesis and is able to use and apply these characteristics in the practice of school education)
5. Methods of assessment of physical growth and development, determination of biological maturity. Adequacy of the demands of the educational process on the child's physical and psychological performance - Biological rhythms. Dynamic stereotype. Fatigue and resumption of work activity. (The student can diagnose the level of development of children of preschool and younger school age, critically evaluate the adequacy of the demands of the educational process on the physical and psychological performance of the child and on the basis of the diagnosis to design and implement an appropriate intervention)
6. Pathologically altered growth and development. Prevention of disorders of somatic development - primary, secondary, tertiary. (the student knows how to prevent pathologically altered growth and development in its beginnings, and knows the basics of prevention and protection of the child's health in all components of the bio-psycho-social nature of the child's development)
7. Principles of the organisation of teaching in terms of physical and mental hygiene. Hygiene of the school environment and conditions for educational activities of pupils. (the student knows the

basic principles of the organisation of teaching and the correct hygiene of the school environment in terms of the physical and mental hygiene of the pupil)						
<b>Recommended literature:</b> Recommended reading: FUCHSOVÁ, M. (2020). Somatický vývin dieťaťa a jeho poruchy s využitím vzdelávacích moderných technológií. Bratislava: Univerzita Komenského v Bratislave, 145 s. ISBN 978-80-223-4812-6 <a href="https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Fuchsova_def..pdf">https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Fuchsova_def..pdf</a> DROBNÝ, I., DROBNÁ, M. (2000). Biológia dieťaťa pre špeciálnych pedagógov II. Bratislava: Pedagogická fakulta UK, 152 s. ISBN 80-223-1962-7 MACHOVÁ, J. Biologie člověka pro učitele. Praha: Karolinum, 2008, 269 s. ISBN 80-7184-867-0						
<b>Languages necessary to complete the course:</b> slovak and czech						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Mária Fuchsová, PhD.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde014/22	<b>Course title:</b> Choral singing I
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form 2 hours seminar/week, total 22 hours per semester, combined form (primarily full-time) Student workload: 11 x 2 hours of direct teaching (total: 22 hours); 22 hours of continuous preparation for teaching; 8 hours of preparation for final performance. Total 52 hours of student work. Teaching methods: Combination of monological methods (instruction) and practical methods.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KHV/B-KHVde013/22 - Voice and intonation instruction II	
<b>Course requirements:</b> Course completion requirements: Assessment criteria are derived from the interim and final practical collective performance. The assessment of the interim practical performance includes the performance of partial tasks within individual voice groups and the completion of any internal, public or other concert performances. The final practical performance consists of a collective presentation of a selection of rehearsed repertoire of at least 15 minutes. Intermediate practical performance: A-60 points, B-55 points, C-50 points, D-45 points, E-40 points. Final practical performance: A-40 points, B-35 points, C-30 points, D-27 points, E-25 points. A score of at least 91 points is required for an A grade, a score of at least 81 points for a B grade, a score of at least 73 points for a C grade, a score of at least 66 points for a D grade and a score of at least 60 points for an E grade. The marks shall be awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required)	

<p>A - excellent performance, the student has mastered the basic theoretical concepts and technical elements based on individual musical ability and aptitude, and can apply what has been learned practically;</p> <p>B - excellent performance, the student masters the basic theoretical concepts and technical elements on the basis of individual musical abilities and aptitudes, but slight deficiencies are observed in practical performance;</p> <p>C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to practice - the practical performance shows deficiencies;</p> <p>D - acceptable performance, the student has only partially mastered the knowledge, he/she has more deficiencies, he/she cannot apply what he/she has learned in practice - practical performance shows major deficiencies;</p> <p>E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately into practice - significant deficiencies are observed in practical performance;</p> <p>Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes/ Objectives and learning outcomes:</p> <p>The aim of the course is the acquisition and development of vocal collective expression in terms of the choral ensemble. The student develops an interest in choral singing. The student learns the principles of choral singing technique. The student will use and apply the methodological and organizational procedures provided in the performance of his/her profession. The student develops the ability of collective cooperation and communication skills.</p>
<p><b>Class syllabus:</b></p> <p>Course outcomes of subject (content):</p> <p>The content of the course is to learn about choral works of different stylistic periods, to gain practical experience in their interpretation and methodical application in practice.</p>
<p><b>Recommended literature:</b></p> <p>Compulsory/Recommended readings:</p> <p>Compulsory readings:</p> <p>Sheet music to be determined by the teacher. MIRONOV, S. Zborový spev a dirigovanie. Bratislava: UK, 1977. ISBN 80-223-1014-X</p> <p>MIRONOV, S. - PODSTAVKOVÁ, I. – RANINEC J. Detský zborový spev (Teória a metodika práce. Bratislava: Veda, 2004.</p> <p>Recommended (of interest) readings:</p> <p>FUCHS, J. Sólový zpěv a jeho vztah ke zpěvu sborovému. In: Mezinárodní symposium o sborovém zpěvu Cantus Choralis 97. Ústí nad Labem: Universita J. E. Purkyně, 1998, s. 16–26. ISBN 80-7044-198-4.</p> <p>HUDÁKOVÁ, J. Zborový spev jedna z ciest rozvoja hudobnosti žiaka a jeho výchovná funkcia. In: Acta paedagogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.</p> <p>KANIŠÁKOVÁ, T. Zborový spev ako formujúci prostriedok vo výchove. In: Acta paedagogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.</p> <p>KODÁLY, Z. International Kodály Society. Budapest, 2002. ISBN 963204-500-9.</p> <p>KOLÁŘ, J. - ŠTÍBROVÁ I.. Sborový zpěv a řízení sboru I. Praha: Karolinum, 1988. ISBN 80-7184-556-6.</p> <p>LÝSEK, F. Cantus choralis infantium. Brno: Univerzita J. E. Purkyně, 1968. ISBN 55-010-69.</p> <p>SEDLICKÝ, T. Příprava učitele - dirigenta na práci so speváckym zborom. In: Zborník Cantus Choralis Slovaca. Banská Bystrica: UMB, 1994. ISBN 80-88825-33-4.</p>

MIRONOV, S.- RANINEC J.. Problematika interpretácie ľudovej piesne v zborovej tvorbe slovenských skladateľov. In: Zborník Cantus Choralis Slovaca. Banská Bystrica: UMB, 2006. ISBN 978-80-8083-369-5.

MIRONOV, S. – RANINEC J. Populárna hudba v súťažnom repertoári speváckeho zboru. In: Zborník Cantus Choralis 07. Ústí nad Labem: Univerzita J. E. Purkyně, 2007. ISBN 978-80-7414-010-5.

Remark:

In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:**

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde015/22	<b>Course title:</b> Choral singing II
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 2 hours seminar/week, total 22 hours per semester, combined form (primarily full-time) Student workload: 11 x 2 hours of direct teaching (total: 22 hours); 22 hours of continuous preparation for teaching; 8 hours of preparation for final performance. Total 52 hours of student work. Teaching methods: Combination of monological methods (instruction) and practical methods.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KHV/B-KHVde014/22 - Choral singing I	
<b>Course requirements:</b> Course completion requirements: Assessment criteria are derived from the interim and final practical collective performance. The assessment of the interim practical performance includes the performance of partial tasks within individual voice groups and the completion of any internal, public or other concert performances. The final practical performance consists of a collective presentation of a selection of rehearsed repertoire of at least 15 minutes. Intermediate practical performance: A-60 points, B-55 points, C-50 points, D-45 points, E-40 points. Final practical performance: A-40 points, B-35 points, C-30 points, D-27 points, E-25 points. A score of at least 91 points is required for an A grade, a score of at least 81 points for a B grade, a score of at least 73 points for a C grade, a score of at least 66 points for a D grade and a score of at least 60 points for an E grade. The marks shall be awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required)	

A - excellent performance, the student has mastered the basic theoretical concepts and technical elements based on individual musical ability and aptitude, and can apply what has been learned practically;

B - excellent performance, the student masters the basic theoretical concepts and technical elements on the basis of individual musical abilities and aptitudes, but slight deficiencies are observed in practical performance;

C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to practice - the practical performance shows deficiencies;

D - acceptable performance, the student has only partially mastered the knowledge, he/she has more deficiencies, he/she cannot apply what he/she has learned in practice - practical performance shows major deficiencies;

E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately into practice - significant deficiencies are observed in practical performance;

Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The aim of the course is to deepen and develop vocal collective expression in terms of the choral ensemble. The student develops an interest in choral singing. The student learns the principles of choral singing technique. The student will use and apply the methodological and organisational procedures provided in the performance of his/her profession. The student develops the ability of collective cooperation and communication skills.

### **Class syllabus:**

Course outcomes of subject (content):

The content of the course is the practical mastery of choral scores of specified compositions, with emphasis on intonational clarity, rhythmic precision and appropriate expression. The study of the basic methodological principles necessary for the establishment and management of a choir.

### **Recommended literature:**

Compulsory/Recommended readings:

Compulsory readings:

Sheet music to be determined by the teacher.

MIRONOV, S. Zborový spev a dirigovanie. Bratislava: UK, 1977. ISBN 80-223-1014-X

MIRONOV, S. - PODSTAVKOVÁ, Ivona - Jozef RANINEC. Detský zborový spev (Teória a metodika práce. Bratislava: Veda, 2004.

Recommended (of interest) readings:

FUCHS, J. Sólový zpěv a jeho vztah ke zpěvu sborovému. In: Mezinárodní symposium o sborovém zpěvu Cantus Choralis 97. Ústí nad Labem: Universita J. E. Purkyně, 1998, s. 16–26. ISBN 80-7044-198-4.

HUDÁKOVÁ, J. Zborový spev jedna z ciest rozvoja hudobnosti žiaka a jeho výchovná funkcia. In: Acta paedagogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.

KANIŠÁKOVÁ, T. Zborový spev ako formujúci prostriedok vo výchove. In: Acta paedagogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.

KODÁLY, Z. International Kodály Society. Budapest, 2002. ISBN 963204-500-9.

KOLÁŘ, J. - ŠTÍBROVÁ I. Sborový zpěv a řízení sboru I. Praha: Karolinum, 1988. ISBN 80-7184-556-6.

LÝSEK, F. Cantus choralis infantium. Brno: Univerzita J. E. Purkyně, 1968. ISBN 55-010-69.

SEDLICKÝ, T. Príprava učiteľa - dirigenta na prácu so speváckym zborom. In: Zborník Cantus Choralis Slovaca. Banská Bystrica: UMB, 1994. ISBN 80-88825-33-4.

MIRONOV, S. – RANINEC J.. Problematika interpretácie ľudovej piesne v zborovej tvorbe slovenských skladateľov. In: Zborník Cantus Choralis Slovaca. Banská Bystrica: UMB, 2006. ISBN 978-80-8083-369-5.

MIRONOV, S. – RANINEC J.. Populárna hudba v súťažnom repertoári speváckeho zboru. In: Zborník Cantus Choralis 07. Ústí nad Labem: Univerzita J. E. Purkyně, 2007. ISBN 978-80-7414-010-5.

Remark:

In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:**

**Last change:** 08.11.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde005/22	<b>Course title:</b> Communication in education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: 100% pass mark. Assessment: consists of 2 intermediate assessments (40+60, total 100 points). Interim assessment 1: consists of the preparation of a term paper and its oral presentation or practical application in class. This is a prepared micro-performance (alone or in pairs). Semester work for interim assessment 1: consists of a creative assignment for 40b (20+20). This includes preparation of an oral micro-presentation for 10-15 minutes and feedback (20b) and preparation of a visual presentation in a graphics program (20b). Intermediate assessment 2: consists of a review of the knowledge acquired, i.e. a test for 60p. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.	

For a grade of C at least 73 points. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

For a grade of D at least 66 points. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application of knowledge in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in class during the semester in collaboration with the instructor or other students.

At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning objectives and outcomes:

By completing the Communication in education course, the student should:

- Be able to compare student-centered and teacher-centered approaches in communication,
- be able to justify the choice and appropriateness of the communication approaches used in teaching,
- be able to create a presentation with high quality content and visually interesting,
- be able to apply theoretical knowledge in the creation of oral micro output,
- be able to present a micro performance in front of a group and be able to give or receive feedback,
- be able to argue correctly and be able to make a factually correct argument,
- understand the importance of selection and analysis of information and information sources,
- know methods for Developing of critical thinking,
- acquire presentation and communication skills and be able to apply them in practical tasks.

Transferable competences: the student strengthens soft skills such as communication skills through creative tasks in the course, furthermore analytical thinking in evaluating information and working with text, critical thinking and thinking in context in the development of arguments and through their application in discussion, strengthens interpersonal skills within the group - activation and taking initiative and responsibility.

### **Class syllabus:**

Brief outline of the course:

The aim of the course is the practical use of theoretical knowledge about effective communication in the educational process through training and micro-performances. The course is designed to prepare students for the future teaching profession in the field of critical and independent thinking, communication and rhetorical skills, collaboration, creative activity, self-assessment, feedback, etc. Using various activating methods and problem-based tasks, students will actively participate in the teaching and create the content of the course themselves, in which they will use their own potential and develop the inter and intra personal aspects of their own personality.

Topics:

Communication in education in theory - definition of communication, types of communication, information theory and its components. Communication in education - its functions, levels, basic rules, organizational forms. Interaction styles of the teacher. Extralinguistic means of communication, paralinguistic aspects of speech. Verbal communication - monologue, dialogue,

conversation, questioning, argumentation. Organizational forms and space in communication. Types of teaching according to the number of participants. Classroom layout. Communication in education in practice - teachers' inappropriate approaches in Communication in education. Appropriate communication approaches and strategies in teacher work - learner centred approach, humanism, non-directivity. Presentation - structure and arrangement of speech/speech/lecture. Selection and appropriateness of information within an oral presentation. Analysis of speakers. Visualisation and arousal of interest. Organisation of time. Argumentation - composition of argument, types of argument. Logic and errors in argumentation. Types of interviews. Debate - how to conduct a conversation, the structure of a conversation. Division of discussion methods. Feedback - self-evaluation and self-reflection, giving and receiving criticism. Critical thinking and methods to develop critical thinking.

### **Recommended literature:**

Compulsory reading:

GAVORA, P. (2007). Učiteľ a žiaci v komunikácii. Bratislava: UK.. 197s. ISBN 978-80-223-2327-7

Recommended reading:

JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení. 45-56s. ISBN 978-80-87952-29-0

JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava: Univerzita Komenského v Bratislave. 37-45s. ISBN 978-80-223-4847-8

KURUC, M. (2018). Rozvoj sebaregulácie a motivácie ako faktor úspechu slovenských žiakov v kontexte teórie sebaurčenia. Bratislava: Univerzita Komenského v Bratislave. 143-160s. ISBN 978-80-223-4661-0

ALLHOFF, D.-W. (2008). Rétorika a komunikace. Praha: Grada publishing. 200s. ISBN 978-80-247-2283-2

KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing. 256s. ISBN 978-80247-2652-6

ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

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

slovak and czech

### **Notes:**

smaller groups, up to a maximum of 25 students, are required for the course for effective classroom interaction

### **Past grade distribution**

Total number of evaluated students: 1332

A	ABS	B	C	D	E	FX
51,5	0,0	24,47	11,04	4,35	3,0	5,63

**Lecturers:** Mgr. Barbora Jaslovská, PhD., prof. PaedDr. Ján Danek, CSc.

**Last change:** 11.08.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde005/22	<b>Course title:</b> Communication in education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: 100% pass mark. Assessment: consists of 2 intermediate assessments (40+60, total 100 points). Interim assessment 1: consists of the preparation of a term paper and its oral presentation or practical application in class. This is a prepared micro-performance (alone or in pairs). Semester work for interim assessment 1: consists of a creative assignment for 40b (20+20). This includes preparation of an oral micro-presentation for 10-15 minutes and feedback (20b) and preparation of a visual presentation in a graphics program (20b). Intermediate assessment 2: consists of a review of the knowledge acquired, i.e. a test for 60p. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.	

For a grade of C at least 73 points. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

For a grade of D at least 66 points. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application of knowledge in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in class during the semester in collaboration with the instructor or other students.

At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning objectives and outcomes:

By completing the Communication in education course, the student should:

- Be able to compare student-centered and teacher-centered approaches in communication,
- be able to justify the choice and appropriateness of the communication approaches used in teaching,
- be able to create a presentation with high quality content and visually interesting,
- be able to apply theoretical knowledge in the creation of oral micro output,
- be able to present a micro performance in front of a group and be able to give or receive feedback,
- be able to argue correctly and be able to make a factually correct argument,
- understand the importance of selection and analysis of information and information sources,
- know methods for Developing of critical thinking,
- acquire presentation and communication skills and be able to apply them in practical tasks.

Transferable competences: the student strengthens soft skills such as communication skills through creative tasks in the course, furthermore analytical thinking in evaluating information and working with text, critical thinking and thinking in context in the development of arguments and through their application in discussion, strengthens interpersonal skills within the group - activation and taking initiative and responsibility.

### **Class syllabus:**

Brief outline of the course:

The aim of the course is the practical use of theoretical knowledge about effective communication in the educational process through training and micro-performances. The course is designed to prepare students for the future teaching profession in the field of critical and independent thinking, communication and rhetorical skills, collaboration, creative activity, self-assessment, feedback, etc. Using various activating methods and problem-based tasks, students will actively participate in the teaching and create the content of the course themselves, in which they will use their own potential and develop the inter and intra personal aspects of their own personality.

Topics:

Communication in education in theory - definition of communication, types of communication, information theory and its components. Communication in education - its functions, levels, basic rules, organizational forms. Interaction styles of the teacher. Extralinguistic means of communication, paralinguistic aspects of speech. Verbal communication - monologue, dialogue,

conversation, questioning, argumentation. Organizational forms and space in communication. Types of teaching according to the number of participants. Classroom layout. Communication in education in practice - teachers' inappropriate approaches in Communication in education. Appropriate communication approaches and strategies in teacher work - learner centred approach, humanism, non-directivity. Presentation - structure and arrangement of speech/speech/lecture. Selection and appropriateness of information within an oral presentation. Analysis of speakers. Visualisation and arousal of interest. Organisation of time. Argumentation - composition of argument, types of argument. Logic and errors in argumentation. Types of interviews. Debate - how to conduct a conversation, the structure of a conversation. Division of discussion methods. Feedback - self-evaluation and self-reflection, giving and receiving criticism. Critical thinking and methods to develop critical thinking.

#### **Recommended literature:**

Compulsory reading:

GAVORA, P. (2007). Učiteľ a žiaci v komunikácii. Bratislava: UK.. 197s. ISBN 978-80-223-2327-7

Recommended reading:

JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení. 45-56s. ISBN 978-80-87952-29-0

JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava: Univerzita Komenského v Bratislave. 37-45s. ISBN 978-80-223-4847-8

KURUC, M. (2018). Rozvoj sebaregulácie a motivácie ako faktor úspechu slovenských žiakov v kontexte teórie sebaurčenia. Bratislava: Univerzita Komenského v Bratislave. 143-160s. ISBN 978-80-223-4661-0

ALLHOFF, D.-W. (2008). Rétorika a komunikace. Praha: Grada publishing. 200s. ISBN 978-80-247-2283-2

KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing. 256s. ISBN 978-80247-2652-6

ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

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

slovak and czech

#### **Notes:**

smaller groups, up to a maximum of 25 students, are required for the course for effective classroom interaction

#### **Past grade distribution**

Total number of evaluated students: 1332

A	ABS	B	C	D	E	FX
51,5	0,0	24,47	11,04	4,35	3,0	5,63

**Lecturers:** Mgr. Barbora Jaslovská, PhD., prof. PaedDr. Ján Danek, CSc.

**Last change:** 11.08.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/B-VUZde025/15			<b>Course title:</b> Constructivism in education			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 1., 3., 5.						
<b>Educational level:</b> I.						
<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: 37						
A	ABS	B	C	D	E	FX
86,49	0,0	2,7	5,41	2,7	0,0	2,7
<b>Lecturers:</b> prof. PaedDr. Dušan Kostrub, PhD.						
<b>Last change:</b> 03.09.2016						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/B-VUZde025/15			<b>Course title:</b> Constructivism in education			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2., 4., 6.						
<b>Educational level:</b> I.						
<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: 37						
A	ABS	B	C	D	E	FX
86,49	0,0	2,7	5,41	2,7	0,0	2,7
<b>Lecturers:</b> prof. PaedDr. Dušan Kostrub, PhD.						
<b>Last change:</b> 03.09.2016						
<b>Approved by:</b>						



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/B-VUZde039/22			<b>Course title:</b> Creative class			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 1., 3., 5.						
<b>Educational level:</b> I.						
<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: 13						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Barbora Jaslovská, PhD., doc. Mgr. Martin Kuruc, PhD., Mgr. Peter Ostradický, PhD., Mgr. Adriana Poliaková, PhD.						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/B-VUZde039/22			<b>Course title:</b> Creative class			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2., 4., 6.						
<b>Educational level:</b> I.						
<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: 13						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Barbora Jaslovská, PhD., doc. Mgr. Martin Kuruc, PhD., Mgr. Peter Ostradický, PhD., Mgr. Adriana Poliaková, PhD.						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde035/22	<b>Course title:</b> Developing critical thinking
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: Prerequisites for successful completion of the course: The course is completed with an assessment, weighted interim/final assessment 100/0. 100% of the continuous assessment includes: approximately 5 assignments (50%) will be given during the semester, 2 midterm tests during the semester (for a total of 30%), and active participation in seminars, engaging in discussions (20%). Students will use the e-learning environment moodle for their studies. For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student actively participated in seminar discussions, completed the midterm tests at an excellent level, and completed the midterm assignments excellently. B (90-81%, very good - above average standard), the student actively participated in seminar discussions, completed midterm tests and assignments at a very good level C (80-73%, good - normal reliable work), the student was less actively involved in seminar discussions, he/she completed the midterm tests and assignments at a good level with slight shortcomings D (72-66%, satisfactory - acceptable results), the student did not actively participate in seminar discussions, he/she completed midterm tests and assignments at a satisfactory level E (65-60%, sufficient - results meet the minimum criteria), the student did not actively participate in discussions in seminars, midterm tests and midterm assignments were done at the minimum level Fx (59-0%, insufficient - extra work required)	
<b>Learning outcomes:</b> Learning outcomes: Learning objectives and outcomes and transferable competences: Students are familiar with the principles of critical thinking, they can prepare their own activities on the basis of universal scenarios on the subject aimed at the Development critical thinking. They	

can assess students' critical thinking, recognize hoaxes and identify relevant facts and ideas. They can apply a variety of methods to develop pupils' critical thinking.

**Educational Objectives:**

The aim of the seminar is for students to acquire knowledge and skills that will enable them to prepare methodological materials aimed at developing students' critical thinking skills. To familiarize students with universal scenarios of educational activities and the possibilities of assessing critical thinking in education.

**Class syllabus:**

Brief outline of the course:

Principles of critical thinking, critical arguing, critical debating, critical writing, organizing knowledge. Basic characteristics of hoaxes. Identifying relevant facts and ideas. Methods of Development critical thinking in pupils, universal scenarios of educational activities, preparation of methodological materials. Evaluation of critical thinking.

**Recommended literature:**

Recommended reading:

Compulsory reading:

KOSTURKOVÁ, M., FERENCOVÁ, J. (2019). Stratégie rozvoja kritického myslenia. Bratislava: Wolters Kluwer. ISBN 978-80-571-0049-2

TUREK, I. (2003). Kritické myslenie. Bratislava: Metodicko-pedagogické centrum.

Recommended reading:

ČAPEK, R. (2015). Moderní didaktika: lexikon výukových a hodnotících metod. Praha: Grada. ISBN 978-80-2473-450-7

KOZÁROVÁ, N., GUNIŠOVÁ, D. (2020). Stratégie rozvoja kritického myslenia vo vyučovaní pedagogiky. Nitra: UKF v Nitre. ISBN (online) 978-80-558-1520-6

MARKOŠ, J. (2019). Sila rozumu v bláznivej dobe: manuál kritického myslenia. Bratislava: N Press. ISBN 978-80-9992-501-5

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 58

A	ABS	B	C	D	E	FX
72,41	0,0	13,79	5,17	0,0	1,72	6,9

**Lecturers:** Mgr. Barbora Jaslovská, PhD., Mgr. Katarína Minarovičová, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde035/22	<b>Course title:</b> Developing critical thinking
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: Prerequisites for successful completion of the course: The course is completed with an assessment, weighted interim/final assessment 100/0. 100% of the continuous assessment includes: approximately 5 assignments (50%) will be given during the semester, 2 midterm tests during the semester (for a total of 30%), and active participation in seminars, engaging in discussions (20%). Students will use the e-learning environment moodle for their studies. For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student actively participated in seminar discussions, completed the midterm tests at an excellent level, and completed the midterm assignments excellently. B (90-81%, very good - above average standard), the student actively participated in seminar discussions, completed midterm tests and assignments at a very good level C (80-73%, good - normal reliable work), the student was less actively involved in seminar discussions, he/she completed the midterm tests and assignments at a good level with slight shortcomings D (72-66%, satisfactory - acceptable results), the student did not actively participate in seminar discussions, he/she completed midterm tests and assignments at a satisfactory level E (65-60%, sufficient - results meet the minimum criteria), the student did not actively participate in discussions in seminars, midterm tests and midterm assignments were done at the minimum level Fx (59-0%, insufficient - extra work required)	
<b>Learning outcomes:</b> Learning outcomes: Learning objectives and outcomes and transferable competences: Students are familiar with the principles of critical thinking, they can prepare their own activities on the basis of universal scenarios on the subject aimed at the Development critical thinking. They	

can assess students' critical thinking, recognize hoaxes and identify relevant facts and ideas. They can apply a variety of methods to develop pupils' critical thinking.

**Educational Objectives:**

The aim of the seminar is for students to acquire knowledge and skills that will enable them to prepare methodological materials aimed at developing students' critical thinking skills. To familiarize students with universal scenarios of educational activities and the possibilities of assessing critical thinking in education.

**Class syllabus:**

Brief outline of the course:

Principles of critical thinking, critical arguing, critical debating, critical writing, organizing knowledge. Basic characteristics of hoaxes. Identifying relevant facts and ideas. Methods of Development critical thinking in pupils, universal scenarios of educational activities, preparation of methodological materials. Evaluation of critical thinking.

**Recommended literature:**

Recommended reading:

Compulsory reading:

KOSTURKOVÁ, M., FERENCOVÁ, J. (2019). Stratégie rozvoja kritického myslenia. Bratislava: Wolters Kluwer. ISBN 978-80-571-0049-2

TUREK, I. (2003). Kritické myslenie. Bratislava: Metodicko-pedagogické centrum.

Recommended reading:

ČAPEK, R. (2015). Moderní didaktika: lexikon výukových a hodnotících metod. Praha: Grada. ISBN 978-80-2473-450-7

KOZÁROVÁ, N., GUNIŠOVÁ, D. (2020). Stratégie rozvoja kritického myslenia vo vyučovaní pedagogiky. Nitra: UKF v Nitre. ISBN (online) 978-80-558-1520-6

MARKOŠ, J. (2019). Sila rozumu v bláznivej dobe: manuál kritického myslenia. Bratislava: N Press. ISBN 978-80-9992-501-5

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 58

A	ABS	B	C	D	E	FX
72,41	0,0	13,79	5,17	0,0	1,72	6,9

**Lecturers:** Mgr. Barbora Jaslovská, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde035/22	<b>Course title:</b> Didactics of non-formal History Education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours seminar/week; 22 hours total per semester, combined; (primarily full-time) Student workload: 2S (2 credits): 11 x 2 hours of direct instruction = 22 hours; 40 hours producing seminar papers and reflections on the topics covered; 15 hours preparing for the presentation of papers and discussion. A total of 77 hours of student work. Educational methods: E-U-R (evocation-awareness-reflection); knowledge competitions, quizzes; brainwriting; dramatisation; didactic games and other interest activities of historical education; discussion/colloquium on the subject matter; problem-solving exercises; SWOT analysis	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100 % of the intermediate verbal and scored marks. During the semester, the student solves assignments focused on the application of the three functions of history education (cognitive, educational, and entertaining) in an informal environment, reflects through creative work on the content of the topics, applies several methods of work and presents them to the team and the application of SWOT analysis. A final discussion/colloquium and a summation of the points obtained conclude the overall assessment. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to students who obtain less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding performance, the student has a comprehensive knowledge of the possibilities of applying game principles to history education, has a broad knowledge in a specialised area of the discipline and has motivational tendencies to learn and popularise history through a variety of methods, strategies. He/she is oriented in the current state of knowledge of borderline disciplines, conceptually thinks about the creation of motivational challenges, can actively acquire information and creatively apply it in solving problems-solving tasks, actively expands his/her knowledge and critically reviews it and considers the suitability of its application for pedagogical and history practice),	

B (90-81%, very good - above average standard, the student is oriented in the issue, knows it, can independently acquire new knowledge, and solve professional tasks, but his critical, constructive thinking is borderline when analysing and assessing the planes of normative and reflective didactics),

C (80-73%, good - normal reliable work, although the student can orient himself in the problem, independently search and analyse information, can learn, but he cannot think critically and constructively enough, evaluate the solved problems, and apply the acquired knowledge creatively and conceptually in broader theoretical and practical contexts),

D (72-66%, satisfactory - acceptable results, the student is able to orientate himself in the problem at a basic level, his knowledge is fragmented and incomplete, and at a lower level of satisfaction, he also applies transferable knowledge of the field and related disciplines, he shows more severe deficiencies in the area of factual, conceptual, procedural and metacognitive knowledge),

E (65-60%, sufficient - the results meet the minimum criteria, the student is able to orient himself in the problem only with great difficulty, he knows only the most basic knowledge, he does not demonstrate the ability to think critically and does not apply the acquired knowledge in a systematic way to the solution of practical tasks),

Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the problem, does not master the most basic knowledge, does not demonstrate the ability to argue and think critically)

### **Learning outcomes:**

By completing the course, the student will gain theoretical and practical knowledge of modern history teaching and the equal status of its three functions (cognitive, educational, and deleterious). The student will be able to analyse the needs of contemporary school practice in an individual approach to pupils. He is also versed in the creation of teaching media and the process of critical assessment of educational materials and programmes.

### **Class syllabus:**

We see informal history education as an increase in each student's capacity throughout their educational career. Emphasis is placed on the compatibility of knowledge, so that teacher education is academically challenging but consistently relevant to the individual's motivation and the education system's practical needs.

The course content focuses on the following focal themes:

- History itself and the subject of History from the perspective of pupil motivation. About the past for the future?
- The teacher as an essential element of motivation.
- Examples of motivational strategies.
- Motivational challenges. Types of topics for non-formal learning in school and out-of-school settings. Talent and creative representation of historical artefacts.
- Principles of creating attractive tasks.
- Is educational play a full-fledged teaching method and (historical) education?
- What kinds of games are recommended to be practised in primary and secondary school?
- What can we accomplish by dramatising a historical theme or by the LARP method? (Example scenario: What is the story of Libra?).
- Advantages of teamwork.
- Learning to debate (aspects of constructive discussion).
- History for the public (Public history), the work of the young historian at the stations.

### **Recommended literature:**

Required reading:

BAČOVÁ, D., NOVAK DUCKÁ, Ľ., ONUŠKOVÁ, M.: Projektové vyučovanie v edukačnom procese. Bratislava: Metodicko-pedagogické centrum v Bratislave, 2014.



BAUMANN, E.: Hra vo výučbe – výučba hrou (ukážka možnosti využitia spoločenskej hry pri výučbe z dejín Strednej Európy na príklade praxe), In : Verbum historiae 2/2020.

BOCKOVÁ, A.: Projektová činnosť. Metodika stáže. Bratislava : Univerzita Komenského, 2021.

ČAPEK, R.: Moderní didaktika dějepisu. Lexikon výukových a hodnoticích metod. Praha : Grada, 2015.

Recommended reading:

BOCKOVÁ, A.: Krúžková činnosť. Metodika stáže. Bratislava : Univerzita Komenského, 2021.

HUMAJ, R., BOHUNICKÁ, J.: Z histórie spoločnosti. Bratislava: Rabe, 2018.

JANČURA, M., BOJKOVÁ, A. (ed): Dejiny tvoříš ty! História, škola, verejný priestor. Košice: Univerzita Pavla Jozefa Šafárika, 2019.

PETRAŠKOVÁ, E.: Projektové vyučovanie. Prešov: Metodicko-pedagogické centrum v Prešove 2007.

RYBENSKÁ, Klára: Moderní přístupy k výuce dějepisu. Hradec Králové : UHK, 2020.

HAVELKOVÁ, Lenka – HANUS, Martin: Rozvoj mapových dovedností ve výuce dějepisu. In: Geografické rozhledy, 2015, 24 (5).

TUREK, I.: Klíčové kompetence. Bratislava : Metodicko-pedagogické centrum v Bratislave, 2003.

Učebnice dejepisu pre základné školy, gymnáziá a stredné školy;  
Inovovaný štátny vzdelávací program pre vzdelávaciu oblasť Človek a spoločnosť - dejepis,  
dostupný na: [www.statpedu.sk](http://www.statpedu.sk)

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

**Past grade distribution**

Total number of evaluated students: 16

A	ABS	B	C	D	E	FX
75,0	0,0	12,5	6,25	6,25	0,0	0,0

**Lecturers:** PhDr. Anna Bocková, PhD.

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde002/22	<b>Course title:</b> Digital technologies 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course The course is completed by assessment, the weighting of the interim and final assessment is 100/0. # active participation in seminars conducted by both face-to-face and distance learning methods; # processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits; # development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Present an original and visually impressive presentation of the educational content of the selected teaching subject at primary school / high school in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education at Charles University; The structure of the presentation should be based on one of the templates from the library of customizable templates supported by Prezi Present; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defense of the project constitutes 20% of the total achievable point value and is a condition for the award of credits. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the educational subject it is necessary to obtain at least 60 % of the score. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments,	

excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning outcomes and transferable competences:

The aim of the educational discipline Digital Technologies 1 is to develop digital skills of students of teacher-oriented study programmes at the Faculty of Education of the Charles University (hereinafter referred to as the Faculty of Education of the Charles University) to be able to effectively use an appropriate range of didactic software applications in the context of the concept of design and creation of interactive educational activities, knowledge quizzes and assignments, electronic portfolios, impressive didactic presentations, new interactive forms of teaching material and other pedagogical/school documentation usable in the intent of their future teaching profession at different levels of regional education in the Slovak Republic.

By completing the educational discipline Digital Technologies 1, the student has the competences and digital skills to effectively use the tools of the SMART Notebook software application and the SMART Lumio cloud environment by creating gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of students participating in the lesson in the school classroom or in home conditions in the case of distance/hybrid education.

By completing the educational discipline, the student also has the competences and digital skills in the field of design and creation of mind maps through the tools of the Mindomo software application (or FreeMind, XMind) applicable in educational activities implemented in schools and educational institutions for the target group of intact pupils, as well as pupils with special educational needs in order to improve their communication skills and critical thinking.

By completing the educational discipline Digital Technologies 1, the student acquires professional digital competencies in the concept of design and creation of impressive non-linear presentations and interactive presentations of educational content implemented through the Prezi Present cloud

platform Prezi by expressing their own visual ideas usable in their own pedagogical activities in schools or educational institutions.

By completing the educational discipline Digital Technologies 1, the student has, last but not least, the competences and digital skills to effectively use the cloud platform Microsoft 365 with an emphasis on software applications Sway, Word and Excel by creating supplementary teaching materials for the needs of school teaching and maintaining the relevant pedagogical documentation. The student masters the basic possibilities of using the online communication platform Microsoft Teams applicable in the implementation of distance learning at the level of regional education

### **Class syllabus:**

The content of the educational discipline Digital Technologies 1 is divided into four thematic headings and relevant sub-topics in order to ensure the achievement of the set partial educational objectives. The content structure of the educational discipline is designed so that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing the educational topics organized in the present and distance form and at the same time strengthens his professional training in the subject area.

Due to the rapid development of new didactic software usable in the pedagogical process, the specific content structure of the discipline can be adapted to the current requirements of practice and students.

Application of SMART Notebook software application and SMART Lumio cloud environment in the educational process

# We develop professional digital competences by the ability to effectively use the tools of the SMART Notebook desktop application and the SMART Lumio cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs) participating in the lesson in the school classroom or in the home environment in the case of distance/hybrid education;

# We acquire digital skills in working with the SMART response 2 tool supported by the SMART Notebook desktop application and the SMART Lumio cloud environment in the context of creating knowledge questions - selecting one correct answer from multiple answer alternatives, selecting multiple correct answers from multiple answer alternatives, selecting Yes/No answers, free-form questions - in test sessions designed to test the knowledge of pupils of regional education in the Slovak Republic;

# We are mastering the methodology of applying knowledge tests communicated to students through SMART response 2 in the SMART Notebook desktop application and gamification activities supported by the cloud environment SMART Lumio to the process of school teaching of subjects at the lower/upper secondary level of education;

# We strengthen professional digital competences in the area of working with complex interactive solutions usable in educational situations with an emphasis on the SMART Board interactive whiteboard.

Topics:

# Basic functions and calibration of the SMART Board interactive touchscreen/tablet; Symptoms, causes and solutions to some of the problems encountered when using the SMART Board interactive touchscreen/tablet; Installing and updating the SMART Notebook desktop application; Creating a teacher's virtual classroom in the SMART platform;

# Creating and editing objects in the SMART Notebook environment; Using basic tools to support the presentation of processed content; Working with multimedia content from the SMART Gallery; Sharing your own content on the SMART Exchange website; Adding links to external educational resources; Adding sound to objects, Animating objects; Using and sharing your own content; Applying graphic content from other software applications - importing and editing objects;

Applying objects from the Lesson Activity Toolkit 2.0; Creating gamification activities in SMART Lab; SMART Response 2 - creating and administering knowledge tests/quizzes;

# Principles of Gamification; Gamification Elements in Educational Content; Some Results of Exact Studies on the Application of Gamification in Education; Application of Gamification in Education in Primary and Secondary Schools; Examples of Gamification Activities Used in the Teaching of Science, Social Studies, Art, Education and Vocational Education.

# Teacher/student login to SMART Lumio cloud platform account; Managing the library of learning activities; Creating gamification activities in SMART Lumio - SMART Lesson Activity Builder (Lab); Editing activities in edit mode; Making activities available to students - delivery mode; Sharing options for gamification activities;

# Setting up and converting a lesson page to a Handout or Workspace activity; Working with predefined graphical activity templates for use in activating student learning, inquiring about student knowledge, or reflecting; Sharing lessons with the created educational materials with students in SMART Lumio.

Within the distance assignment, the student will create a set of interactive learning/quiz activities and digital presentation material for the target group of learners with effective use of the widest possible range of tools, objects, pre-prepared templates, advanced functions, settings and features supported by the SMART Notebook authoring environment in a range of at least 10 presentation pages/activities. In the accompanying document (a separate file of \*.docx format) to the created presentation materials and educational activities stored in \*.notebook format, the student shall indicate the methodology of their inclusion in the educational activities of the target group of pupils.

Within the distance assignment, the student will create a set of 10 gamification educational/quiz activities for the target group of students with effective use of pre-made templates and tools of the SMART Lumio cloud environment. The condition is that each type of gamification activity should only occur once in the created set of activities. In the accompanying document (a separate file of \*.docx format) to the created gamification educational/quiz activities saved by the student, the student shall indicate the methodology of their application in the educational activities of the target group of pupils.

As part of the distance learning assignment, the student will create a 3-page set of pre-prepared content convertible to Handout format activities and a 3-page set of pre-prepared content convertible to Workspace format activities. In the accompanying document (a separate \*.docx file) for the created Handout and Workspace activities stored in the SMART Lumio cloud, the student will indicate the methodology of their application to the educational activities of the target group of students.

Creating and using mind maps in the educational process with the support of digital solutions

# We develop professional digital competences by competence in the design and creation of mind maps through the tools of the software application Mindomo (or FreeMind/XMind), usable in our own educational activities implemented in schools and school facilities for the target group of intact pupils, as well as pupils with special educational needs in order to improve communication skills and critical thinking;

# We are mastering the methodology of applying mind maps communicated to students through Mindomo (or FreeMind/XMind) to the process of school teaching of the subjects of their approbation at primary school / high school;

Topics:

# Explanation of terminology in the field of mind/concept mapping; Desktop/cloud software applications for creating mind maps in the educational process at primary/ secondary schools; Functions and types of mind maps; Principles and principles of creating mind maps; Possibilities of using mind maps in the process of preparation for teaching and directly in the classroom;

Familiarization with the user environment of the Mindomo software application (or FreeMind/XMind);

# Structuring a mind map; Inserting, editing and formatting nodes; Creating and formatting branches; Encrypted node; Editing multi-line nodes; Creating image nodes; Moving/copying nodes and groups of nodes in the map; Inserting annotations to nodes; Linking nodes with local links - independent linking of ideas; Hypertext linking of nodes to external information sources - links in nodes leading to external sources (web) or to local files on the local disk of the computer; Importing content into the mind map; Exporting the map to the output of different formats; Text search in the subnetwork of the current node; Mind maps and their use when working with pupils with SEN.

As part of the distance assignment, the student will design and create one mind map from any thematic area of school subject teaching in primary/elementary school. The focus of the mind map should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at primary school/SHS in the intent of the approbation subjects that the student studies in the teacher education programmes at the Faculty of Education at the Charles University. In the mind map, tools and functions of the Mindomo (or FreeMind/XMind) application environment will be applied in the intent of the complexity of the explained issue. The student will justify in a brief written form the choice of the processed content/topic in the form of a mind map, their functionality and use in his/her educational activities.

Creation of non-linear presentations of educational content through the Prezi presentation platform supporting teacher's interpretation and systematization of students' knowledge

# We acquire professional digital competencies in the concept of design and creation of impressive non-linear presentations of educational content realized through the Prezi Present cloud platform Prezi applicable to our own pedagogical activities;

# We are mastering the methodology of applying the presentation of educational content communicated to pupils through Prezi Present to the process of school teaching of subjects of their approbation at primary school / high school;

Topics:

# Introduction of the software tool Prezi Present as a presentation platform - creation of trendy, effective presentations; Explanation and clarification of the terms used in the field of creating didactic presentations in the environment of Prezi Present; Possibilities of using the presentation application Prezi Present in the preparation and creation of supporting educational materials effectively usable in the teaching of their own subject; Presentation of examples of presentations used in teaching science, social science, art-educational and vocational educational disciplines; Illustrative comparison of differences between classical (Microsoft PowerPoint) and dynamic (Prezi Present) presentations;

# Theoretical background of presentation preparation and the system of selection of presented information; Basic steps of the procedure for creating didactic presentations in Prezi Present; Functionality of the online presentation tool Prezi Present; Creating dynamic presentations in Prezi Present - working with text and graphic objects; Creating topic/subtopic structures, changing the order of topics/subtopics, Creating depth and rotation effects; Inserting additional graphic visuals into a presentation in Prezi Present; Working in edit mode for main topics, subtopics and other presentation content; Creating visual effects and animations of presentation objects;

# Use of templates - change the design - colors, background, fonts; Inserting audio tracks on the background of individual topics/subtopics, the whole presentation; 3D presentations; Importing and editing PowerPoint presentations in Prezi Present; Sharing presentations with other users, sharing on social networks, on web portals; Exporting presentations to \*.pdf and Portable Prezi (for off-line presentation); Export options and presentation size; Working with Prezi Present in off-line mode.

Within the distance assignment, the student will use the Prezi Present presentation tool to create an original didactic and visually engaging presentation of the educational content for the target group

of students. The focus of the presentation should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at the primary school / secondary school in the intent of the approbation subjects that the student is studying in the study programmes of teaching at the Faculty of Education of the Charles University. The presentation will be at least 30 presentation views (= topics at the highest hierarchical level, subtopics at lower hierarchical levels and stack structure pages) to a minimum hierarchical nesting depth of three.

Use of Microsoft 365 platform in teacher's pedagogical activity

# We develop professional digital competencies in the concept of design and creation of responsive presentations with educational content and emphasis on the cloud solution Microsoft Sway usable in educational activities implemented in schools or school facilities;

# We are mastering the methodology of applying the presentation of educational content communicated to pupils through Microsoft Sway to the process of school teaching of subjects of their approbation at primary school / secondary school;

# We hone professional digital skills to include the ability to effectively use a range of form content controls and ActiveX elements of Microsoft Word in the creation of interactive worksheets, tests and supplementary learning materials for pupils or other classroom agenda documents usable in the context of pedagogical activity;

# We are mastering the methodology of applying interactive worksheets communicated to pupils through Microsoft Word to the process of school teaching of subjects of their area of specialization at primary school / high school;

# Develop professional digital skills in the creation of large documents (such as letters, invitations, labels) through a mass correspondence tool usable in the maintenance of relevant pedagogical documentation;

# We develop professional digital skills in the creation of statistical calculations, compound expressions using functions for finding conditional frequency, sum, or arithmetic mean and techniques for addressing continuous and discontinuous areas in expressions/functions usable in the tabular processing of classroom data (student evaluations in knowledge or sports activities) supported by Microsoft Excel;

# We hone professional competencies to include the ability to effectively apply advanced conditions and techniques for conditional formatting of table records using functions;

# We extend digital skills to include the ability to effectively apply an advanced filtering tool to large tabular data by defining compound logical conditions (AND/OR), wildcards (\*, ?), and a Subtotal function usable in maintaining appropriate pedagogical documentation;

# Develop professional digital skills in creating cumulative graphical visualizations of tabulated data in the context of changing attributes of individual chart elements;

# We apply other selected tools of the Microsoft 365 cloud platform, with an emphasis on the Microsoft Teams software application for teachers to use in conducting online learning activities.

Topics:

# A basic theoretical introduction to Microsoft cloud solutions;

# Sway presentation platform - creation of interactive school materials (portfolios), impressive presentations of educational content; Other possibilities of practical use of Microsoft Sway in educational activities; Concept of creating multimedia responsive presentations; Creating a new Sway, creating a Sway by importing an existing file/presentation, creating a Sway based on a template; Articulating presentation content; Options for inserting and formatting supported visuals via tabs; Grouping multimedia content; Influencing the appearance of a presentation; Changing the layout of content; Adapting specific elements to the style of a presentation; Exporting a presentation in \*.pdf/\*.docx; Additional options for setting up the presentation in Sway; Share Sway output from a personal Microsoft account; Share Sway output from an account assigned by the educational organization;

# Editing large text documents in the Microsoft Word environment - standard settings; Using tabs; Text blocks; Columns; Objects in text - equation editor; Tables in text; Editing a document using a style; Creating your own style and editing an existing style. Document Revision. Definition of the terms section and reference and possibilities of their use; Document revision and its use in writing term papers and qualification papers; Document structuring - dividing a document into sections, types of section breaks, page settings in sections, creating a header and footer in a document divided into sections; Possibilities of using a structured document within the agenda of a teaching staff member; Creating references - automatic content creation, content setup, content formatting, numbering figures and tables, creating a list of tables and figures, footnotes and endnotes, cross-references, citations and list of references used, creating a document index; Creating templates - the importance of a template type document. Electronic forms - what are form elements and what is their difference from ActiveX elements, settings of form elements, ActiveX element and its settings, Form security; Application of the acquired experience and skills of working with Microsoft Word text editor in creating documents useful in own pedagogical activities; Creation of large documents - letters, invitations, labels - by means of the tool of mass correspondence useful in the framework of keeping the relevant pedagogical documentation.

# Working with tabular data in Microsoft Excel; Inserting data into cells; Predefined and custom data format; Working with cells - moving, cutting, copying; Bulk filling of data and creating expressions/patterns; Applying elementary functions; Modifying function parameters; Modifying table appearance; Sorting tabular data; Data lists - creating custom lists; Increasing values. Rounding; Absolute and relative cell addressing; Hiding table values; Notes in cells; Working with large data - automatic and extended data filter, Subtotal function; Operations between sheets; Conditional formatting of table data; More advanced functions - If, Count, CountIf, SumIf, SumIfS, AverageIfS; Contingency table; Search functions; Creating forms.

# We get familiar with the Microsoft Teams online communication platform environment; Creating teams; Creating a pure team in MS Teams; Creating teams from an existing team and basic team customization; Creating a team from an Office 365 Group; Setting up and managing teams; Managing team members; Managing teams in bulk; Guest in a Team Class; Invitation from MS Teams; Channels; Cards; Creating your first online lesson; Creating a link to a lesson; Connecting students to an online lesson; Running a lesson with MS Teams; Preparing a lesson outline; Presenting in MS Teams; Tools available during the implementation of an online lesson on the student's/teacher's side (e.g. Conversation panel; Reporting for a word; Downloading a list of participants, etc.); Course notes - notepad; Uploading files with educational content; Creating a shared file for pupils/students in the virtual classroom; Creating a quiz; Quiz evaluation, Quiz setup. Within the distance task, the student will design and create a document in the form of an electronic workbook in Microsoft Word using a template and applying content controls and ActiveX elements - text field, drop-down field, drop-down list, comma field, option button, command button - usable in the context of teaching subjects of his/her area of specialization at primary school / high school. Within the distance task, the student will create a table of fictitious evaluation of pupils in the framework of knowledge or sports activities implemented in schools or school facilities in the range of at least 20 rows and 10 columns, where the functions of the Microsoft Excel spreadsheet application will be used in the context of the complexity of the explained issue.

In a distance task, the student formats a table of fictitious assessment of pupils in knowledge/sport activities, applying various conditions and techniques of conditional formatting of the table entries in the intent of the difficulty of the explained problem.

In the distance task, the student will create three different graphical visualisations of the data from the table of the previous distance task, in which he/she has processed the assessments achieved in the knowledge/sport activities implemented in schools or school facilities. They will add to the



<p>graphical visualisation the title of the graph, the axis names as well as other parameters of the graph as they wish in the context of the readability of the graph.</p> <p>In the distance task, the student applies an extended filter to the table from the previous distance task to display the student's name and grade attained in the context of the knowledge/sport activities carried out in the school or school facilities and filters to another location within the same worksheet/workbook when defining specific filter conditions (e.g. grade attained below/above a set value, etc.). Within the framework of the distance task, the student will create through the Microsoft Sway application an original, dynamic and visually impressive presentation of the learning issue for the target group of pupils according to his/her own discretion in the intent of school teaching of the subjects of his/her apprenticeship at primary school/elementary school. The aim of the presentation to be realized by the student is to make it multimedia and at the same time attractive for the target group of pupils in terms of content. The scope of the presentation in Microsoft Sway must consist of at least 25 presentation views - cards with the subject content. To organize the presentation, the student should use its layout into sections, subsections and layers in order to increase the clarity of the presented topic for the student</p>														
<p><b>Recommended literature:</b></p> <p>Recommended reading:</p> <p>ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov. Bratislava: Univerzita Komenského v Bratislave, 141 strán, ISBN 978-80-223-5121-8. [Vyšlo ako elektronická publikácia]</p> <p>ZÁHOREC, J., BREČKA, P. (2021). Uplatnenie platformy SMART Learning Suite v oblasti tvorby edukačných aktivít. Bratislava: Univerzita Komenského v Bratislave, 129 strán, ISBN 978-80-223-5127-0 [Vyšlo ako elektronická publikácia]</p> <p>ZÁHOREC, J., HAŠKOVÁ, A., MUNK, M. (2020). Digitálna gramotnosť učiteľov v kontexte ich profesijnej prípravy. Bratislava : Univerzita Komenského v Bratislave, 305 strán, ISBN 978-80-223-4882-9</p> <p>BREČKA, P. (2014). Interaktívne tabule v technickom vzdelávaní. IRIS, 140 s., ISBN: 978-80-8153-024-1</p> <p>ŠTRBO, M. (2018). Tvorba prezentácií. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave, 45 s., ISBN 978-80-568-0179-6</p> <p>Základný študijný text k vzdelávaciemu obsahu disciplíny Digitálne technológie 1 bude študentom pravidelných časových intervaloch sprístupňovaný v elektronickej forme prostredníctvom univerzitného LMS Moodle.</p>														
<p><b>Languages necessary to complete the course:</b></p> <p>slovak and czech</p>														
<p><b>Notes:</b></p> <p>The maximum number of students per study group within the regular learning form of study is 15 (per one teacher). The seminar is conducted in a computer room, each student has a computer at his/her disposal.</p>														
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 1415</p> <table><tr><td>A</td><td>ABS</td><td>B</td><td>C</td><td>D</td><td>E</td><td>FX</td></tr><tr><td>38,23</td><td>0,0</td><td>23,6</td><td>14,49</td><td>9,33</td><td>8,06</td><td>6,29</td></tr></table>	A	ABS	B	C	D	E	FX	38,23	0,0	23,6	14,49	9,33	8,06	6,29
A	ABS	B	C	D	E	FX								
38,23	0,0	23,6	14,49	9,33	8,06	6,29								
<p><b>Lecturers:</b> doc. PaedDr. Ján Záhorec, PhD., Mgr. Adriana Poliaková, PhD., Ing. Eva Tóblová, PhD.</p>														
<p><b>Last change:</b> 09.11.2022</p>														

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde002/22	<b>Course title:</b> Digital technologies 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course The course is completed by assessment, the weighting of the interim and final assessment is 100/0. # active participation in seminars conducted by both face-to-face and distance learning methods; # processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits; # development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Present an original and visually impressive presentation of the educational content of the selected teaching subject at primary school / high school in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education at Charles University; The structure of the presentation should be based on one of the templates from the library of customizable templates supported by Prezi Present; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defense of the project constitutes 20% of the total achievable point value and is a condition for the award of credits. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the educational subject it is necessary to obtain at least 60 % of the score. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments,	

excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning outcomes and transferable competences:

The aim of the educational discipline Digital Technologies 1 is to develop digital skills of students of teacher-oriented study programmes at the Faculty of Education of the Charles University (hereinafter referred to as the Faculty of Education of the Charles University) to be able to effectively use an appropriate range of didactic software applications in the context of the concept of design and creation of interactive educational activities, knowledge quizzes and assignments, electronic portfolios, impressive didactic presentations, new interactive forms of teaching material and other pedagogical/school documentation usable in the intent of their future teaching profession at different levels of regional education in the Slovak Republic.

By completing the educational discipline Digital Technologies 1, the student has the competences and digital skills to effectively use the tools of the SMART Notebook software application and the SMART Lumio cloud environment by creating gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of students participating in the lesson in the school classroom or in home conditions in the case of distance/hybrid education.

By completing the educational discipline, the student also has the competences and digital skills in the field of design and creation of mind maps through the tools of the Mindomo software application (or FreeMind, XMind) applicable in educational activities implemented in schools and educational institutions for the target group of intact pupils, as well as pupils with special educational needs in order to improve their communication skills and critical thinking.

By completing the educational discipline Digital Technologies 1, the student acquires professional digital competencies in the concept of design and creation of impressive non-linear presentations and interactive presentations of educational content implemented through the Prezi Present cloud

platform Prezi by expressing their own visual ideas usable in their own pedagogical activities in schools or educational institutions.

By completing the educational discipline Digital Technologies 1, the student has, last but not least, the competences and digital skills to effectively use the cloud platform Microsoft 365 with an emphasis on software applications Sway, Word and Excel by creating supplementary teaching materials for the needs of school teaching and maintaining the relevant pedagogical documentation. The student masters the basic possibilities of using the online communication platform Microsoft Teams applicable in the implementation of distance learning at the level of regional education

### **Class syllabus:**

The content of the educational discipline Digital Technologies 1 is divided into four thematic headings and relevant sub-topics in order to ensure the achievement of the set partial educational objectives. The content structure of the educational discipline is designed so that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing the educational topics organized in the present and distance form and at the same time strengthens his professional training in the subject area.

Due to the rapid development of new didactic software usable in the pedagogical process, the specific content structure of the discipline can be adapted to the current requirements of practice and students.

Application of SMART Notebook software application and SMART Lumio cloud environment in the educational process

# We develop professional digital competences by the ability to effectively use the tools of the SMART Notebook desktop application and the SMART Lumio cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs) participating in the lesson in the school classroom or in the home environment in the case of distance/hybrid education;

# We acquire digital skills in working with the SMART response 2 tool supported by the SMART Notebook desktop application and the SMART Lumio cloud environment in the context of creating knowledge questions - selecting one correct answer from multiple answer alternatives, selecting multiple correct answers from multiple answer alternatives, selecting Yes/No answers, free-form questions - in test sessions designed to test the knowledge of pupils of regional education in the Slovak Republic;

# We are mastering the methodology of applying knowledge tests communicated to students through SMART response 2 in the SMART Notebook desktop application and gamification activities supported by the cloud environment SMART Lumio to the process of school teaching of subjects at the lower/upper secondary level of education;

# We strengthen professional digital competences in the area of working with complex interactive solutions usable in educational situations with an emphasis on the SMART Board interactive whiteboard.

Topics:

# Basic functions and calibration of the SMART Board interactive touchscreen/tablet; Symptoms, causes and solutions to some of the problems encountered when using the SMART Board interactive touchscreen/tablet; Installing and updating the SMART Notebook desktop application; Creating a teacher's virtual classroom in the SMART platform;

# Creating and editing objects in the SMART Notebook environment; Using basic tools to support the presentation of processed content; Working with multimedia content from the SMART Gallery; Sharing your own content on the SMART Exchange website; Adding links to external educational resources; Adding sound to objects, Animating objects; Using and sharing your own content; Applying graphic content from other software applications - importing and editing objects;

Applying objects from the Lesson Activity Toolkit 2.0; Creating gamification activities in SMART Lab; SMART Response 2 - creating and administering knowledge tests/quizzes;

# Principles of Gamification; Gamification Elements in Educational Content; Some Results of Exact Studies on the Application of Gamification in Education; Application of Gamification in Education in Primary and Secondary Schools; Examples of Gamification Activities Used in the Teaching of Science, Social Studies, Art, Education and Vocational Education.

# Teacher/student login to SMART Lumio cloud platform account; Managing the library of learning activities; Creating gamification activities in SMART Lumio - SMART Lesson Activity Builder (Lab); Editing activities in edit mode; Making activities available to students - delivery mode; Sharing options for gamification activities;

# Setting up and converting a lesson page to a Handout or Workspace activity; Working with predefined graphical activity templates for use in activating student learning, inquiring about student knowledge, or reflecting; Sharing lessons with the created educational materials with students in SMART Lumio.

Within the distance assignment, the student will create a set of interactive learning/quiz activities and digital presentation material for the target group of learners with effective use of the widest possible range of tools, objects, pre-prepared templates, advanced functions, settings and features supported by the SMART Notebook authoring environment in a range of at least 10 presentation pages/activities. In the accompanying document (a separate file of \*.docx format) to the created presentation materials and educational activities stored in \*.notebook format, the student shall indicate the methodology of their inclusion in the educational activities of the target group of pupils.

Within the distance assignment, the student will create a set of 10 gamification educational/quiz activities for the target group of students with effective use of pre-made templates and tools of the SMART Lumio cloud environment. The condition is that each type of gamification activity should only occur once in the created set of activities. In the accompanying document (a separate file of \*.docx format) to the created gamification educational/quiz activities saved by the student, the student shall indicate the methodology of their application in the educational activities of the target group of pupils.

As part of the distance learning assignment, the student will create a 3-page set of pre-prepared content convertible to Handout format activities and a 3-page set of pre-prepared content convertible to Workspace format activities. In the accompanying document (a separate \*.docx file) for the created Handout and Workspace activities stored in the SMART Lumio cloud, the student will indicate the methodology of their application to the educational activities of the target group of students.

Creating and using mind maps in the educational process with the support of digital solutions

# We develop professional digital competences by competence in the design and creation of mind maps through the tools of the software application Mindomo (or FreeMind/XMind), usable in our own educational activities implemented in schools and school facilities for the target group of intact pupils, as well as pupils with special educational needs in order to improve communication skills and critical thinking;

# We are mastering the methodology of applying mind maps communicated to students through Mindomo (or FreeMind/XMind) to the process of school teaching of the subjects of their approbation at primary school / high school;

Topics:

# Explanation of terminology in the field of mind/concept mapping; Desktop/cloud software applications for creating mind maps in the educational process at primary/ secondary schools; Functions and types of mind maps; Principles and principles of creating mind maps; Possibilities of using mind maps in the process of preparation for teaching and directly in the classroom;

Familiarization with the user environment of the Mindomo software application (or FreeMind/XMind);

# Structuring a mind map; Inserting, editing and formatting nodes; Creating and formatting branches; Encrypted node; Editing multi-line nodes; Creating image nodes; Moving/copying nodes and groups of nodes in the map; Inserting annotations to nodes; Linking nodes with local links - independent linking of ideas; Hypertext linking of nodes to external information sources - links in nodes leading to external sources (web) or to local files on the local disk of the computer; Importing content into the mind map; Exporting the map to the output of different formats; Text search in the subnetwork of the current node; Mind maps and their use when working with pupils with SEN.

As part of the distance assignment, the student will design and create one mind map from any thematic area of school subject teaching in primary/elementary school. The focus of the mind map should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at primary school/SHS in the intent of the approbation subjects that the student studies in the teacher education programmes at the Faculty of Education at the Charles University. In the mind map, tools and functions of the Mindomo (or FreeMind/XMind) application environment will be applied in the intent of the complexity of the explained issue. The student will justify in a brief written form the choice of the processed content/topic in the form of a mind map, their functionality and use in his/her educational activities.

Creation of non-linear presentations of educational content through the Prezi presentation platform supporting teacher's interpretation and systematization of students' knowledge

# We acquire professional digital competencies in the concept of design and creation of impressive non-linear presentations of educational content realized through the Prezi Present cloud platform Prezi applicable to our own pedagogical activities;

# We are mastering the methodology of applying the presentation of educational content communicated to pupils through Prezi Present to the process of school teaching of subjects of their approbation at primary school / high school;

Topics:

# Introduction of the software tool Prezi Present as a presentation platform - creation of trendy, effective presentations; Explanation and clarification of the terms used in the field of creating didactic presentations in the environment of Prezi Present; Possibilities of using the presentation application Prezi Present in the preparation and creation of supporting educational materials effectively usable in the teaching of their own subject; Presentation of examples of presentations used in teaching science, social science, art-educational and vocational educational disciplines; Illustrative comparison of differences between classical (Microsoft PowerPoint) and dynamic (Prezi Present) presentations;

# Theoretical background of presentation preparation and the system of selection of presented information; Basic steps of the procedure for creating didactic presentations in Prezi Present; Functionality of the online presentation tool Prezi Present; Creating dynamic presentations in Prezi Present - working with text and graphic objects; Creating topic/subtopic structures, changing the order of topics/subtopics, Creating depth and rotation effects; Inserting additional graphic visuals into a presentation in Prezi Present; Working in edit mode for main topics, subtopics and other presentation content; Creating visual effects and animations of presentation objects;

# Use of templates - change the design - colors, background, fonts; Inserting audio tracks on the background of individual topics/subtopics, the whole presentation; 3D presentations; Importing and editing PowerPoint presentations in Prezi Present; Sharing presentations with other users, sharing on social networks, on web portals; Exporting presentations to \*.pdf and Portable Prezi (for off-line presentation); Export options and presentation size; Working with Prezi Present in off-line mode.

Within the distance assignment, the student will use the Prezi Present presentation tool to create an original didactic and visually engaging presentation of the educational content for the target group

of students. The focus of the presentation should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at the primary school / secondary school in the intent of the approbation subjects that the student is studying in the study programmes of teaching at the Faculty of Education of the Charles University. The presentation will be at least 30 presentation views (= topics at the highest hierarchical level, subtopics at lower hierarchical levels and stack structure pages) to a minimum hierarchical nesting depth of three.

Use of Microsoft 365 platform in teacher's pedagogical activity

# We develop professional digital competencies in the concept of design and creation of responsive presentations with educational content and emphasis on the cloud solution Microsoft Sway usable in educational activities implemented in schools or school facilities;

# We are mastering the methodology of applying the presentation of educational content communicated to pupils through Microsoft Sway to the process of school teaching of subjects of their approbation at primary school / secondary school;

# We hone professional digital skills to include the ability to effectively use a range of form content controls and ActiveX elements of Microsoft Word in the creation of interactive worksheets, tests and supplementary learning materials for pupils or other classroom agenda documents usable in the context of pedagogical activity;

# We are mastering the methodology of applying interactive worksheets communicated to pupils through Microsoft Word to the process of school teaching of subjects of their area of specialization at primary school / high school;

# Develop professional digital skills in the creation of large documents (such as letters, invitations, labels) through a mass correspondence tool usable in the maintenance of relevant pedagogical documentation;

# We develop professional digital skills in the creation of statistical calculations, compound expressions using functions for finding conditional frequency, sum, or arithmetic mean and techniques for addressing continuous and discontinuous areas in expressions/functions usable in the tabular processing of classroom data (student evaluations in knowledge or sports activities) supported by Microsoft Excel;

# We hone professional competencies to include the ability to effectively apply advanced conditions and techniques for conditional formatting of table records using functions;

# We extend digital skills to include the ability to effectively apply an advanced filtering tool to large tabular data by defining compound logical conditions (AND/OR), wildcards (\*, ?), and a Subtotal function usable in maintaining appropriate pedagogical documentation;

# Develop professional digital skills in creating cumulative graphical visualizations of tabulated data in the context of changing attributes of individual chart elements;

# We apply other selected tools of the Microsoft 365 cloud platform, with an emphasis on the Microsoft Teams software application for teachers to use in conducting online learning activities.

Topics:

# A basic theoretical introduction to Microsoft cloud solutions;

# Sway presentation platform - creation of interactive school materials (portfolios), impressive presentations of educational content; Other possibilities of practical use of Microsoft Sway in educational activities; Concept of creating multimedia responsive presentations; Creating a new Sway, creating a Sway by importing an existing file/presentation, creating a Sway based on a template; Articulating presentation content; Options for inserting and formatting supported visuals via tabs; Grouping multimedia content; Influencing the appearance of a presentation; Changing the layout of content; Adapting specific elements to the style of a presentation; Exporting a presentation in \*.pdf/\*.docx; Additional options for setting up the presentation in Sway; Share Sway output from a personal Microsoft account; Share Sway output from an account assigned by the educational organization;



# Editing large text documents in the Microsoft Word environment - standard settings; Using tabs; Text blocks; Columns; Objects in text - equation editor; Tables in text; Editing a document using a style; Creating your own style and editing an existing style. Document Revision. Definition of the terms section and reference and possibilities of their use; Document revision and its use in writing term papers and qualification papers; Document structuring - dividing a document into sections, types of section breaks, page settings in sections, creating a header and footer in a document divided into sections; Possibilities of using a structured document within the agenda of a teaching staff member; Creating references - automatic content creation, content setup, content formatting, numbering figures and tables, creating a list of tables and figures, footnotes and endnotes, cross-references, citations and list of references used, creating a document index; Creating templates - the importance of a template type document. Electronic forms - what are form elements and what is their difference from ActiveX elements, settings of form elements, ActiveX element and its settings, Form security; Application of the acquired experience and skills of working with Microsoft Word text editor in creating documents useful in own pedagogical activities; Creation of large documents - letters, invitations, labels - by means of the tool of mass correspondence useful in the framework of keeping the relevant pedagogical documentation.

# Working with tabular data in Microsoft Excel; Inserting data into cells; Predefined and custom data format; Working with cells - moving, cutting, copying; Bulk filling of data and creating expressions/patterns; Applying elementary functions; Modifying function parameters; Modifying table appearance; Sorting tabular data; Data lists - creating custom lists; Increasing values. Rounding; Absolute and relative cell addressing; Hiding table values; Notes in cells; Working with large data - automatic and extended data filter, Subtotal function; Operations between sheets; Conditional formatting of table data; More advanced functions - If, Count, CountIf, SumIf, SumIfS, AverageIfS; Contingency table; Search functions; Creating forms.

# We get familiar with the Microsoft Teams online communication platform environment; Creating teams; Creating a pure team in MS Teams; Creating teams from an existing team and basic team customization; Creating a team from an Office 365 Group; Setting up and managing teams; Managing team members; Managing teams in bulk; Guest in a Team Class; Invitation from MS Teams; Channels; Cards; Creating your first online lesson; Creating a link to a lesson; Connecting students to an online lesson; Running a lesson with MS Teams; Preparing a lesson outline; Presenting in MS Teams; Tools available during the implementation of an online lesson on the student's/teacher's side (e.g. Conversation panel; Reporting for a word; Downloading a list of participants, etc.); Course notes - notepad; Uploading files with educational content; Creating a shared file for pupils/students in the virtual classroom; Creating a quiz; Quiz evaluation, Quiz setup. Within the distance task, the student will design and create a document in the form of an electronic workbook in Microsoft Word using a template and applying content controls and ActiveX elements - text field, drop-down field, drop-down list, comma field, option button, command button - usable in the context of teaching subjects of his/her area of specialization at primary school / high school. Within the distance task, the student will create a table of fictitious evaluation of pupils in the framework of knowledge or sports activities implemented in schools or school facilities in the range of at least 20 rows and 10 columns, where the functions of the Microsoft Excel spreadsheet application will be used in the context of the complexity of the explained issue.

In a distance task, the student formats a table of fictitious assessment of pupils in knowledge/sport activities, applying various conditions and techniques of conditional formatting of the table entries in the intent of the difficulty of the explained problem.

In the distance task, the student will create three different graphical visualisations of the data from the table of the previous distance task, in which he/she has processed the assessments achieved in the knowledge/sport activities implemented in schools or school facilities. They will add to the

<p>graphical visualisation the title of the graph, the axis names as well as other parameters of the graph as they wish in the context of the readability of the graph.</p> <p>In the distance task, the student applies an extended filter to the table from the previous distance task to display the student's name and grade attained in the context of the knowledge/sport activities carried out in the school or school facilities and filters to another location within the same worksheet/workbook when defining specific filter conditions (e.g. grade attained below/above a set value, etc.). Within the framework of the distance task, the student will create through the Microsoft Sway application an original, dynamic and visually impressive presentation of the learning issue for the target group of pupils according to his/her own discretion in the intent of school teaching of the subjects of his/her apprenticeship at primary school/elementary school. The aim of the presentation to be realized by the student is to make it multimedia and at the same time attractive for the target group of pupils in terms of content. The scope of the presentation in Microsoft Sway must consist of at least 25 presentation views - cards with the subject content. To organize the presentation, the student should use its layout into sections, subsections and layers in order to increase the clarity of the presented topic for the student</p>														
<p><b>Recommended literature:</b></p> <p>Recommended reading:</p> <p>ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov. Bratislava: Univerzita Komenského v Bratislave, 141 strán, ISBN 978-80-223-5121-8. [Vyšlo ako elektronická publikácia]</p> <p>ZÁHOREC, J., BREČKA, P. (2021). Uplatnenie platformy SMART Learning Suite v oblasti tvorby edukačných aktivít. Bratislava: Univerzita Komenského v Bratislave, 129 strán, ISBN 978-80-223-5127-0 [Vyšlo ako elektronická publikácia]</p> <p>ZÁHOREC, J., HAŠKOVÁ, A., MUNK, M. (2020). Digitálna gramotnosť učiteľov v kontexte ich profesijnej prípravy. Bratislava : Univerzita Komenského v Bratislave, 305 strán, ISBN 978-80-223-4882-9</p> <p>BREČKA, P. (2014). Interaktívne tabule v technickom vzdelávaní. IRIS, 140 s., ISBN: 978-80-8153-024-1</p> <p>ŠTRBO, M. (2018). Tvorba prezentácií. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave, 45 s., ISBN 978-80-568-0179-6</p> <p>Základný študijný text k vzdelávaciemu obsahu disciplíny Digitálne technológie 1 bude študentom pravidelných časových intervaloch sprístupňovaný v elektronickej forme prostredníctvom univerzitného LMS Moodle.</p>														
<p><b>Languages necessary to complete the course:</b></p> <p>slovak and czech</p>														
<p><b>Notes:</b></p> <p>The maximum number of students per study group within the regular learning form of study is 15 (per one teacher). The seminar is conducted in a computer room, each student has a computer at his/her disposal.</p>														
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 1415</p> <table><tr><td>A</td><td>ABS</td><td>B</td><td>C</td><td>D</td><td>E</td><td>FX</td></tr><tr><td>38,23</td><td>0,0</td><td>23,6</td><td>14,49</td><td>9,33</td><td>8,06</td><td>6,29</td></tr></table>	A	ABS	B	C	D	E	FX	38,23	0,0	23,6	14,49	9,33	8,06	6,29
A	ABS	B	C	D	E	FX								
38,23	0,0	23,6	14,49	9,33	8,06	6,29								
<p><b>Lecturers:</b> doc. PaedDr. Ján Záhorec, PhD., Mgr. Adriana Poliaková, PhD., Ing. Eva Tóblová, PhD.</p>														
<p><b>Last change:</b> 09.11.2022</p>														

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde012/22	<b>Course title:</b> Digital technologies 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KPg/B-VUZde002/22 - Digital technologies 1	
<b>Course requirements:</b> Prerequisites: B-VUZde002 / Digital technologies 1 Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). # active participation in seminars conducted by both face-to-face and distance learning methods; # processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits; # development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Video an original and visually impressive video presentation of the educational content of the selected teaching subject at primary school / secondary school in the context of the subjects that the student studies in the study programs of teaching at the Faculty of Education of Charles University; The structure of the video presentation should be based on the presentation created in the Prezi Present software application; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defence of the project constitutes 20% of the total achievable point value and is a condition for the award of credits. The rating shall be awarded on a scale of A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the educational subject it is necessary to obtain at least 60 % of the score. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation	

in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.

Scale of assessment (preliminary/final): 70/30

### **Learning outcomes:**

Learning outcomes and transferable competences:

The aim of the educational discipline Digital Technologies 2 is to develop digital skills in the field of work with selected software (desktop and cloud) didactic applications and to be able to apply them effectively in the context of their future teaching profession.

By completing the educational discipline Digital Technologies 2, the student has the competences and advanced digital skills to effectively use the tools of the software application ActivInspire and the cloud environment ClassFlow by creating gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of students participating in the lesson in the school classroom or in home conditions in the case of distance/hybrid education.

By completing the educational discipline Digital Technologies 2, the student acquires advanced professional digital competences in the concept of design and creation of interactive video presentations of educational content implemented through Prezi Present and Prezi Video cloud platform Prezi by expressing their own visual ideas usable in their own pedagogical activities in schools or educational institutions.

By completing the educational discipline, the student acquires competence and advanced digital skills in the concept of design, creation and administration of (gamification) quiz and educational activities and knowledge games with dynamic elements created through the cloud tool Socrative 2.0, Kahoot!, Wizer.me and Google Forms usable in own educational activities implemented in schools and school facilities for the target group of intact pupils as well as pupils with special educational needs.

By completing the educational discipline Digital Technologies 2, the student has, last but not least, competencies and advanced digital skills in the field of vector graphic creation in the environment of the cloud application Prezi Design in the implementation of the work activities of a pedagogical employee of regional education or his/her own professional development.

**Class syllabus:**

Brief outline of the course

The content of the educational discipline Digital Technologies 2 is divided into four thematic headings and relevant sub-topics in order to ensure the achievement of the set partial educational objectives. The content structure of the educational discipline is designed so that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing the educational topics organized in the present and distance form and at the same time strengthens his professional training in the subject area. content structure of the discipline can be adapted to the current requirements of practice and students.

Application of ActivInspire software application and ClassFlow cloud environment in the educational process

# We master the principle and methodology of working with selected (Promethean World Ltd) digital didactic resources designed to support interactive teaching of subjects of its approbation in primary and secondary schools;

# We develop professional digital competences by the ability to effectively use the software tools of the ActivInspire desktop application and the ClassFlow cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs) participating in a lesson in the school classroom or in home conditions in the case of distance/hybrid education; In the context of the above activity, the trainee is also expected to learn the methodology for applying the activities developed in the school classroom;

# We gain knowledge about desktop digital voting solutions and (trendy) cloud-based applications for creating knowledge tests/quizzes currently available on the market as an interactive didactic means of teaching, advantages and disadvantages of their deployment in the teaching process in the field of regional education;

# We acquire digital skills in creating, editing and administering knowledge tests through voting sessions and supported by the ActivInspire software application and ActivExpression2 digital voting device to stimulate pupil activation and attention in the classroom; We use the ExpressPoll voting session; we use the question creation wizard to create test activities in the teacher stimulation; we implement the work with the question set wizard for processing at the pupil's own pace (voting session in the pupil stimulation) in the teaching of the subjects of his/her apprenticeship;

# We are mastering the methodology of applying the knowledge tests communicated to pupils through the ActivInspire application and the ActivExpression2 digital voting device to the process of school teaching of the subjects of their approbation in primary/ secondary schools;

# Develop skills in statistically processing the results of whole group voting activities into the ActivInspire demonstration workbook, as well as exporting them to Microsoft Excel;

# We strengthen professional digital competences in the area of working with complex interactive solutions usable in educational situations with an emphasis on the ActivBoard interactive whiteboard.

Topics:

# Design of demonstration workbooks - options for setting up and customizing the ActivInspire work environment; Main toolbar - demonstration for familiarizing yourself with the most commonly used tools - ideas for their use in the creation of interactive educational content; Annotation mode on the desktop; Browsers in ActivInspire; Export/Import (\*.flipchart) of demonstration workbooks; Teacher-student collaboration on the whiteboard - dual user mode;

# Adding additional graphical content to the ActivInspire demonstration workbook; Importing and exporting asset packages; Defining object properties; Using layers and layering: Blind Map, Magic Tunnel, Magic Ink - ideas for using them when designing educational activities aimed at the target

group of students; Adding and removing links to linked external files/internet resources; Creating and using grid features when designing educational activities; Creating interactive demonstration workbooks - creating containers; Working with actions; Suggestions for their use of selected actions in the creation of interactive materials usable in the educational process; Benefits of using profiles; Annotating the desktop; Using desktop tools; Working in dual user mode; Using mathematical and design tools; Demonstrations of the use of mathematical and design tools in the creation of interactive materials usable in the educational process;

# We extend professional digital competencies with the ability to effectively apply gamification educational activities through predefined templates - Sorting into categories, Crossword, Learning Cards, Assigning and Sorting items and other templates supported by the cloud-based ClassFlow application;

# Current trends in the application of digital voting solutions for education; Technological principle of digital voting systems; Possibilities of using digital voting systems in school teaching in primary schools / elementary schools ; Methodology of working with digital voting systems; Digital voting solutions - effective support of group cooperation in classrooms stimulating the learning process;

# We use the ActivExpression2 digital voting system in the classroom; Components of an intelligent digital voting solution; Registration of ActivExpression2 voting devices in ActivInspire; Voting Browser; Types of voting sessions and test questions supported by the ActivInspire software application and ActivExpression2 voting device; Working with voting session results in ActivInspire - viewing results in different formats; Exporting results from ExpressPoll from prepared questions and from a set of self-paced questions to Microsoft Excel; Suggestions for educational activities and games using ActivExpression2 voting devices to promote student activation and attention in the classroom.

Within the framework of the distance assignment, the student in the ActivInspire environment will develop a set of engaging learning activities, knowledge games, engaging presentations of educational content as new interactive forms of learning material supporting the activation and attention of students in the classroom. In conceptualising the design and development of the task, the learner will make use of as wide a range of available tools, functions, actions and features as possible. Within a developed demonstration workbook of at least 6 pages, the student will be expected to primarily use the container activity, magic ink, magic tunnel, set actions and constraints on objects, and apply the presentation tools of the ActivInspire environment. In the accompanying document (a separate file of \*.docx format) to the created presentation materials and educational activities stored in \*.flipchart format, the student will indicate the methodology of their inclusion in the educational activities of the target group of pupils.

Within the distance assignment, the student will create a set of 10 gamification educational activities for the target group of students with the effective use of pre-prepared templates and tools of the ClassFlow cloud environment. In the accompanying document (a separate file of \*.docx format) to the created gamification activities, the student will include the methodology of their integration into the educational activities of the target group of pupils.

Within the framework of the distance task, the student will create, through the ClassFlow cloud environment, a test activity conceived from 20 test questions of supported types with the potential possibility of its use in the teaching of the subjects of his/her apprenticeship to pupils at primary school / secondary school.

We create video presentations of educational content through the cloud application Prezi Video

# We develop professional digital competencies in the design and creation of compelling non-linear video presentations of educational content realized through Prezi Present and Prezi Video cloud platform Prezi by expressing visual ideas applicable to our own pedagogical activities;

# We are mastering the methodology of applying video presentation of educational content communicated to pupils through Prezi Video to the process of school teaching of subjects of its approbation at primary school / high school;

# We innovate didactic approaches to educational activities implemented in schools or educational institutions through immersive non-linear video presentations created in the cloud platform Prezi.  
Topics:

# We create a video presentation in the Prezi Video online editor environment from scratch using the Quick record tool - selecting a suitable template, inserting text content and other graphic visuals; supplementing the video presentation with a recording of your own image and sound;

# We create a video presentation in the Prezi Video online editor environment by offering reusable videos recorded by other Prezi Video users;

# Creating a video presentation based on a Prezi Present; Adding an accompanying commentary; Adding a video with accompanying commentary.

Within the distance assignment, the student will create an original didactic and visually engaging video presentation of educational content of his/her choice for the target group of pupils, using the Prezi cloud platform (Prezi Present and Prezi Video), in a range of at least 20 presentation views, usable in teaching the subjects of his/her specialisation at primary school/junior high school.

# We use selected Web 2.0 software tools to obtain feedback from students participating in the school teaching process, in the case of students enrolled in distance (online) learning;

# We are expanding the knowledge framework in the field of application of gamification (game-based learning) as one of the innovative and activating methods applied in the educational process at the primary school level;

# We are expanding digital skills to include the ability to effectively use Socrative 2.0, a cloud-based application designed to create and manage knowledge/quiz activities in order to get immediate feedback from students participating in a lesson in the classroom or at home in the case of distance/hybrid learning;

# We are mastering the methodology of applying knowledge/quiz activities communicated to students through Socrative 2.0 to the process of school teaching of subjects of their area of interest in primary schools;

# We extend professional digital competences with the ability to create gamification quiz activities and knowledge games through the online platform Kahoot! into the school learning process in a fun and playful way - transforming traditional knowledge testing through quizzes in an activating form using digital means;

# We acquire competencies in the application of the application methodology, in the Kahoot! author-prepared, gamified educational and quiz activities to the process of school teaching of subjects of their approbation in primary school / secondary school;

# We develop digital competences by the ability to effectively use the cloud tool Wizer.me for creating multimedia online worksheets with educational content for the target group of primary school pupils;

# We are mastering the methodology of applying the processed digital graphic outputs of educational content communicated to students through the cloud tool Wizer.me to the process of school teaching of subjects of their approbation in primary school / secondary school;

# We master the principle and methodology of working with the cloud application Google Forms designed for the creation of online knowledge tests and research tools usable in the context of pedagogical activities;

Topics:

# Socrative.com - a web-based tool for online testing of student knowledge; Free registration vs. benefits of paid registration for teachers; Creating a teacher/student account; Test administration panel in Socrative 2.0 - Creating a new test - question types for creating your own tests - multiple



choice, yes/no and short open answer; Managing teacher-created tests; Creating a copy of a test - a variant for a parallel group with slightly different questions; Deleting a test; Downloading a test to a document in \*.pdf; Editing the created test; Importing a test from another teacher - sharing tests between teachers; Access to the results of all (already) completed tests; Modes of making the test available to pupils - immediate feedback: Instant Feedback; Teacher-controlled test; Selecting the ways of displaying the results; Defining the appearance of the test results - a general overview of all pupils with statistics of pupil's success and questions; Separate \*.Separate pdf files for each pupil; Success statistics for each test question; Practical examples of administered tests in the Socrative 2.0 environment for different educational disciplines and learning topics;

# For the sake of brevity, the thematic focus of Kahoot! is analogous in content to the Socrative 2.0 application;

# Cloud Computing; Google Drive; Viewing Google Docs options; Description of the Google Forms environment - Questions tab; Creating a form; Editing the appearance of the form; Setting up the form as a quiz; Evaluating the data obtained from the form administration - Answers tab; Sending the form to respondents; Setting up Google Form sharing - in Google Drive and in the Google Forms editor; Setting up Google Form sharing for a user with an un-created Google account. As part of the distance task, the student will create a knowledge test with ten multiple choice questions, ten yes/no questions and ten short free-form questions using the online software application Socrative. The focus of the knowledge test should be situated in a curricular issue of the student's choice falling within the educational content of the subject taught at primary/ secondary school, in the context of the subjects of interest that the student is studying in the teacher education programmes at PdF UK. The knowledge test defined in this way will be implemented by the student among his/her classmates in his/her educational group. As part of the distance assignment, the student will create a software application Kahoot! test activity made up of 20 knowledge questions of supported types. The focus of the test activity should be situated in a teaching issue of his/her own choice falling within the educational content of the teaching subject at primary school / high school in the intent of the approbation subjects that the student studies in the study programs of teaching at the Faculty of Education of the Charles University. The test activity defined in this way will be implemented by the student among the classmates of his/her educational group.

Within the distance assignment, the student will design and create an engaging multimedia worksheet with educational content for the target group of pupils in primary school / secondary school in the environment of the cloud tool Wizer.me; To the created digital graphic output (in a separate file format \*.docx), the student will provide a methodology for its inclusion in the educational activities of the target group of pupils.

As part of the distance learning assignment, the student will create a knowledge quiz activity with a minimum of 15 questions of supported types via the Google Forms cloud application. The focus of the knowledge quiz should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at primary school / high school in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education at PdF UK. The knowledge quiz defined in this way will be implemented by the student among the classmates of his/her educational group.

Creation of digital graphic outputs in the environment of selected cloud applications

# Acquire digital competences by the ability to effectively use the Prezi Design cloud tool of the Prezi cloud platform to create multimedia posters with educational content intended for the target group of pupils in primary schools / secondary schools by expressing their own visual ideas;

# We develop digital competences by the ability to effectively use the cloud tool Glogster (edu.Glogster.com) for digital storytelling - creating engaging multimedia posters with educational content - designed for the target group of pupils in primary schools / secondary schools by expressing their own visual ideas;

# We are mastering the methodology of applying the processed digital graphic outputs of educational content communicated to students through the cloud tool Prezi Design and Glogster to the school teaching of subjects that the student studies in the study programs of teaching at the Faculty of Education at Charles University.

Topics:

# Prezi Design as a comprehensive graphic design and data visualization tool; Template library; Creating and editing content by adding multimedia items in the editor; Adding, moving and layering objects; Using \*.ppt, \*.pdf and \*.doc in Prezi Design; Implementing animated elements into the graphic content you create; Creating visual effects to images by applying masks and filters; Adding links to text objects, graphics and shapes; Multi-page design; Linking text, images, icons and shapes to pages and sections; Sharing content created in Prezi Design with your audience on social media using private or public links; Collaborating in the Prezi Design environment; Adding/removing collaborators; Adding an entire team of collaborators; Collaborating in real time;

# Creating and editing engaging data visualizations using maps; Creating a social post - adding and editing content, adding animation to the content of the post being created; Downloading and sharing the created content for publishing purposes;

# Creating infographics for visual representation of information and data, Adding and editing content; Creating gif and mp4 videos in the Prezi Design environment; Embedding videos from Prezi Video into Prezi Design; Adding videos to Prezi Design and editing settings; Media integrations in Prezi Design - adding content from Prezi Video to projects.

Within the distance task, the student will design and create in the cloud tool Prezi Design an engaging digital poster with multiMedial educational content usable in teaching in the intent of the approbation subjects, which the student studies in the study programs of teaching at the Faculty of Education of the Charles University; To the created digital graphic output (in a special file format \*.docx) the student will provide a methodology for its inclusion in the educational activities of the target group of students.

Within the distance task, the student will design and create in the cloud tool edu.Glogster an engaging digital poster with multiMedial educational content usable in teaching in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education of the Charles University; To the created digital graphic output (in a special file format \*.docx) the student will provide a methodology for its inclusion in the educational activities of the target group of students

### **Recommended literature:**

Recommended reading:

ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov. Bratislava: Univerzita Komenského v Bratislave, 141 strán, ISBN 978-80-223-5121-8. [https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Inovativne\\_digitalne\\_riesenia.pdf](https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Inovativne_digitalne_riesenia.pdf)

ZÁHOREC, J., BREČKA, P. (2021). Uplatnenie platformy SMART Learning Suite v oblasti tvorby edukačných aktivít. Bratislava: Univerzita Komenského v Bratislave, 129 strán, ISBN 978-80-223-5127-0 [https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Pouzivame\\_SMART\\_Learning\\_Suite.pdf](https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Pouzivame_SMART_Learning_Suite.pdf)

ZÁHOREC, J., HAŠKOVÁ, A., MUNK, M. (2020). Digitálna gramotnosť učiteľov v kontexte ich profesijnej prípravy. Bratislava: Univerzita Komenského v Bratislave, 305 strán, ISBN 978-80-223-4882-9.

LABJAKOVÁ, I. (2019). Interaktívna tabuľa v edukačnom procese, Bratislava: Metodicko-pedagogické centrum v Bratislave, 2019, 100 s., ISBN 978-80-565-1444-3

Základný študijný text k vzdelávaciemu obsahu disciplíny Digitálne technológie 2 bude študentom pravidelných časových intervaloch sprístupňovaný v elektronickej forme prostredníctvom univerzitného LMS Moodle.

<b>Languages necessary to complete the course:</b> slovak and czech						
<b>Notes:</b> : The maximum number of students per study group within the regular learning form of study is 15 (per one teacher). The seminar is conducted in a computer room, each student has a computer at his/her disposal.						
<b>Past grade distribution</b> Total number of evaluated students: 85						
A	ABS	B	C	D	E	FX
37,65	0,0	30,59	18,82	4,71	2,35	5,88
<b>Lecturers:</b> doc. PaedDr. Ján Záhorec, PhD., Mgr. Adriana Poliaková, PhD., Ing. Eva Tóblová, PhD.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde012/22	<b>Course title:</b> Digital technologies 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KPg/B-VUZde002/22 - Digital technologies 1	
<b>Course requirements:</b> Prerequisites: B-VUZde002 / Digital technologies 1 Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). # active participation in seminars conducted by both face-to-face and distance learning methods; # processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits; # development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Video an original and visually impressive video presentation of the educational content of the selected teaching subject at primary school / secondary school in the context of the subjects that the student studies in the study programs of teaching at the Faculty of Education of Charles University; The structure of the video presentation should be based on the presentation created in the Prezi Present software application; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defence of the project constitutes 20% of the total achievable point value and is a condition for the award of credits. The rating shall be awarded on a scale of A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the educational subject it is necessary to obtain at least 60 % of the score. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation	

in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.

Scale of assessment (preliminary/final): 70/30

### **Learning outcomes:**

Learning outcomes and transferable competences:

The aim of the educational discipline Digital Technologies 2 is to develop digital skills in the field of work with selected software (desktop and cloud) didactic applications and to be able to apply them effectively in the context of their future teaching profession.

By completing the educational discipline Digital Technologies 2, the student has the competences and advanced digital skills to effectively use the tools of the software application ActivInspire and the cloud environment ClassFlow by creating gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of students participating in the lesson in the school classroom or in home conditions in the case of distance/hybrid education.

By completing the educational discipline Digital Technologies 2, the student acquires advanced professional digital competences in the concept of design and creation of interactive video presentations of educational content implemented through Prezi Present and Prezi Video cloud platform Prezi by expressing their own visual ideas usable in their own pedagogical activities in schools or educational institutions.

By completing the educational discipline, the student acquires competence and advanced digital skills in the concept of design, creation and administration of (gamification) quiz and educational activities and knowledge games with dynamic elements created through the cloud tool Socrative 2.0, Kahoot!, Wizer.me and Google Forms usable in own educational activities implemented in schools and school facilities for the target group of intact pupils as well as pupils with special educational needs.

By completing the educational discipline Digital Technologies 2, the student has, last but not least, competencies and advanced digital skills in the field of vector graphic creation in the environment of the cloud application Prezi Design in the implementation of the work activities of a pedagogical employee of regional education or his/her own professional development.

**Class syllabus:**

Brief outline of the course

The content of the educational discipline Digital Technologies 2 is divided into four thematic headings and relevant sub-topics in order to ensure the achievement of the set partial educational objectives. The content structure of the educational discipline is designed so that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing the educational topics organized in the present and distance form and at the same time strengthens his professional training in the subject area. content structure of the discipline can be adapted to the current requirements of practice and students.

Application of ActivInspire software application and ClassFlow cloud environment in the educational process

# We master the principle and methodology of working with selected (Promethean World Ltd) digital didactic resources designed to support interactive teaching of subjects of its approbation in primary and secondary schools;

# We develop professional digital competences by the ability to effectively use the software tools of the ActivInspire desktop application and the ClassFlow cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs) participating in a lesson in the school classroom or in home conditions in the case of distance/hybrid education; In the context of the above activity, the trainee is also expected to learn the methodology for applying the activities developed in the school classroom;

# We gain knowledge about desktop digital voting solutions and (trendy) cloud-based applications for creating knowledge tests/quizzes currently available on the market as an interactive didactic means of teaching, advantages and disadvantages of their deployment in the teaching process in the field of regional education;

# We acquire digital skills in creating, editing and administering knowledge tests through voting sessions and supported by the ActivInspire software application and ActivExpression2 digital voting device to stimulate pupil activation and attention in the classroom; We use the ExpressPoll voting session; we use the question creation wizard to create test activities in the teacher stimulation; we implement the work with the question set wizard for processing at the pupil's own pace (voting session in the pupil stimulation) in the teaching of the subjects of his/her apprenticeship;

# We are mastering the methodology of applying the knowledge tests communicated to pupils through the ActivInspire application and the ActivExpression2 digital voting device to the process of school teaching of the subjects of their approbation in primary/ secondary schools;

# Develop skills in statistically processing the results of whole group voting activities into the ActivInspire demonstration workbook, as well as exporting them to Microsoft Excel;

# We strengthen professional digital competences in the area of working with complex interactive solutions usable in educational situations with an emphasis on the ActivBoard interactive whiteboard.

Topics:

# Design of demonstration workbooks - options for setting up and customizing the ActivInspire work environment; Main toolbar - demonstration for familiarizing yourself with the most commonly used tools - ideas for their use in the creation of interactive educational content; Annotation mode on the desktop; Browsers in ActivInspire; Export/Import (\*.flipchart) of demonstration workbooks; Teacher-student collaboration on the whiteboard - dual user mode;

# Adding additional graphical content to the ActivInspire demonstration workbook; Importing and exporting asset packages; Defining object properties; Using layers and layering: Blind Map, Magic Tunnel, Magic Ink - ideas for using them when designing educational activities aimed at the target

group of students; Adding and removing links to linked external files/internet resources; Creating and using grid features when designing educational activities; Creating interactive demonstration workbooks - creating containers; Working with actions; Suggestions for their use of selected actions in the creation of interactive materials usable in the educational process; Benefits of using profiles; Annotating the desktop; Using desktop tools; Working in dual user mode; Using mathematical and design tools; Demonstrations of the use of mathematical and design tools in the creation of interactive materials usable in the educational process;

# We extend professional digital competencies with the ability to effectively apply gamification educational activities through predefined templates - Sorting into categories, Crossword, Learning Cards, Assigning and Sorting items and other templates supported by the cloud-based ClassFlow application;

# Current trends in the application of digital voting solutions for education; Technological principle of digital voting systems; Possibilities of using digital voting systems in school teaching in primary schools / elementary schools ; Methodology of working with digital voting systems; Digital voting solutions - effective support of group cooperation in classrooms stimulating the learning process;

# We use the ActivExpression2 digital voting system in the classroom; Components of an intelligent digital voting solution; Registration of ActivExpression2 voting devices in ActivInspire; Voting Browser; Types of voting sessions and test questions supported by the ActivInspire software application and ActivExpression2 voting device; Working with voting session results in ActivInspire - viewing results in different formats; Exporting results from ExpressPoll from prepared questions and from a set of self-paced questions to Microsoft Excel; Suggestions for educational activities and games using ActivExpression2 voting devices to promote student activation and attention in the classroom.

Within the framework of the distance assignment, the student in the ActivInspire environment will develop a set of engaging learning activities, knowledge games, engaging presentations of educational content as new interactive forms of learning material supporting the activation and attention of students in the classroom. In conceptualising the design and development of the task, the learner will make use of as wide a range of available tools, functions, actions and features as possible. Within a developed demonstration workbook of at least 6 pages, the student will be expected to primarily use the container activity, magic ink, magic tunnel, set actions and constraints on objects, and apply the presentation tools of the ActivInspire environment. In the accompanying document (a separate file of \*.docx format) to the created presentation materials and educational activities stored in \*.flipchart format, the student will indicate the methodology of their inclusion in the educational activities of the target group of pupils.

Within the distance assignment, the student will create a set of 10 gamification educational activities for the target group of students with the effective use of pre-prepared templates and tools of the ClassFlow cloud environment. In the accompanying document (a separate file of \*.docx format) to the created gamification activities, the student will include the methodology of their integration into the educational activities of the target group of pupils.

Within the framework of the distance task, the student will create, through the ClassFlow cloud environment, a test activity conceived from 20 test questions of supported types with the potential possibility of its use in the teaching of the subjects of his/her apprenticeship to pupils at primary school / secondary school.

We create video presentations of educational content through the cloud application Prezi Video

# We develop professional digital competencies in the design and creation of compelling non-linear video presentations of educational content realized through Prezi Present and Prezi Video cloud platform Prezi by expressing visual ideas applicable to our own pedagogical activities;

# We are mastering the methodology of applying video presentation of educational content communicated to pupils through Prezi Video to the process of school teaching of subjects of its approbation at primary school / high school;

# We innovate didactic approaches to educational activities implemented in schools or educational institutions through immersive non-linear video presentations created in the cloud platform Prezi.

Topics:

# We create a video presentation in the Prezi Video online editor environment from scratch using the Quick record tool - selecting a suitable template, inserting text content and other graphic visuals; supplementing the video presentation with a recording of your own image and sound;

# We create a video presentation in the Prezi Video online editor environment by offering reusable videos recorded by other Prezi Video users;

# Creating a video presentation based on a Prezi Present; Adding an accompanying commentary; Adding a video with accompanying commentary.

Within the distance assignment, the student will create an original didactic and visually engaging video presentation of educational content of his/her choice for the target group of pupils, using the Prezi cloud platform (Prezi Present and Prezi Video), in a range of at least 20 presentation views, usable in teaching the subjects of his/her specialisation at primary school/junior high school.

# We use selected Web 2.0 software tools to obtain feedback from students participating in the school teaching process, in the case of students enrolled in distance (online) learning;

# We are expanding the knowledge framework in the field of application of gamification (game-based learning) as one of the innovative and activating methods applied in the educational process at the primary school level;

# We are expanding digital skills to include the ability to effectively use Socrative 2.0, a cloud-based application designed to create and manage knowledge/quiz activities in order to get immediate feedback from students participating in a lesson in the classroom or at home in the case of distance/hybrid learning;

# We are mastering the methodology of applying knowledge/quiz activities communicated to students through Socrative 2.0 to the process of school teaching of subjects of their area of interest in primary schools;

# We extend professional digital competences with the ability to create gamification quiz activities and knowledge games through the online platform Kahoot! into the school learning process in a fun and playful way - transforming traditional knowledge testing through quizzes in an activating form using digital means;

# We acquire competencies in the application of the application methodology, in the Kahoot! author-prepared, gamified educational and quiz activities to the process of school teaching of subjects of their approbation in primary school / secondary school;

# We develop digital competences by the ability to effectively use the cloud tool Wizer.me for creating multimedia online worksheets with educational content for the target group of primary school pupils;

# We are mastering the methodology of applying the processed digital graphic outputs of educational content communicated to students through the cloud tool Wizer.me to the process of school teaching of subjects of their approbation in primary school / secondary school;

# We master the principle and methodology of working with the cloud application Google Forms designed for the creation of online knowledge tests and research tools usable in the context of pedagogical activities;

Topics:

# Socrative.com - a web-based tool for online testing of student knowledge; Free registration vs. benefits of paid registration for teachers; Creating a teacher/student account; Test administration panel in Socrative 2.0 - Creating a new test - question types for creating your own tests - multiple



choice, yes/no and short open answer; Managing teacher-created tests; Creating a copy of a test - a variant for a parallel group with slightly different questions; Deleting a test; Downloading a test to a document in \*.pdf; Editing the created test; Importing a test from another teacher - sharing tests between teachers; Access to the results of all (already) completed tests; Modes of making the test available to pupils - immediate feedback: Instant Feedback; Teacher-controlled test; Selecting the ways of displaying the results; Defining the appearance of the test results - a general overview of all pupils with statistics of pupil's success and questions; Separate \*.Separate pdf files for each pupil; Success statistics for each test question; Practical examples of administered tests in the Socrative 2.0 environment for different educational disciplines and learning topics;

# For the sake of brevity, the thematic focus of Kahoot! is analogous in content to the Socrative 2.0 application;

# Cloud Computing; Google Drive; Viewing Google Docs options; Description of the Google Forms environment - Questions tab; Creating a form; Editing the appearance of the form; Setting up the form as a quiz; Evaluating the data obtained from the form administration - Answers tab; Sending the form to respondents; Setting up Google Form sharing - in Google Drive and in the Google Forms editor; Setting up Google Form sharing for a user with an un-created Google account. As part of the distance task, the student will create a knowledge test with ten multiple choice questions, ten yes/no questions and ten short free-form questions using the online software application Socrative. The focus of the knowledge test should be situated in a curricular issue of the student's choice falling within the educational content of the subject taught at primary/ secondary school, in the context of the subjects of interest that the student is studying in the teacher education programmes at PdF UK. The knowledge test defined in this way will be implemented by the student among his/her classmates in his/her educational group. As part of the distance assignment, the student will create a software application Kahoot! test activity made up of 20 knowledge questions of supported types. The focus of the test activity should be situated in a teaching issue of his/her own choice falling within the educational content of the teaching subject at primary school / high school in the intent of the approbation subjects that the student studies in the study programs of teaching at the Faculty of Education of the Charles University. The test activity defined in this way will be implemented by the student among the classmates of his/her educational group.

Within the distance assignment, the student will design and create an engaging multimedia worksheet with educational content for the target group of pupils in primary school / secondary school in the environment of the cloud tool Wizer.me; To the created digital graphic output (in a separate file format \*.docx), the student will provide a methodology for its inclusion in the educational activities of the target group of pupils.

As part of the distance learning assignment, the student will create a knowledge quiz activity with a minimum of 15 questions of supported types via the Google Forms cloud application. The focus of the knowledge quiz should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at primary school / high school in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education at PdF UK. The knowledge quiz defined in this way will be implemented by the student among the classmates of his/her educational group.

Creation of digital graphic outputs in the environment of selected cloud applications

# Acquire digital competences by the ability to effectively use the Prezi Design cloud tool of the Prezi cloud platform to create multimedia posters with educational content intended for the target group of pupils in primary schools / secondary schools by expressing their own visual ideas;

# We develop digital competences by the ability to effectively use the cloud tool Glogster (edu.Glogster.com) for digital storytelling - creating engaging multimedia posters with educational content - designed for the target group of pupils in primary schools / secondary schools by expressing their own visual ideas;

# We are mastering the methodology of applying the processed digital graphic outputs of educational content communicated to students through the cloud tool Prezi Design and Glogster to the school teaching of subjects that the student studies in the study programs of teaching at the Faculty of Education at Charles University.

Topics:

# Prezi Design as a comprehensive graphic design and data visualization tool; Template library; Creating and editing content by adding multimedia items in the editor; Adding, moving and layering objects; Using \*.ppt, \*.pdf and \*.doc in Prezi Design; Implementing animated elements into the graphic content you create; Creating visual effects to images by applying masks and filters; Adding links to text objects, graphics and shapes; Multi-page design; Linking text, images, icons and shapes to pages and sections; Sharing content created in Prezi Design with your audience on social media using private or public links; Collaborating in the Prezi Design environment; Adding/removing collaborators; Adding an entire team of collaborators; Collaborating in real time;

# Creating and editing engaging data visualizations using maps; Creating a social post - adding and editing content, adding animation to the content of the post being created; Downloading and sharing the created content for publishing purposes;

# Creating infographics for visual representation of information and data, Adding and editing content; Creating gif and mp4 videos in the Prezi Design environment; Embedding videos from Prezi Video into Prezi Design; Adding videos to Prezi Design and editing settings; Media integrations in Prezi Design - adding content from Prezi Video to projects.

Within the distance task, the student will design and create in the cloud tool Prezi Design an engaging digital poster with multiMedial educational content usable in teaching in the intent of the approbation subjects, which the student studies in the study programs of teaching at the Faculty of Education of the Charles University; To the created digital graphic output (in a special file format \*.docx) the student will provide a methodology for its inclusion in the educational activities of the target group of students.

Within the distance task, the student will design and create in the cloud tool edu.Glogster an engaging digital poster with multiMedial educational content usable in teaching in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education of the Charles University; To the created digital graphic output (in a special file format \*.docx) the student will provide a methodology for its inclusion in the educational activities of the target group of students

### **Recommended literature:**

Recommended reading:

ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov. Bratislava: Univerzita Komenského v Bratislave, 141 strán, ISBN 978-80-223-5121-8. [https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Inovativne\\_digitalne\\_riesenia.pdf](https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Inovativne_digitalne_riesenia.pdf)

ZÁHOREC, J., BREČKA, P. (2021). Uplatnenie platformy SMART Learning Suite v oblasti tvorby edukačných aktivít. Bratislava: Univerzita Komenského v Bratislave, 129 strán, ISBN 978-80-223-5127-0 [https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Pouzivame\\_SMART\\_Learning\\_Suite.pdf](https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Pouzivame_SMART_Learning_Suite.pdf)

ZÁHOREC, J., HAŠKOVÁ, A., MUNK, M. (2020). Digitálna gramotnosť učiteľov v kontexte ich profesijnej prípravy. Bratislava: Univerzita Komenského v Bratislave, 305 strán, ISBN 978-80-223-4882-9.

LABJAKOVÁ, I. (2019). Interaktívna tabuľa v edukačnom procese, Bratislava: Metodicko-pedagogické centrum v Bratislave, 2019, 100 s., ISBN 978-80-565-1444-3

Základný študijný text k vzdelávaciemu obsahu disciplíny Digitálne technológie 2 bude študentom pravidelných časových intervaloch sprístupňovaný v elektronickej forme prostredníctvom univerzitného LMS Moodle.

<b>Languages necessary to complete the course:</b> slovak and czech						
<b>Notes:</b> : The maximum number of students per study group within the regular learning form of study is 15 (per one teacher). The seminar is conducted in a computer room, each student has a computer at his/her disposal.						
<b>Past grade distribution</b> Total number of evaluated students: 85						
A	ABS	B	C	D	E	FX
37,65	0,0	30,59	18,82	4,71	2,35	5,88
<b>Lecturers:</b> doc. PaedDr. Ján Záhorec, PhD., Ing. Eva Tóblová, PhD., Mgr. Adriana Poliaková, PhD.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/B-VUZde013/22			<b>Course title:</b> Digital technologies 3			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 4., 6.						
<b>Educational level:</b> I.						
<b>Prerequisites:</b> PdF.KPg/B-VUZde012/22 - Digital technologies 2						
<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: 3						
A	ABS	B	C	D	E	FX
66,67	0,0	33,33	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Ján Záhorec, PhD.						
<b>Last change:</b> 22.04.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/B-VUZde013/22			<b>Course title:</b> Digital technologies 3			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 3., 5.						
<b>Educational level:</b> I.						
<b>Prerequisites:</b> PdF.KPg/B-VUZde012/22 - Digital technologies 2						
<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: 3						
A	ABS	B	C	D	E	FX
66,67	0,0	33,33	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Ján Záhorec, PhD.						
<b>Last change:</b> 22.04.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde037/22	<b>Course title:</b> Educational counselling
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Students are required to complete a midterm paper for 40 points and a midterm test for 60 points, for a total of 100 points. The condition for successful completion of the course is obtaining at least 60% of the maximum possible grade for the course. The grade is awarded on a scale: The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

<p>A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.</p> <p>A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal</p> <p>Scale of assessment (preliminary/final): 100/0</p>
<p><b>Learning outcomes:</b></p> <p>Learning objectives and outcomes and transferable competences:</p> <p>The aim of the course Educational Counselling is to provide students with an initial framework of knowledge in the field of the educational counselling system. Upon successful completion of the course, students will be able to navigate the school counseling system. They understand the place and role of the guidance counselor in the guidance system and master the prerequisites for the position of guidance counselor. Know the differences in the responsibilities of the class teacher, guidance counsellor or school counsellor in providing guidance on educational issues. They know the methods of educational counselling. They know strategies for the prevention of problem behaviour and understand their importance. They are able to apply the acquired knowledge in solving specific problem situations in educational practice. They are oriented in school career guidance. They are able to describe and interpret the importance of school cooperation with educational guidance and prevention institutions, social and legal protection bodies and others.</p> <p>Transferable competences: by analysing, solving and discussing seminar assignments, students will be able to communicate their conclusions, think critically and think in context.</p>
<p><b>Class syllabus:</b></p> <ol style="list-style-type: none"> <li>1. School guidance system.</li> <li>2. Framework for the work of the educational advisor, professional and personal qualifications of the educational advisor, education of the educational advisor.</li> <li>3. The class teacher and his/her role in counselling pupils and legal representatives in education and training.</li> <li>4. Methods of work in educational counselling.</li> <li>5. Strategies to prevent problem behaviour of pupils.</li> <li>6. Addressing the educational difficulties of pupils.</li> <li>7. Methods and possibilities of intervention of problem behaviour of pupils.</li> <li>8. Career counselling.</li> <li>9. Educational counselling in the field of care for gifted pupils.</li> <li>10. Cooperation of the school with other institutions, family. Social and legal protection of children and youth.</li> </ol>
<p><b>Recommended literature:</b></p> <p>Compulsory reading:</p> <p>HORVÁTHOVÁ, K. (2002). Aktuálne otázky výchovného poradenstva v školskej praxi. Bratislava: MPC Tomášikova, 57 s. ISBN 80-88796-25-3.</p> <p>KNOTOVÁ, D. a kol. (2014). Školní poradenství. Praha: Grada. 258 s. ISBN 978-80-247-4502-2</p> <p>Recommended reading:</p> <p>DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IRIS. 144 s. ISBN 978-80-8200-034-7</p>

FERKOVÁ, Š. (2015), Skúsenosti s využitím influenčného programu zameraného na elimináciu rizikového správania žiakov v škole. In Prevencia. roč. 13., č. 4. s. 37 – 34.  
 KYRIACOU, CH. (2003). Řešení výchovných problémů ve škole. Praha: Portál, 151 s. ISBN 80-7178-945-3.  
 ZEMANČÍKOVÁ, V. (2014). Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov. In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 22-36. ISSN 1805-8825.

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

students of the Teacher Education (combined) programme do not enrol in the course

**Past grade distribution**

Total number of evaluated students: 131

A	ABS	B	C	D	E	FX
35,88	0,0	30,53	20,61	8,4	4,58	0,0

**Lecturers:** Mgr. Vladimíra Zemančíková, PhD., Mgr. Štefánia Ferková, PhD.

**Last change:** 09.11.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde037/22	<b>Course title:</b> Educational counselling
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Students are required to complete a midterm paper for 40 points and a midterm test for 60 points, for a total of 100 points. The condition for successful completion of the course is obtaining at least 60% of the maximum possible grade for the course. The grade is awarded on a scale: The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning objectives and outcomes and transferable competences:

The aim of the course Educational Counselling is to provide students with an initial framework of knowledge in the field of the educational counselling system. Upon successful completion of the course, students will be able to navigate the school counseling system. They understand the place and role of the guidance counselor in the guidance system and master the prerequisites for the position of guidance counselor. Know the differences in the responsibilities of the class teacher, guidance counsellor or school counsellor in providing guidance on educational issues. They know the methods of educational counselling. They know strategies for the prevention of problem behaviour and understand their importance. They are able to apply the acquired knowledge in solving specific problem situations in educational practice. They are oriented in school career guidance. They are able to describe and interpret the importance of school cooperation with educational guidance and prevention institutions, social and legal protection bodies and others.

Transferable competences: by analysing, solving and discussing seminar assignments, students will be able to communicate their conclusions, think critically and think in context.

### **Class syllabus:**

1. School guidance system.
2. Framework for the work of the educational advisor, professional and personal qualifications of the educational advisor, education of the educational advisor.
3. The class teacher and his/her role in counselling pupils and legal representatives in education and training.
4. Methods of work in educational counselling.
5. Strategies to prevent problem behaviour of pupils.
6. Addressing the educational difficulties of pupils.
7. Methods and possibilities of intervention of problem behaviour of pupils.
8. Career counselling.
9. Educational counselling in the field of care for gifted pupils.
10. Cooperation of the school with other institutions, family. Social and legal protection of children and youth.

### **Recommended literature:**

Compulsory reading:

HORVÁTHOVÁ, K. (2002). Aktuálne otázky výchovného poradenstva v školskej praxi. Bratislava: MPC Tomášikova, 57 s. ISBN 80-88796-25-3.

KNOTOVÁ, D. a kol. (2014). Školní poradenství. Praha: Grada. 258 s. ISBN 978-80-247-4502-2

Recommended reading:

DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IRIS. 144 s. ISBN 978-80-8200-034-7

<p>FERKOVÁ, Š. (2015), Skúsenosti s využitím influenčného programu zameraného na elimináciu rizikového správania žiakov v škole. In Prevencia. roč. 13., č. 4. s. 37 – 34.</p> <p>KYRIACOU, CH. (2003). Řešení výchovných problémů ve škole. Praha: Portál, 151 s. ISBN 80-7178-945-3.</p> <p>ZEMANČÍKOVÁ, V. (2014). Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov. In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 22-36. ISSN 1805-8825.</p>																				
<p><b>Languages necessary to complete the course:</b> slovak and czech</p>																				
<p><b>Notes:</b> students of the Teacher Education (combined) programme do not enrol in the course</p>																				
<p><b>Past grade distribution</b> Total number of evaluated students: 131</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>35,88</td><td>0,0</td><td>30,53</td><td>20,61</td><td>8,4</td><td>4,58</td><td>0,0</td></tr> </table>							A	ABS	B	C	D	E	FX	35,88	0,0	30,53	20,61	8,4	4,58	0,0
A	ABS	B	C	D	E	FX														
35,88	0,0	30,53	20,61	8,4	4,58	0,0														
<p><b>Lecturers:</b> Mgr. Vladimíra Zemančíková, PhD., Mgr. Štefánia Ferková, PhD.</p>																				
<p><b>Last change:</b> 09.11.2022</p>																				
<p><b>Approved by:</b></p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KH/B-HISde032/20			<b>Course title:</b> Empirical Research			
<b>Educational activities:</b> <b>Type of activities:</b> internship <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 30s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 4.						
<b>Educational level:</b> I.						
<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: 2						
A	ABS	B	C	D	E	FX
50,0	0,0	0,0	0,0	0,0	0,0	50,0
<b>Lecturers:</b> PhDr. Anna Bocková, PhD.						
<b>Last change:</b> 09.02.2021						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde030/22	<b>Course title:</b> Environmetal education
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will be evaluated on an ongoing basis: a) defending a term paper with the content of current environmental problems on the territory of the Slovak Republic as well as environmental problems that are solved globally with a maximum value of 20 points b) its elaboration in the form of analysis and critical evaluation of the chosen environmental issue, in the form of creating reflections from each presented environmental topic and application of the chosen topic to the education of pupils with a maximum value of 80 points. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who obtains less than 40 points in a seminar paper and fails to defend the paper. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results), excellent performance, the student can work well with professional literature dealing with the issue of current environmental problems not only in the Slovak Republic but also at the global level, can critically evaluate environmental problems in society and create appropriate activating methods for the environmental problem usable in pedagogical practice B (90-81%, very good - above average standard), excellent performance, the student can work with the literature dealing with the issues of current environmental problems not only in the Slovak Republic but also at the global level very well, but critical thinking in the field of environmental science is borderline, but can create appropriate activating methods for the environmental problem usable in pedagogical practice C (80-73%, good - normal reliable work), good performance, the student can work well with literature dealing with current environmental problems not only in the Slovak Republic but also at the global level, but critical thinking in the field of environmental science is partially absent, but can create appropriate activating methods for the environmental problem usable in pedagogical practice	

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student can only partially work with professional literature dealing with current environmental problems not only in the Slovak Republic but also at the global level, critical thinking in the field of environmental science is partially absent and only partially knows how to apply environmental theory in the form of the creation of activating methods in pedagogical practice

E (65-60%, sufficient - the results meet the minimum criteria), sufficient performance, the student can work with the literature dealing with current environmental problems not only in the Slovak Republic but also at the global level at a minimum level, critical thinking in the field of environmental science is absent and his ability to apply environmental theory in the form of creating activating methods in pedagogical practice is minimal

Fx (59-0%, insufficient - additional work required), insufficient performance, student is unable to work with literature dealing with current environmental issues not only in the Slovak Republic but also on a global level, nor critically evaluate environmental issues and is unable to apply environmental theory in the form of creating activating methods to pedagogical practice

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning outcomes and transferable competences:

Upon completion of the course, the student will gain basic information on nature conservation, quality of life assurance and remediation options, which will subsequently enable him/her to solve problems in environmental issues. He will be able to apply all this knowledge to teaching practice; he will strengthen his digital skills in searching for literature on environmental issues on appropriate professional domestic and foreign Internet portals, as well as his communication skills, critical thinking and evaluation of environmental problems in society.

### **Class syllabus:**

Brief outline of the course:

1. Ecology. (the student can distinguish between the concepts of ecology and environmental science, knows the relationships of organisms in the environment and how endogenous and exogenous factors affect the environment)
2. Stability and biodiversity of ecosystems. Protected areas. Regulation of trophic chains. Anthropocentrism, biocentrism and ecocentrism. (the student will learn to perceive the interconnectedness of relationships in nature, the sensitivity of ecosystem stability, how this stability is affected by man himself and ultimately be able to take a stance on the protection of individual ecosystems for the need to maintain balance in nature)
3. Waste management. (the student will get acquainted with the issues of waste management, the creation and regulation of the amount of waste in society, the problem of black dumps but also with the process of recycling as an option for environmental protection)
4. Transport and the greenhouse effect. (the student is able to assess the negative impact of transport use on the environment and is able to adopt the right attitude to dealing with the issue in terms of protecting the environment in which he/she lives)
5. Environmental education in primary schools. Environmental projects of the Slovak Republic. (The student knows how to incorporate environmental education as a cross-cutting theme in the state educational programme, knows how environmental education contributes to the development of the pupil's personality by acquiring the ability to understand, analyse and evaluate the relationships between man and his environment on the basis of knowledge of the laws governing life on Earth, to know and understand the connections between the development of human population and the relationship to the environment in different areas of the world, to understand the connections between local and global problems and their own responsibility in relation to the environment, ultimately the student will also become familiar with the current environmental projects of the

Slovak Republic that support this education at primary school and will be able to bring the environmental problems to the student's mental level by appropriate activating methods)

**Recommended literature:**

Recommended reading:

CHRENŠČOVÁ, V., ELEK, Š., FUCHSOVÁ, M., MATIS, D., ŽARNOVIČAN, H. (2010).

Pracovný zošit o vode pre základné školy - nižšie sekundárne vzdelávanie : Vzdelávací program Modrá škola. Bratislava Mladí vedci Slovenska, 31 s. ISBN 978-80-970496-2-1 [http://new.modraskola.sk/wp-content/uploads/2016/12/SV\\_doplnkoveTexty.pdf](http://new.modraskola.sk/wp-content/uploads/2016/12/SV_doplnkoveTexty.pdf)

CHRENŠČOVÁ, V., ELEK, Š., ELEK, T., FUCHSOVÁ, M., JASÁŇ, I., LIBOVIČ, M., MATIS, D., ŽARNOVIČAN, H. (2010). Doplnkové študijné texty o vode pre základné školy - nižšie sekundárne vzdelávanie: Vzdelávací program Modrá škola. Bratislava: Mladí vedci Slovenska, 64 s. ISBN 978-80-970496-1-4 [http://new.modraskola.sk/wp-content/uploads/2016/12/SV\\_doplnkoveTexty.pdf](http://new.modraskola.sk/wp-content/uploads/2016/12/SV_doplnkoveTexty.pdf)

BIELIKOVÁ, D., FÜRY, D., FUCHSOVÁ, M. (2011) Environmentálne aktivity využiteľné vo výchovno-vzdelávacom procese na základných školách. In: Envirohorizonty ... od teórie k praxi .... Bratislava: Univerzita Komenského, 20 s, ISBN 978-80-223-3083-1

MAJZLAN, O. A FEDOR, P. (2012). Základy ekológie a environmentalistiky pre pedagogické smery. Bratislava: Univerzita Komenského, 180 s. ISBN 978-80-223-3175-3

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 394

A	ABS	B	C	D	E	FX
67,77	0,0	20,81	5,84	0,76	0,76	4,06

**Lecturers:** Mgr. Mária Fuchsová, PhD., Mgr. Štefánia Ferková, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde030/22	<b>Course title:</b> Environmetal education
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will be evaluated on an ongoing basis: a) defending a term paper with the content of current environmental problems on the territory of the Slovak Republic as well as environmental problems that are solved globally with a maximum value of 20 points b) its elaboration in the form of analysis and critical evaluation of the chosen environmental issue, in the form of creating reflections from each presented environmental topic and application of the chosen topic to the education of pupils with a maximum value of 80 points. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who obtains less than 40 points in a seminar paper and fails to defend the paper. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results), excellent performance, the student can work well with professional literature dealing with the issue of current environmental problems not only in the Slovak Republic but also at the global level, can critically evaluate environmental problems in society and create appropriate activating methods for the environmental problem usable in pedagogical practice B (90-81%, very good - above average standard), excellent performance, the student can work with the literature dealing with the issues of current environmental problems not only in the Slovak Republic but also at the global level very well, but critical thinking in the field of environmental science is borderline, but can create appropriate activating methods for the environmental problem usable in pedagogical practice C (80-73%, good - normal reliable work), good performance, the student can work well with literature dealing with current environmental problems not only in the Slovak Republic but also at the global level, but critical thinking in the field of environmental science is partially absent, but can create appropriate activating methods for the environmental problem usable in pedagogical practice	



D (72-66%, satisfactory - acceptable results), satisfactory performance, the student can only partially work with professional literature dealing with current environmental problems not only in the Slovak Republic but also at the global level, critical thinking in the field of environmental science is partially absent and only partially knows how to apply environmental theory in the form of the creation of activating methods in pedagogical practice

E (65-60%, sufficient - the results meet the minimum criteria), sufficient performance, the student can work with the literature dealing with current environmental problems not only in the Slovak Republic but also at the global level at a minimum level, critical thinking in the field of environmental science is absent and his ability to apply environmental theory in the form of creating activating methods in pedagogical practice is minimal

Fx (59-0%, insufficient - additional work required), insufficient performance, student is unable to work with literature dealing with current environmental issues not only in the Slovak Republic but also on a global level, nor critically evaluate environmental issues and is unable to apply environmental theory in the form of creating activating methods to pedagogical practice

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning outcomes and transferable competences:

Upon completion of the course, the student will gain basic information on nature conservation, quality of life assurance and remediation options, which will subsequently enable him/her to solve problems in environmental issues. He will be able to apply all this knowledge to teaching practice; he will strengthen his digital skills in searching for literature on environmental issues on appropriate professional domestic and foreign Internet portals, as well as his communication skills, critical thinking and evaluation of environmental problems in society.

### **Class syllabus:**

Brief outline of the course:

1. Ecology. (the student can distinguish between the concepts of ecology and environmental science, knows the relationships of organisms in the environment and how endogenous and exogenous factors affect the environment)
2. Stability and biodiversity of ecosystems. Protected areas. Regulation of trophic chains. Anthropocentrism, biocentrism and ecocentrism. (the student will learn to perceive the interconnectedness of relationships in nature, the sensitivity of ecosystem stability, how this stability is affected by man himself and ultimately be able to take a stance on the protection of individual ecosystems for the need to maintain balance in nature)
3. Waste management. (the student will get acquainted with the issues of waste management, the creation and regulation of the amount of waste in society, the problem of black dumps but also with the process of recycling as an option for environmental protection)
4. Transport and the greenhouse effect. (the student is able to assess the negative impact of transport use on the environment and is able to adopt the right attitude to dealing with the issue in terms of protecting the environment in which he/she lives)
5. Environmental education in primary schools. Environmental projects of the Slovak Republic. (The student knows how to incorporate environmental education as a cross-cutting theme in the state educational programme, knows how environmental education contributes to the development of the pupil's personality by acquiring the ability to understand, analyse and evaluate the relationships between man and his environment on the basis of knowledge of the laws governing life on Earth, to know and understand the connections between the development of human population and the relationship to the environment in different areas of the world, to understand the connections between local and global problems and their own responsibility in relation to the environment, ultimately the student will also become familiar with the current environmental projects of the

Slovak Republic that support this education at primary school and will be able to bring the environmental problems to the student's mental level by appropriate activating methods)

**Recommended literature:**

Recommended reading:

CHRENŠČOVÁ, V., ELEK, Š., FUCHSOVÁ, M., MATIS, D., ŽARNOVIČAN, H. (2010).

Pracovný zošit o vode pre základné školy - nižšie sekundárne vzdelávanie : Vzdelávací program Modrá škola. Bratislava Mladí vedci Slovenska, 31 s. ISBN 978-80-970496-2-1 [http://new.modraskola.sk/wp-content/uploads/2016/12/SV\\_doplnkoveTexty.pdf](http://new.modraskola.sk/wp-content/uploads/2016/12/SV_doplnkoveTexty.pdf)

CHRENŠČOVÁ, V., ELEK, Š., ELEK, T., FUCHSOVÁ, M., JASÁŇ, I., LIBOVIČ, M., MATIS, D., ŽARNOVIČAN, H. (2010). Doplnkové študijné texty o vode pre základné školy - nižšie sekundárne vzdelávanie: Vzdelávací program Modrá škola. Bratislava: Mladí vedci Slovenska, 64 s. ISBN 978-80-970496-1-4 [http://new.modraskola.sk/wp-content/uploads/2016/12/SV\\_doplnkoveTexty.pdf](http://new.modraskola.sk/wp-content/uploads/2016/12/SV_doplnkoveTexty.pdf)

BIELIKOVÁ, D., FÜRY, D., FUCHSOVÁ, M. (2011) Environmentálne aktivity využiteľné vo výchovno-vzdelávacom procese na základných školách. In: Envirohorizonty ... od teórie k praxi .... Bratislava: Univerzita Komenského, 20 s, ISBN 978-80-223-3083-1

MAJZLAN, O. A FEDOR, P. (2012). Základy ekológie a environmentalistiky pre pedagogické smery. Bratislava: Univerzita Komenského, 180 s. ISBN 978-80-223-3175-3

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 394

A	ABS	B	C	D	E	FX
67,77	0,0	20,81	5,84	0,76	0,76	4,06

**Lecturers:** Mgr. Mária Fuchsová, PhD., Mgr. Štefánia Ferková, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde016/22	<b>Course title:</b> Ethics and professional ethics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the interim grade, which includes 30% class activity (30 points) and 70% project (70 points). For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively knowledge, including its meaningful integration into the realities of life and pedagogical practice. B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately, including their meaningful integration into the realities of life and pedagogical practice. C (85-76%, good - routine reliable work), students performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge. They cannot critically analyze information. E (67-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Fx (59-0%, insufficient - extra work required). <b>Learning outcomes:</b> Learning objectives and outcomes and transferable competences: The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession (teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable	

classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.

This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).

The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to

defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession (teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.

This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication). The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.

### **Class syllabus:**

Brief outline of the course:

1. Introduction to the subject: defining the basic concepts: ethics and morality.

Ethics and professional ethics: definition of basic terms: applied ethics - sectoral division of applied ethics. Professional ethics as a part of applied ethics.

2. Professional tact and etiquette as a basis for the formation of the code of ethics of individual professions.

3. The teaching profession and the teacher's code of ethics. Status and role of the teacher. Resolving dilemmas in the teaching profession.

4. Positive climate in the classroom, relationships between school climate factors.

5. Convention on the Rights of the Child.

6. A closer definition of bioethics and its areas of interest on concrete examples, the issue of the code of ethics. Classical ethical theories and alternative methods in solving ethical dilemmas.

### **Recommended literature:**

Compulsory reading:

ANZENBACHER, A. (2001). Úvod do etiky. Praha: Academia, s. 13 – 17. ISBN 978-80-200-0917-5

GLUCHMAN, V. (2000). Úvod do etiky. Prešov: Univerzum, s. 7 – 103, 122 – 133. ISBN 978-80-890-1200-0

GLUCHMANOVÁ, M., GLUCHMAN, V. (2008). Učiteľská etika. Prešov: FF PU (ESF), s. 88 – 127, 194 – 215. ISBN 978-80-806-8808-0

Recommended reading:

HUPKOVÁ, M., PETLÁK, E. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: IRIS, 2004. s. 11 – 26, 81 – 96. ISBN 978-80-89018-77-7

KOSOVÁ B. a kol. (2012). Vysokoškolské vzdelávanie učiteľov. Banská Bystrica: Pedagogická fakulta UMB v Banskej Bystrici, s. 6 – 21, 52 – 61. ISBN 978-80-557-0353-4

LIESSMANN, K. P. (2012). Teorie nevzdělanosti. Praha: ACADEMIA, s. 37 – 61. ISBN 978-80-200-1677-5

MALANKIEVIČOVÁ, S. (2008). Profesijná etika. Prešov: FF PU (ESF), s. 13 – 35. ISBN 978-80-806-8811-0

REMIŠOVÁ, A. (1997). Podnikateľská etika. Nitra: ENIGMA, s. 12 – 49, 198 – 211.

VAJDA, J. (2004). Úvod do etiky. Nitra: Enigma, s. 13 - 56. ISBN 978-80-8913-212-6

VETEŠKA, J., TURECKIOVÁ, M. (2008). Kompetence ve vzdělávání. Praha: GRADA, s. 13 – 57. ISBN 978-80-247-1770-8

ŽILÍNEK, M. (1997). Étos a utváranie mravnej identity osobnosti. Bratislava: IRIS, s. 12 – 108. ISBN 978-80-88778-60-3

WILLIAMS, B. (2021). Morálka: úvod do etiky. Praha: OYIKOYMENH. ISBN 978-80-7298-569-2

DANIŠKOVÁ, Z. (2013). Môže prístup „new public management“ dopomôcť k etablovaníu etického kódexu učiteľa? 2013 dostupné na [http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia\\_daniskova.pdf](http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia_daniskova.pdf)

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 680

A	ABS	B	C	D	E	FX
57,35	0,0	22,5	9,56	3,97	2,06	4,56

**Lecturers:** PhDr. Slávka Drozdová, PhD., Mgr. Michal Bizoň, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde016/22	<b>Course title:</b> Ethics and professional ethics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the interim grade, which includes 30% class activity (30 points) and 70% project (70 points). For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively knowledge, including its meaningful integration into the realities of life and pedagogical practice. B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately, including their meaningful integration into the realities of life and pedagogical practice. C (85-76%, good - routine reliable work), students performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge. They cannot critically analyze information. E (67-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Fx (59-0%, insufficient - extra work required). <b>Learning outcomes:</b> <b>Learning objectives and outcomes and transferable competences:</b> The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession (teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable	

classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.

This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).

The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to

defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession (teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.

This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication). The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.

### **Class syllabus:**

Brief outline of the course:

1. Introduction to the subject: defining the basic concepts: ethics and morality.

Ethics and professional ethics: definition of basic terms: applied ethics - sectoral division of applied ethics. Professional ethics as a part of applied ethics.

2. Professional tact and etiquette as a basis for the formation of the code of ethics of individual professions.

3. The teaching profession and the teacher's code of ethics. Status and role of the teacher. Resolving dilemmas in the teaching profession.

4. Positive climate in the classroom, relationships between school climate factors.

5. Convention on the Rights of the Child.

6. A closer definition of bioethics and its areas of interest on concrete examples, the issue of the code of ethics. Classical ethical theories and alternative methods in solving ethical dilemmas.

### **Recommended literature:**

Compulsory reading:

ANZENBACHER, A. (2001). Úvod do etiky. Praha: Academia, s. 13 – 17. ISBN 978-80-200-0917-5

GLUCHMAN, V. (2000). Úvod do etiky. Prešov: Univerzum, s. 7 – 103, 122 – 133. ISBN 978-80-890-1200-0

GLUCHMANOVÁ, M., GLUCHMAN, V. (2008). Učiteľská etika. Prešov: FF PU (ESF), s. 88 – 127, 194 – 215. ISBN 978-80-806-8808-0

Recommended reading:

HUPKOVÁ, M., PETLÁK, E. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: IRIS, 2004. s. 11 – 26, 81 – 96. ISBN 978-80-89018-77-7

KOSOVÁ B. a kol. (2012). Vysokoškolské vzdelávanie učiteľov. Banská Bystrica: Pedagogická fakulta UMB v Banskej Bystrici, s. 6 – 21, 52 – 61. ISBN 978-80-557-0353-4

LIESSMANN, K. P. (2012). Teorie nevzdělanosti. Praha: ACADEMIA, s. 37 – 61. ISBN 978-80-200-1677-5

MALANKIEVIČOVÁ, S. (2008). Profesijná etika. Prešov: FF PU (ESF), s. 13 – 35. ISBN 978-80-806-8811-0

REMIŠOVÁ, A. (1997). Podnikateľská etika. Nitra: ENIGMA, s. 12 – 49, 198 – 211.

VAJDA, J. (2004). Úvod do etiky. Nitra: Enigma, s. 13 - 56. ISBN 978-80-8913-212-6

VETEŠKA, J., TURECKIOVÁ, M. (2008). Kompetence ve vzdělávání. Praha: GRADA, s. 13 – 57. ISBN 978-80-247-1770-8

ŽILÍNEK, M. (1997). Étos a utváranie mravnej identity osobnosti. Bratislava: IRIS, s. 12 – 108. ISBN 978-80-88778-60-3

WILLIAMS, B. (2021). Morálka: úvod do etiky. Praha: OYIKOYMENH. ISBN 978-80-7298-569-2

DANIŠKOVÁ, Z. (2013). Môže prístup „new public management“ dopomôcť k etablovaníu etického kódexu učiteľa? 2013 dostupné na [http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia\\_daniskova.pdf](http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia_daniskova.pdf)

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 680

A	ABS	B	C	D	E	FX
57,35	0,0	22,5	9,56	3,97	2,06	4,56

**Lecturers:** PhDr. Slávka Drozdová, PhD., Mgr. Michal Bizoň, PhD.

**Last change:** 09.11.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KH/B-HISde031/20		<b>Course title:</b> Excursion				
<b>Educational activities:</b> <b>Type of activities:</b> internship <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 20s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 4.						
<b>Educational level:</b> I.						
<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: 13						
A	ABS	B	C	D	E	FX
84,62	0,0	0,0	0,0	0,0	0,0	15,38
<b>Lecturers:</b> PhDr. Anna Bocková, PhD.						
<b>Last change:</b> 09.02.2021						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KH/B-HISde027/16			<b>Course title:</b> Excursion I.			
<b>Educational activities:</b> <b>Type of activities:</b> excursion <b>Number of hours:</b> <b>per week:</b> 1 <b>per level/semester:</b> 14 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2.						
<b>Educational level:</b> I.						
<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: 146						
A	ABS	B	C	D	E	FX
75,34	0,0	16,44	0,68	0,0	0,0	7,53
<b>Lecturers:</b> prof. Mgr. Pavol Matula, PhD., Mgr. Miriam Viršínská, PhD., Mgr. Pavol Makyna, PhD.						
<b>Last change:</b> 08.02.2018						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde024/22	<b>Course title:</b> Family education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points). The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor. A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of the Family Education course is to convey basic information about the family as an educational institution and about the possible impact of the specifics of family life and family education on the educational process in school. The student is able to define the family as an educational institution, remembers its functions, knows the typology of families. The student can explain the transformations of the family in a historical context and the transformations of the family within its life cycle. The student knows and understands the educational goals, content, methods and means of family education. The student is able to critically evaluate and articulate the specifics of family education in alternative forms of partnership cohabitation. The student is able to categorize styles of family education. Describe and interpret inappropriate approaches in family education and predict their possible effects on student performance in school. The student is able to apply the acquired knowledge in solving educational difficulties of the pupil resulting from the specifics of family life and family education.

Transferable competences: by analysing, proposing solutions and discussing problem problems assigned during seminars, the student is able to communicate his/her conclusions, think critically, think in context.

### **Class syllabus:**

Brief outline of the course:

1. Definition of family (traditional vs. newer concept of family), family typology and functions.
2. Basic demographic changes of the family in historical context (from traditional to postmodern family).
3. Family life cycle. Marriage as an institution. Education for marriage and parenthood.
4. The (un)stable family - the contemporary family and the issue of divorce. Inappropriate approaches in family upbringing in the period of divorce. Pupil in school in the period of parents' divorce process.
5. Alternative forms of cohabitation (cohabitation, mingle, single, "patchwork", homosexual partnerships...) - specifics of family education in alternative forms of cohabitation.
6. Pedagogy of the family. Theory of family education. Objectives, content, methods and means of family education. Styles of family education.
7. Relational attachment as a key prerequisite for harmonious personality development. Pupil's manifestations at school with regard to the type of relational attachment.
8. Alternative family education. Specifics of raising a child in foster care.
9. Different forms of violence in the family and their negative impact on the child's personality.

10. Specifics of family education in families with children with disabilities.

**Recommended literature:**

Compulsory reading:

POTOČÁROVÁ, M. (2018). Etika v rodinných vzťahoch. Bratislava: Univerzita Komenského, 228 s. ISBN 97-880-223-3998-8.

POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská RV. Bratislava: UK, 216 s. ISBN 978-80-223-2458-8.

DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IKAR, 146 s. ISBN 978-80-8200-034-7.

Recommended reading:

BAKOŠOVÁ, Z., ZEMANČÍKOVÁ, V. (2011). Výchova sociálnych a prosociálnych kompetencií v rodine. In: Teórie sociálnej pedagogiky: edukačné, sociálne a komunikačné aspekty [Z. Bakošová]. Bratislava: Slovenská pedagogická spoločnosť SAV, 2011. 184 s. ISBN 978-80-970675-0-2. BRISCH, K. H. (2011). Bezpečná vzťahová väzba. Attachment v tehotenstve a prvých rokoch života. Trenčín: Vydavateľstvo F, 150 s. ISBN 978-80-88952-67-1.

POTOČÁROVÁ, M. Výchova k hodnotám v slovenskej rodine. In Pedagogická orientace, 45(5-6), 1996.

PŠENÍČKA, O. 1995. Sexuální výchova v rodině. Hradec Králové: Rodina, 310s. ISBN-10 8090152414.

ZEMANČÍKOVÁ, V. 2008. Fyzické tresty vo výchove detí v rodine. In: Výchova v pedagogickom výskume a praxi. zborník z medzinárodnej vedeckej konferencie. Trnava: Univerzita sv. Cyrila a Metoda, 2008

**Languages necessary to complete the course:**

slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 588

A	ABS	B	C	D	E	FX
55,27	0,0	24,49	10,71	3,91	2,21	3,4

**Lecturers:** prof. PhDr. Mária Potočarová, PhD., Mgr. Vladimíra Zemančíková, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde024/22	<b>Course title:</b> Family education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points). The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor. A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of the Family Education course is to convey basic information about the family as an educational institution and about the possible impact of the specifics of family life and family education on the educational process in school. The student is able to define the family as an educational institution, remembers its functions, knows the typology of families. The student can explain the transformations of the family in a historical context and the transformations of the family within its life cycle. The student knows and understands the educational goals, content, methods and means of family education. The student is able to critically evaluate and articulate the specifics of family education in alternative forms of partnership cohabitation. The student is able to categorize styles of family education. Describe and interpret inappropriate approaches in family education and predict their possible effects on student performance in school. The student is able to apply the acquired knowledge in solving educational difficulties of the pupil resulting from the specifics of family life and family education.

Transferable competences: by analysing, proposing solutions and discussing problem problems assigned during seminars, the student is able to communicate his/her conclusions, think critically, think in context.

### **Class syllabus:**

Brief outline of the course:

1. Definition of family (traditional vs. newer concept of family), family typology and functions.
2. Basic demographic changes of the family in historical context (from traditional to postmodern family).
3. Family life cycle. Marriage as an institution. Education for marriage and parenthood.
4. The (un)stable family - the contemporary family and the issue of divorce. Inappropriate approaches in family upbringing in the period of divorce. Pupil in school in the period of parents' divorce process.
5. Alternative forms of cohabitation (cohabitation, mingle, single, "patchwork", homosexual partnerships...) - specifics of family education in alternative forms of cohabitation.
6. Pedagogy of the family. Theory of family education. Objectives, content, methods and means of family education. Styles of family education.
7. Relational attachment as a key prerequisite for harmonious personality development. Pupil's manifestations at school with regard to the type of relational attachment.
8. Alternative family education. Specifics of raising a child in foster care.
9. Different forms of violence in the family and their negative impact on the child's personality.

10. Specifics of family education in families with children with disabilities.

**Recommended literature:**

Compulsory reading:

POTOČÁROVÁ, M. (2018). Etika v rodinných vzťahoch. Bratislava: Univerzita Komenského, 228 s. ISBN 97-880-223-3998-8.

POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská RV. Bratislava: UK, 216 s. ISBN 978-80-223-2458-8.

DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IKAR, 146 s. ISBN 978-80-8200-034-7.

Recommended reading:

BAKOŠOVÁ, Z., ZEMANČÍKOVÁ, V. (2011). Výchova sociálnych a prosociálnych kompetencií v rodine. In: Teórie sociálnej pedagogiky: edukačné, sociálne a komunikačné aspekty [Z. Bakošová]. Bratislava: Slovenská pedagogická spoločnosť SAV, 2011. 184 s. ISBN 978-80-970675-0-2. BRISCH, K. H. (2011). Bezpečná vzťahová väzba. Attachment v tehotenstve a prvých rokoch života. Trenčín: Vydavateľstvo F, 150 s. ISBN 978-80-88952-67-1.

POTOČÁROVÁ, M. Výchova k hodnotám v slovenskej rodine. In Pedagogická orientace, 45(5-6), 1996.

PŠENÍČKA, O. 1995. Sexuální výchova v rodině. Hradec Králové: Rodina, 310s. ISBN-10 8090152414.

ZEMANČÍKOVÁ, V. 2008. Fyzické tresty vo výchove detí v rodine. In: Výchova v pedagogickom výskume a praxi. zborník z medzinárodnej vedeckej konferencie. Trnava: Univerzita sv. Cyrila a Metoda, 2008

**Languages necessary to complete the course:**

slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 588

A	ABS	B	C	D	E	FX
55,27	0,0	24,49	10,71	3,91	2,21	3,4

**Lecturers:** prof. PhDr. Mária Potočarová, PhD., Mgr. Vladimíra Zemančíková, PhD.

**Last change:** 09.11.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde016/22	<b>Course title:</b> Fundamentals of conducting and leading a choir
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 1 hour seminar, 1 hour exercise/week, total 22 hours per semester, combined form (primarily full-time) Student workload: 11 x 2 hours of direct teaching (total: 22 hours); 22 hours of continuous preparation for teaching; 8 hours preparation for the final performance. Total 52 hours of student work. Teaching methods: Combination of monological methods (instruction) and practical methods.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The assessment is carried out by conducting sample compositions. Course prerequisites and assessment criteria include an interim and final practical performance. Intermediate practical performance: A-60 points, B-55 points, C-50 points, D-45 points, E-40 points. Final practical performance: A-40 points, B-35 points, C-30 points, D-27 points, E-25 points. A score of at least 91 points is required for an A grade, 81 points for a B grade, 73 points for a C grade, 66 points for a D grade and 60 points for an E grade. The marks shall be awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student has mastered the basic theoretical concepts and technical elements based on individual musical ability and aptitude, and can apply what has been learned practically;	

<p>B - excellent performance, the student masters the basic theoretical concepts and technical elements on the basis of individual musical abilities and aptitudes, but slight deficiencies are observed in practical performance;</p> <p>C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to practice - the practical performance shows deficiencies;</p> <p>D - acceptable performance, the student has only partially mastered the knowledge, he/she has more deficiencies, he/she cannot apply what he/she has learnt in practice - practical performance shows major deficiencies;</p> <p>E - minimally acceptable performance, the student has acquired minimal knowledge, cannot apply it adequately</p> <p>transfer to practice - significant deficiencies can be observed in practical performance;</p> <p>Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes/ Objectives and learning outcomes:</p> <p>Acquiring the basics of conducting technique, developing practical experience and competences for rehearsing and performing choral compositions. Learning the principles necessary for the establishment and management of a choir.</p>
<p><b>Class syllabus:</b></p> <p>Course outcomes of subject (content):</p> <p>The basics of clocking techniques. Tacting the most used types of bars (3rd,2nd,4th,5th,6th) in legato, staccato, onset and conclusion gestures.</p>
<p><b>Recommended literature:</b></p> <p>Compulsory/Recommended readings:</p> <p>Compulsory readings:</p> <p>Sheet music to be determined by the teacher.</p> <p>MIRONOV, S. Zborový spev a dirigovanie. Bratislava: UK, 1977. ISBN 80-223-1014-X</p> <p>MIRONOV, S. - PODSTAVKOVÁ, I.- RANINEC J. Detský zborový spev (Teória a metodika práce. Bratislava: Veda, 2004.</p> <p>HUDÁKOVÁ, J. Zborový spev jedna z ciest rozvoja hudobnosti žiaka a jeho výchovná funkcia. In: Acta paedagogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.</p> <p>Recommended (of interest) readings:</p> <p>MIRONOV, S. – RANINEC J.. Problematika interpretácie ľudovej piesne v zborovej tvorbe slovenských skladateľov. In: Zborník Cantus Choralis Slovaca. Banská Bystrica: UMB, 2006. ISBN 978-80-8083-369-5</p> <p>FUCHS, J. Sólový zpěv a jeho vztah ke zpěvu sborovému. In: Mezinárodní symposium o sborovém zpěvu Cantus Choralis 97. Ústí nad Labem: Universita J. E. Purkyně, 1998, s. 16–26. ISBN 80-7044-198-4.</p> <p>KANIŠÁKOVÁ, T. Zborový spev ako formujúci prostriedok vo výchove. In: Acta paedagogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.</p> <p>KODÁLY, Z. International Kodály Society. Budapest, 2002. ISBN 963204-500-9.</p> <p>KOLÁŘ, J.- ŠTÍBROVÁ I.. Sborový zpěv a řízení sboru I. Praha: Karolinum, 1988. ISBN 80-7184-556-6.</p> <p>LÝSEK, F. Cantus choralis infantium. Brno: Univerzita J. E. Purkyně, 1968. ISBN 55-010-69.</p> <p>SEDLICKÝ, T. Příprava učitele - dirigenta na práci so speváckym zborom. In: Zborník Cantus Choralis Slovaca. Banská Bystrica: UMB, 1994. ISBN 80-88825-33-4.</p> <p>MIRONOV, S. – RANINEC J. Populárna hudba v súťažnom repertoári speváckeho zboru. In: Zborník Cantus Choralis 07. Ústí nad Labem: Univerzita J. E. Purkyně, 2007.</p>

ISBN 978-80-7414-010-5.						
Remark: In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.						
<b>Languages necessary to complete the course:</b> Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 6						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. Monika Bažíková, ArtD.						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde018/22	<b>Course title:</b> Gender aspects of education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: Prerequisites for successful completion of the course: The course is completed with an assessment, weighted interim/final assessment 100/0. 100% of the continuous assessment includes: during the semester there will be approximately 6 - 8 assignments: focused on working with a professional text and its application in an example and the interpretation of the example processed on the basis of the professional text, the analysis of stereotypes in educational texts, the processing of professional literature into an annotation with questions on the read text. Students will use the e-learning environment moodle for their studies. For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor. A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

Students know the mechanisms to prevent the violation of equal opportunities for women and men (girls and boys) in education; they can identify gender stereotypes and their negative consequences in the educational process. They use methods to deepen gender democracy in school; They perceive the educational process from a gender perspective. They can name and find connections between gender-sensitive education and the cross-cutting theme of education for marriage and parenthood (sex education); apply the gender perspective in relational sex education.

Learning objectives:

Students will acquire knowledge and skills that will enable them to prevent violations of equal opportunities for women and men (girls and boys), eliminate gender stereotypes and their negative consequences in the educational process, deepen gender democracy at school, and perceive the educational process from a gender perspective.

### **Class syllabus:**

Brief outline of the course:

Definition of the terms: gender, sex, gender stereotypes, gender sensitive education, direct and indirect discrimination. Education and training from a gender perspective - theories of gender socialisation, feminist pedagogy, models of gender-sensitive pedagogy. Gender in the pedagogical process. Inequalities in school from a gender perspective. Language - gender insensitivity. Research, projects, development of study materials, methodologies - gender perspective. Gender aspects of marriage and parenthood/sexual relationship education in schools.

### **Recommended literature:**

Recommended reading:

Compulsory reading:

BOSÁ, M., MINAROVICHOVÁ, K. (2011). Rodovo citlivá výchova, In: Kiczková, Z., Szapuová, M. Rodové štúdiá, Bratislava : Univerzita Komenského v Bratislave, s. 161-181. ISBN 978-80-223-2934-7

SMETÁČKOVÁ, I. (2016). Genderové vyjednávani ve školních třídách. In: Genderové představy a vztahy. Praha: SLON, s. 177-216. ISBN 978-80-7419-229-6

SMETÁČKOVÁ, I., VLKOVÁ, K. (zost.). (2005). Gender ve škole I, II. Praha: Otevřená společnost, 2005.

Recommended reading:

BABANOVÁ, A., MIŠKOLCI, J. (zost.). (2007). Genderově citlivá výchova: Kde začít? Praha: Žába na prameni. ISBN 978-80-239-8798-0

BOSÁ, M., MINAROVIČOVÁ, K. (2006). Rodovo citlivá výchova. Bratislava: EsFem.

CVIKOVÁ, J., JURÁŇOVÁ, J. (ed.). (2003). Ružový a modrý svet. Bratislava: Aspekt. ISBN 0-89140-02-5.

HOPPE, H., HOPPE, S., KREBEL, J. (2001). Sociálne psychologické hry pro dospívající: Rozvoj pohlavní identity, prevence agresivity a zneužívání. Praha: Portál, ISBN 978-80-7178-434-0

JARKOVSKÁ, L. (2014). Gender před tabulí. Praha: SLON. ISBN 978-80-7419-119-0.

LUKŠÍK, I., SUPEKOVÁ, M. (2003). Sexualita a rodovosť v sociálnych a výchovných súvislostiach. Bratislava: Humanitas,. ISBN 80-89124-01-1.

OSAĐAN, R. RAPOŠOVÁ, P. SMETANOVÁ, D. (v tlači). Úvod do problematiky rodovosti a sexuality detí. Vysokoškolská učebnica. Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.

RENZETTI, C.M., CURRAN, D. J. (2005). Ženy, muži a společnost. Praha: Karolinum. ISBN 80-246-0525-2

ROVNANOVÁ, L., LUKŠÍK, I., LUKŠÍKOVÁ, Ľ. (Eds.). (2007). Príručka pre sexuálnu výchovu na druhom stupni základných škôl v rámci osnov výchovy k manželstvu a rodičovstvu. Bratislava: OKAT PLUS, ISBN 978-80-8872-010-2.

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 538

A	ABS	B	C	D	E	FX
77,88	0,0	11,9	3,35	2,42	2,04	2,42

**Lecturers:** Mgr. Katarína Minarovičová, PhD., Mgr. Petra Rapošová, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde018/22	<b>Course title:</b> Gender aspects of education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: Prerequisites for successful completion of the course: The course is completed with an assessment, weighted interim/final assessment 100/0. 100% of the continuous assessment includes: during the semester there will be approximately 6 - 8 assignments: focused on working with a professional text and its application in an example and the interpretation of the example processed on the basis of the professional text, the analysis of stereotypes in educational texts, the processing of professional literature into an annotation with questions on the read text. Students will use the e-learning environment moodle for their studies. For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor. A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

Students know the mechanisms to prevent the violation of equal opportunities for women and men (girls and boys) in education; they can identify gender stereotypes and their negative consequences in the educational process. They use methods to deepen gender democracy in school; They perceive the educational process from a gender perspective. They can name and find connections between gender-sensitive education and the cross-cutting theme of education for marriage and parenthood (sex education); apply the gender perspective in relational sex education.

Learning objectives:

Students will acquire knowledge and skills that will enable them to prevent violations of equal opportunities for women and men (girls and boys), eliminate gender stereotypes and their negative consequences in the educational process, deepen gender democracy at school, and perceive the educational process from a gender perspective.

### **Class syllabus:**

Brief outline of the course:

Definition of the terms: gender, sex, gender stereotypes, gender sensitive education, direct and indirect discrimination. Education and training from a gender perspective - theories of gender socialisation, feminist pedagogy, models of gender-sensitive pedagogy. Gender in the pedagogical process. Inequalities in school from a gender perspective. Language - gender insensitivity. Research, projects, development of study materials, methodologies - gender perspective. Gender aspects of marriage and parenthood/sexual relationship education in schools.

### **Recommended literature:**

Recommended reading:

Compulsory reading:

BOSÁ, M., MINAROVICHOVÁ, K. (2011). Rodovo citlivá výchova, In: Kiczková, Z., Szapuová, M. Rodové štúdiá, Bratislava : Univerzita Komenského v Bratislave, s. 161-181. ISBN 978-80-223-2934-7

SMETÁČKOVÁ, I. (2016). Genderové vyjednávani ve školních třídách. In: Genderové představy a vztahy. Praha: SLON, s. 177-216. ISBN 978-80-7419-229-6

SMETÁČKOVÁ, I., VLKOVÁ, K. (zost.). (2005). Gender ve škole I, II. Praha: Otevřená společnost, 2005.

Recommended reading:

BABANOVÁ, A., MIŠKOLCI, J. (zost.). (2007). Genderově citlivá výchova: Kde začít? Praha: Žába na prameni. ISBN 978-80-239-8798-0



BOSÁ, M., MINAROVIČOVÁ, K. (2006). Rodovo citlivá výchova. Bratislava: EsFem.

CVIKOVÁ, J., JURÁŇOVÁ, J. (ed.). (2003). Ružový a modrý svet. Bratislava: Aspekt. ISBN 0-89140-02-5.

HOPPE, H., HOPPE, S., KREBEL, J. (2001). Sociálne psychologické hry pro dospívající: Rozvoj pohlavní identity, prevence agresivity a zneužívání. Praha: Portál, ISBN 978-80-7178-434-0

JARKOVSKÁ, L. (2014). Gender před tabulí. Praha: SLON. ISBN 978-80-7419-119-0.

LUKŠÍK, I., SUPEKOVÁ, M. (2003). Sexualita a rodovosť v sociálnych a výchovných súvislostiach. Bratislava: Humanitas,. ISBN 80-89124-01-1.

OSAĐAN, R. RAPOŠOVÁ, P. SMETANOVÁ, D. (v tlači). Úvod do problematiky rodovosti a sexuality detí. Vysokoškolská učebnica. Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.

RENZETTI, C.M., CURRAN, D. J. (2005). Ženy, muži a společnost. Praha: Karolinum. ISBN 80-246-0525-2

ROVNANOVÁ, L., LUKŠÍK, I., LUKŠÍKOVÁ, Ľ. (Eds.). (2007). Príručka pre sexuálnu výchovu na druhom stupni základných škôl v rámci osnov výchovy k manželstvu a rodičovstvu. Bratislava: OKAT PLUS, ISBN 978-80-8872-010-2.

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 538

A	ABS	B	C	D	E	FX
77,88	0,0	11,9	3,35	2,42	2,04	2,42

**Lecturers:** Mgr. Katarína Minarovičová, PhD., Mgr. Petra Rapošová, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde010/22	<b>Course title:</b> General history I.
<b>Educational activities:</b> <b>Type of activities:</b> lecture + 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>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture + 1-hour seminar/week, 33 hours total per semester, combined; (primarily full-time); 2P+1S (2 credits): 11 x 3 hours of direct instruction = 33 hours; 27 hours of exam preparation; a total of 60 hours of student work; discussion of the topic covered; incident method; experiential methods; e-learning; monologue methods;	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 80 % of the final exam grade is in the form of a test. 20% of the mark for active participation in discussions throughout the semester, which the student will receive if he/she participates in at least one-third of the discussions. The student will take the test at the end of the semester. A minimum of 91% is required for a final grade of A, a minimum of 81% for a grade of B, a minimum of 73% for a grade of C, a minimum of 66% for a grade of D, and a minimum of 60% for a grade of E. To pass the course, a minimum of 60% of the grade is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding results, the student is knowledgeable and proficient in the subject matter, demonstrates creativity and critical thinking), B (90-81%, very good - above average standard, the student is knowledgeable about the issues, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the issue, has learned, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can orient himself/herself in the problem only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, does not demonstrate the ability to think critically)	
<b>Learning outcomes:</b>	

In the course World History I, the student acquires key facts from the prehistoric and ancient history of the world and Slovak provenance with emphasis on the historical development of European civilisation. The student develops historical thinking skills and evaluation of historical and cultural phenomena and contexts in the past with implications for the present. The student is able to analyse ancient civilisations, the causes of their flourishing and decline, and orientates himself/herself to significant personalities. Synthesises information and can update the acquired knowledge about the historical significance of ancient cultures and civilisations. The course is taught to prepare future teachers for their future profession.

**Class syllabus:**

The course focuses on deepening the knowledge of the development of prehistoric and ancient civilisations, emphasising the development of European society and Slovak provenance. The student will become familiar with the history of prehistory and antiquity through analysing the emergence and decline of individual cultures in the context of their natural conditions or environment. As a future teacher, the student can communicate the acquired knowledge to pupils. The course will concentrate on the following key topics:

- Introduction to the study of the history of prehistory and antiquity. The subject, division, historical sources, and methods of historical research.
- History of prehistory. Basic anthropogenesis. Chronology of the European prehistory, characteristics and periodisation of particular development periods (Paleolithic, Mesolithic, Neolithic, Eneolithic, Bronze Age, Iron Age) and cultures occurring on the territory of Slovakia.
- Characteristics of ancient Mesopotamia. Development of the civilisations of Sumer, Akkad, Babylonia, and Assyria.
- Ancient Near East. Characteristics of the development of ancient Israel, Persian and Elamite empires. A basic chronology and the most important rulers.
- Egypt and its neighbours in the Old, Middle, New and Late Empires. Characteristics of the specific features of Egyptian development. The Hittite and Mitanni empires. The struggle for hegemony in Asia Minor and the Near East. A basic chronology and the most important rulers.
- The Hittites and Mitanni. The struggle for hegemony in Asia Minor and the Near East. A basic chronology, and most important rulers.
- Aegean region - Minoan and Mycenaean civilisation. Homeric epics as a source of knowledge of the "dark period" of Greece, the archaic period of Greece, and the characteristics of conditions in Sparta and Athens.
- The peak of ancient Greek civilisation and the disputes in the Aegean. The Greco-Persian Wars, the Athenian Naval Society, Athenian society in the age of Pericles, characteristics of Sparta and its allies. Causes and periodisation of the Peloponnesian War.
- Theban hegemony, Greece under the domination of Macedonia. The reforms of Philip II and the time of Alexander of Macedon. The Diadochi and the division of the empire after Alexander's death. The emergence of the Hellenistic states and their struggle with Rome. Characteristics of conditions and historical development.
- The area of the western Mediterranean between 800 and 265 BC. Carthage, the Etruscans, the origins and beginnings of Rome, the early period of the Roman Republic, Greek colonisation in the western Mediterranean, and the conquest of Italy by the Romans.
- Emergence of the Roman Empire (264 - 30 BC). Punic wars and conquest of Hellenistic states, crisis and demise of the Republic, reforms of the Gracchus brothers, Marius' reform, Sulla. First and second triumvirate.
- The Roman Empire under the Principate (to 284 A.D.). The rise to power of Rome, barbarian Europe in this period, emphasised the territory of present-day Slovakia.
- Late Roman period (284-395). Characteristics of the Dominate and the whole of that period, up to the division of the Roman Empire. The decline of the Western Roman Empire and the emergence of

the barbarian kingdoms (395-476), migration of peoples, Slavs in the neighbourhood of the Roman Empire.

**Recommended literature:**

Compulsory readings:

KRASNOVSKÝ, B.: Stručné dejiny praveku a staroveku. Bratislava : Pedagogická fakulta Univerzity Komenského v Bratislave, 2010, 146 p.

Recommended readings:

KAMINSKÁ, Ľ.: Dejiny praveku a včasnej doby historickej na Slovensku. Košice : Univerzita P. J. Šafárika v Košiciach, 2019, 220 p.

FURMÁNEK, V.- KUJOVSKÝ, R.: Slovacchia - Crocivia delle civiltà Europee. Florencia : AÚ SAV, Istituto Slovacco, 2005, 133 p.

ROAF, M.: Svět Mezopotámie. Praha : Knižný klub Balios, 1998, 238 p.

BÁRTA, M.: Příběh civilizace. Praha : Academia, 2016, 360 p.

HABAJ, M.: Féničania. Bratislava : Perfekt, 2016, 160 p.

HABAJ, M. a kol.: Od Tróje k Termopylám. Bratislava : Perfekt, 2019, 288 p.

FURIO, D.: Staroveké Řecko. Praha: Rebo, 2011, 228 p.

HABAJ, M.: Alexander Veľký. Bratislava : Perfekt, 2018, 358 p.

GRANT, M.: Dějiny antického Říma, BB/Art, 2011, 472 p.

Audiovisual sources, documentary films.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 376

A	ABS	B	C	D	E	FX
2,13	0,0	10,64	15,43	21,28	25,53	25,0

**Lecturers:** Mgr. Pavol Makyna, PhD.

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde002/22	<b>Course title:</b> General history II.
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Two hours lecture/week; total per semester 22 hours, combined; (primarily full-time). Student workload: 2P (3 credits): 11x 2 hours of direct instruction # 22 hours; 20 hours of preparation for midterm assessment; 35 hours of exam preparation. Total 77 hours of student work. Learning methods: lecture, discussion of the topic, heuristic method, situation analysis method, e-learning.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 50% of the interim and 50% of the final assessment. The continuous assessment will consist of a written test in the last lecture, from which the student can obtain a maximum of 40 points, which is 40% of the total grade. 10% of the continuous assessment can be obtained for an active approach during the semester, consisting of asking questions in the discussion after each lecture. The student will take an oral examination during the examination period. In the oral examination, the student will draw two questions, the first on a broad historical issue and the second on a specific problem. The maximum score for both parts of the exam is 50 + 50 points. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, you must obtain a minimum of 60% of the marks. The grade is awarded on a scale: A (100-91%, excellent - outstanding results, the student is familiar with the subject matter, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is knowledgeable about the issues, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the subject, has learned the issue, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice),	

E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice),  
 Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).

### **Learning outcomes:**

The course aims to introduce the essential characteristics of the medieval world and its specificities from the end of the Western Roman Empire (476) to the discovery of America (1492). Based on the knowledge acquired, students will be able to analyse the basic categories of medieval society and its thought. They will learn about and be able to navigate the complex history of the Middle Ages. They will be able to analyse medieval European society and evaluate its historical and cultural significance for the present. Particular emphasis will be placed on acquiring knowledge in the development of Christianity and Islam. Adequate attention will also be paid to the history of Islam and non-European civilisations.

### **Class syllabus:**

- The demise of the Western Roman Empire. Huns. Vandals. Visigoths. Ostrogoths. Longobards. Burgundians. Avars. Gepids. Bavarians.
- Early Middle Ages to the division of the Carolingian Empire. Treaty of Verdun (843). The emergence of the European "great nations".
- The Byzantine Empire. The Orthodox Church.
- Slavs in the early Middle Ages in the light of the sources. The emergence of Slavic states. The Norman expansion.
- Medieval Christianity. Religious orders - their importance and position in medieval society. The struggle for investiture. Bishoprics. Medieval education. Universities.
- Crusades. The Avignon captivity of the popes and the great schism.
- Mohammed and the rise of the Arab Empire. Life and culture in the Umayyad and Abbasid empires. Umayyad rule in the Iberian Peninsula.
- Political concepts in medieval Europe. History of England, France and the Holy Roman Empire. Hierarchical organisation of medieval society Individual and society. The Mongol Empire.
- Renaissance, humanism. A view of political events in the Apennine Peninsula.
- Extra-European civilisations. Overseas discoveries from 1415 to 1492.
- Economic history of the Middle Ages. Everyday life in the historical process.

### **Recommended literature:**

KAMENICKÝ, M. et al.: Lexikón svetových dejín. (Lexicon of World History). Bratislava : SPN, 1997 (1st edition), 2001 (2nd edition), 2003 (3rd edition). There are especially pages 30-50 and from page 146 onwards, entries focusing on the history of the Middle Ages.

MÚCSKA, V. et al.: Dejiny európskeho stredoveku I. Raný stredovek (od 5. storočia do polovice 11. storočia). (History of the European Middle Ages I. The Early Middle Ages (from the 5th century to the mid-11th century). Prešov : Michal Vasek Publishing House, 2006.

Recommended readings:

GOFF, Le Jacques: Kultura stredoveké Evropy. (Culture of Medieval Europe). Praha: Odeon 1991.

GOFF, Le Jacques: Peníze a život.(Money and Life). Praha: Argo 2005.

TYERMAN, Christoph: Svaté války. Dějiny křížových výprav (Holy Wars. History of the Crusades). Praha: Nakladatelství Lidové noviny, 2012.

ZELENKA, Jan: Beneficium et feudum. Praha: Historický ústav 2016.

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

Slovak and Czech languages						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 282						
A	ABS	B	C	D	E	FX
10,64	0,0	22,34	19,86	22,7	14,89	9,57
<b>Lecturers:</b> doc. PhDr. Miroslav Kamenický, CSc.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde004/22	<b>Course title:</b> General history III.
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 2 hours lecture/week, a total of 24 hours per semester, attendance method Student workload: 2P (3 credits): 13x2 hours of direct instruction # 26 hours; 20 hours of preparation for midterm assessment; 30 hours of practice for the exam. Total 76 hours of student work. Learning methods: lecture, discussion of the topic covered, situation analysis method, fixation of the lectured information through a mid-term test (after the 7th topic), e-learning.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 40% of the interim and 60% of the final assessment - test and oral examination. The student will take the test after the seventh topic and the oral examination in the examination period. The written test assesses the knowledge acquired in the first seven lectures. In the midterm evaluation, the test will account for 30%, and 10% will be awarded to the student for active participation in the lectures. This dynamic approach will ask the lecturer at least one question from the ongoing teaching. In the oral exam, the student will pull two questions. One will be on a historical issue, and the other will focus on a figure from early modern history. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who accumulates less than 59 points. A (100-91%, excellent - outstanding performance, the student is knowledgeable and proficient in the subject matter, demonstrates creativity and critical thinking skills). Can actively gather information and creatively apply it to solve problems. B (90-81%, very good - above average standard, above average standard, the student is oriented to the issue, has mastery of it, but his/her critical, constructive thinking is weaker when analysing and evaluating historical events). C (80-73%, good-normal reliable work, normal dedicated work, the student knows how to navigate the issues, has learned the material, but cannot evaluate the knowledge gained critically and constructively).	



D (72-66%), satisfactory - acceptable performance, the student can navigate the issues at only a basic level, the student's knowledge is fragmented, and the student does not demonstrate the ability to think critically. He/she has a weak cross-cutting understanding).

E (65-60%, adequate - results meet minimum criteria, the student can navigate the issue with great difficulty, has only the most basic knowledge, and does not demonstrate the ability to think critically. Does not have cross-cutting knowledge).

Fx (59-0%, insufficient - extra work required, student cannot navigate the issues, does not master the most basic knowledge, does not demonstrate the ability to think critically).

### **Learning outcomes:**

The course aims to familiarise students with the period of the Modern Age (1492-1789). The student will acquire knowledge and be able to orientate himself/herself in the issues of the fundamental change of society from the Middle Ages to the modern period and in the modern society itself. The student will be able to analyse and categorise the principles of the functioning of society and its cultural and economic developments. Gain new knowledge of overseas discoveries, the price revolution and changes in modern society's economic and social life. The student will be able to navigate the complex religious situation during and after the Reformation (confessionalisation, disciplinisation). The student will become familiar with the causes and historical place of the phenomenon of absolutism in the history of the early modern period.

### **Class syllabus:**

- How to teach about modernity in schools.
- Early modernism. Explanation of the concept. Chronology.
- Overseas discoveries. The formation of the Spanish colonial dominion. The four voyages of Christopher Columbus. Fernao Magalhaes. The origins of the English and French colonial conquests. The economic and social consequences of overseas discoveries. The price revolution.
- The origins of the Reformation. Martin Luther. The Second Reformation. Ulrich Zwingli. John Calvin.
- Recatholization. Counter-Reformation. Council of Trent. Confessionalization. Disciplinization.
- The Habsburgs in the 16th and 17th centuries. England in the 16th century. France in the 16th century.
- Expansion of the Ottoman Empire in the 16th and 17th centuries.
- Eastern Europe in the 16th and 17th centuries. The emergence of the Polish-Lithuanian Commonwealth. Russia in the 16th and 17th centuries.
- Political, economic and cultural conditions in Europe in the late 16th and early 17th centuries.
- The Thirty Years' War. The English Revolution. The absolutism of Louis XIV.
- Russia under Peter I. Great and Catherine II. Europe 1714 - 1748 (alliance system), the emergence and development of Prussia.
- Colonial expansion in the 17th and 18th centuries. The American Revolution.
- Political, economic and cultural conditions in Europe in the second half of the 17th and 18th centuries. The daily life of people in the modern period.

### **Recommended literature:**

Compulsory readings:

HROCH, Miroslav et al.: Encyklopedie dějin novověku 1492 - 1815. (Encyclopedia of Modern History 1492 – 1815). Prague: Libri, 2005.

KAMENICKÝ, M. et al.: Lexikón svetových dejín. (Lexicon of World History). Bratislava : SPN, 1997 (1st ed.), 2001 (2nd ed.), 2003 (3rd ed.), pp. 50-76. From p. 146 entries to general history of modern times.

KINDER, H. - HILGEMANN, W.: Encyklopedický atlas světových dějin. (Encyclopaedic Atlas of World History). Prague : Lidové noviny, 1999.

KOLDINSKÁ-ŠEDIVÁ, M. - CERMÁN, I. et al.: Základní problémy studia raného novověku ( Basic Problems of the Study of the Early Modern Period). Prague : Lidové noviny Publishing House/FFUK Prague, 2013.

Recommended readings:

BĚLINA et al.: Dejiny európskej civilizácie II. (History of European Civilization II.). Prague: Litomyšl, Paseka 1995.

DEJINY Európy (History of Europe). Bratislava: Mladé letá 1995.

FRANZEN, August: Malé církevní dějiny. (Small Church History). Prague: Zvon 1995.

HONZÁK, P. et al. Evropa v proměnách staletí (Europe through the ages). Prague: Libri Publishing House, 1997.

NEMEŠ, Jaroslav: Z prameňov dejín raného novoveku. (From the sources of early modern history.) . Teaching texts on the 16th and 17th centuries. Ružomberok: Verbum, 2012.

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

**Past grade distribution**

Total number of evaluated students: 241

A	ABS	B	C	D	E	FX
17,01	0,0	26,56	25,31	16,18	9,96	4,98

**Lecturers:** doc. PhDr. Miroslav Kamenický, CSc., doc. Mgr. Jaroslav Nemeš, PhD.

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde006/22	<b>Course title:</b> General history IV.
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week, 22 hours total per semester, combined form; (primarily in person) Student workload: 2P (3 credits): 11 x 2 hours of direct instruction = 22 hours; 18 hours of preparation for mid-term evaluation; 50 hours of exam preparation; 90 hours of student work in total. Educational methods: monological method, problem-solving exercises; discussion of the subject; discussion of the topic; e-learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 40% of the interim and 60% of the final evaluation. The student takes the test in the middle of Semester, from which he/she may obtain a maximum of 30 points. This represents 30 % of the grade. 10 %. The student will receive a grade for an active approach in lectures, which will consist of the student asking the teacher at least one question from the material covered during the semester. In the examination period, the student will take an oral examination. As part of the oral examination, the student takes one major question focusing on the focal topic and answers five minor questions focusing on a general overview of the period. The rating is awarded on a scale: A (excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (very good - above average standard, the student is knowledgeable about the subject matter, but critical thinking is borderline), C (good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice),	

Fx (insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic understanding, and does not demonstrate the ability to think critically).

**Learning outcomes:**

The student acquires the necessary knowledge and understanding of the political, economic and social development of the European and non-European world between 1789 and 1914. After successful completion, the student should be able to navigate the fundamental issues of general modern history. The course is intended to introduce students to general history from the late 18th century, from the Great French Revolution of 1789-1799, to the beginning of World War I. War, to provide a plastic picture of the transformation of the society during the long 19th century. Student Gain in-depth knowledge and understanding of the 19th century period in world history. They will master information that will enable them to think critically and evaluate this period objectively in the context of the history of individual European states. They will be able to navigate through more complex. The student will be able to deal with more complex problems and master the basic historical concepts of political development. History of the 19th century special emphasis on the study of history because it is in this period that social phenomena and processes have directly influenced society's development up to the present day. Student By taking this course, the student can evaluate the significance of this period for more recent history.

**Class syllabus:**

Introduction to 19th century history  
The Industrial Revolution  
The Great French Revolution of 1789-1799  
The Napoleonic period in France and Europe, Congress of Vienna  
The European system 1815-1848 and its defence  
Revolutionary events in Europe in the 1820s, 1830s and 1848-1849  
The emergence of nation-states (Italy and Germany)  
Great Britain and France in the 19th century  
Currents of thought and political trends in the 19th century  
The USA in the 19th century, the Civil War  
Russian Empire to World War I  
Eastern Question to World War I  
Fundamental trends in the development of European colonialism in the 19th century  
Europe on the road to the First World War

**Recommended literature:**

Compulsory readings:  
SKŘIVAN, A.: Evropská politika 1648 – 1914. Praha 1999.  
SKŘIVAN, A. – Drška, V. – STELLNER, F.: Kapitoly z dějin mezinárodních vztahů 1648 – 1914. Praha 1994.  
NÁLEVKA, V.: Koncert velmocí. Mezinárodní vztahy v letech 1871 – 1914. Praha 2006.  
Encyklopedický atlas světových dějin. Praha 1999. HROCH, M. a kol.: Encyklopedie dějin novověku 1492 – 1815. Praha 2005.  
RAPPORT, M.: Evropa devatenáctého století. Praha 2011.  
Recommended readings:  
JOHSON, P.: Zrození moderní doby. Praha 1998.  
Dějiny jednotlivých států.  
Charvát J. a kol.: Dějiny novověku I, II, III. 1969, 1973.  
Kol. autorov: Lexikón svetových dejín. Bratislava 1997.  
Dějiny evropské civilizace II. Praha 1997. UHLÍŘ, Dušan: Čas kongresů a tajných společností. Praha 2017

<b>Languages necessary to complete the course:</b> Slovak and Czech languages						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 206						
A	ABS	B	C	D	E	FX
29,61	0,0	24,27	22,82	11,65	8,25	3,4
<b>Lecturers:</b> Mgr. Miriam Viršínská, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde009/22	<b>Course title:</b> General history V.
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 4 per level/semester: 56</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 4 hours of lecture per week/ 44 hours per semester, combined method primarily face-to-face dialogic form of lecture; use of feedback to verify the functionality of the form of transmitted information, fixation of lectured information through continuous evaluation (test after 7 lectures)	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: 30% of the interim and 70% of the final assessment. The student takes a test during the semester and an oral exam during the exam period. At least 91 points are required to obtain a final grade of A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. Credits will not be granted to a student who does not obtain the prescribed number of points in any part of both conditions. To successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. A (100-91%, excellent – excellent, outstanding results - the student fully orients himself in the issue, while at the same time he is aware of the basic relevance and degree of objectivity of the acquired historical knowledge and, in basic principles, the ways of transferring them into the (teaching) practice of history B (90-81%, very good - above average standard - the student is able to orientate himself in the relevant historical issue, his ability to analyse and apply the acquired knowledge to the current conditions of his world and transfer them to teaching practice is, however, gapped and limited C (80-73%, good – conventional reliable work, the student is able to orientate himself in the historical issues he has just learned, but he is unable to transpose the acquired knowledge entirely on his own to other desirable levels of historical (teacher) education D (72-66%, satisfactory - acceptable results, the student satisfactorily reproduces basic historical knowledge, but in the light of the overall context of the issue, his knowledge is fragmentary, while he does not demonstrate the ability to generalise the learned knowledge E (65-60%, sufficient – the results meet the minimum criteria, the student reproduces basic historical factography only with great difficulty, he only masters its most essential material, he cannot summarise or apply the knowledge gained in practice,	

Fx (59-0%, insufficient – additional work is required, the student does not know how to navigate the issue, does not master basic factography, not even demonstrates the ability to think independently)

**Learning outcomes:**

The lectures' cross-sectional form reflects teachers' goals in teaching History at the bachelor's level of education. This means that the students of the course will get a basic overview of the essential features, trends and periodisation milestones of the 20th Century Modern History. At the end of the course, they will be able to interpret the main features of the causes of different evaluations of their phenomena or relevant historical processes in various current academic historical schools. They will become more familiar with the mutual ties of the social, economic and political history of the 20th century, and they will be specifically drawn to the European and notice the Central European context of general history, all of which is always mentioned with a reminder of the particularities of the interpretations of these ties in School History Teaching.

**Class syllabus:**

Cross-sectional analysis of essential features, trends and periodisation milestones of the 20th century modern history:

- basic theoretical problems of 20th century History. (History of the 20th century as so-called "short history" and other perspectives, key historical terminology used in the interpretation of the history of the 20th century and its meaning)
- recapitulation of the war conflict 1914-1918 and the Revolutions in Russia
- the world after the First World War: the Versailles system and its influence on the development of international political and economic relations, the interests of the Powers versus the problems of small states, the rise of large non-European countries, the birth of communist socialism and the German question between the two wars, issues of democracy
- totalitarian states on the path of aggression: Germany and the USSR and the causes of the (European) war, Japan and the war outside Europe
- the end of old Europe - the development, outcome and balance of the Second World War
- the interwar period through the eyes of interdisciplinary research: a view of the interwar society with the help of historical sociology, demography, cultural studies
- the world after the Second World War: from the final negotiations of the Allies to the origin and course of the Cold War, the formation of the Soviet bloc and the practice of communist socialism, the possibilities of the welfare state presented in Western European development, Western European integration and the basic trends and consequences of globalisation.
- the economic boom of European and non-European countries, the disintegration of colonial ideology and the "third world" on the international scene
- from the "golden sixties" to the first economic and cultural upheavals of developed countries and a new stage of military-political confrontation between the West and the East, the results of the Brezhnev USSR and the countries of Central and Eastern Europe during the period of validity of The Brezhnev Doctrine, attempts to reform the Soviet system, the collapse of the USSR, the results of the Chinese communist model and the collapse of the international communist movement
- the end of the Cold War on the international scene and question marks over models of global stability: who were the winners?

**Recommended literature:**

HOBSBAWM, E.: Věk extrémů. Praha : Argo, 1997.

KENNEDY, P.: Vzestup a pád velmocí. Ekonomické proměny a vojenské konflikty v letech 1500 – 2000. Praha : NLN, 1998.

PEČENKA, M. – LUŇÁK, P.: Encyklopedie moderní historie. Praha : Libri, 1999 edition (or reprint 2005,2008)

Recommended readings:

JOHNSON, P.: Dějiny 20. století. (niekoľko vydání - od Praha : Rozmluvy, 1991, najnovšie Leda 2014.  
 KAMENICKÝ, M. a kol.: Lexikón svetových dejín. Bratislava : SPN, 1997 ( especially „keyword terms“ to the 20th Century History  
 Kol.: Stredná a juhovýchodná Európa v politike veľmocí. Sondy do vývoja II. Bratislava : HÚ SAV, 1994.  
 Kol: Cesty k trhovému hospodárstvu. Bratislava : EÚ SAV, 1993.  
 MEDVEDEV, R. – MEDVEDEV, Ž.: Neznámy Stalin. Bratislava : Slovart, 2006.  
 MOULIS, V. – VALENTA, J. – VYKOUKAL, J.: Vznik, krize a rozpad sovětského bloku v Evropě 1944 – 1989. Ostrava : Amosium Servis, 1991.  
 RUPNIK, J: Jiná Evropa. Praha : Prostor, 1992.

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

**Past grade distribution**

Total number of evaluated students: 190

A	ABS	B	C	D	E	FX
29,47	0,0	12,63	20,53	21,58	11,58	4,21

**Lecturers:** PhDr. Mária Tonková, CSc., prof. PhDr. Róbert Letz, PhD.

**Last change:** 10.11.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde004/22	<b>Course title:</b> General didactics
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week:</b> 2 / 1 <b>per level/semester:</b> 28 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Recommended semester: 1st - 4th semester Level of study: 1st degree Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by examination, the weighting of the interim and final assessment is 50/50. Students work on continuous work during the semester (setting objectives, taxonomy of objectives, creation of material aids, creation of didactic test, ...). Intermediate works are evaluated for 20 points. At the end of the intermediate teaching they hand in the semester work - methodical preparation for the teaching unit. The semester work is evaluated for 30 points. During the examination period, they take an oral final examination. The final assessment is worth 50 points. The successful completion of the course is subject to obtaining at least 60 % of the maximum possible grade for the course. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), B (93-86%, very good - above average standard), C (85-76%, well - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) Characteristics of student performance: A - excellent results: the student is able to apply procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify the methods and forms presented in school documents. The student is able to create a portfolio of his/her own outcomes according to the intermediate assignments in accordance with the acquired knowledge and the required criteria. The student can critically, factually assess and evaluate the solutions presented by others, and can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify the methods and forms outlined in school documents. Above-average orientation in general didactics, above-	

average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. The student is able to develop intermediate tasks only with the help of the teacher. Critical assessment and evaluation are absent.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The student will acquire knowledge of the importance of general didactics and its essence for successful functioning in the practice of the teaching profession. The student will be able to define the subject and methodological profile of didactics, develop knowledge, competences and attitudes associated with the teaching profession, knowledge and competences of planning and organizing pupils' learning activities. The student is able to define general didactics in the system of pedagogical sciences, list and characterise its functions and significance. Characterise the personality of the pupil and the teacher in educational contexts. Characterise and analyse basic school documents and explain their interrelation, compare their structure. Analyse the curriculum from a didactic point of view, defend and present their solution. Apply procedures in the processes of formulating specific objectives according to different taxonomies of objectives. Recognise the nature and importance of the application of didactic principles in the teaching process. Orient themselves in the theories and concepts of teaching. Can characterise different approaches to the classification of methods and organisational forms of the teaching process. Analyse and classify the methods and forms presented in school documents. Create a portfolio of own outcomes in general didactics in accordance with the acquired knowledge. Be able to critically and factually assess and evaluate the outputs of others.

Transferable competences:

By discussing, solving and presenting the results of continuously assigned tasks, students will develop their analytical and critical thinking, communication skills, interpersonal skills, organizational skills, digital skills, lecturing and metacognitive skills. Students will be able to use the acquired knowledge and competences creatively in the study of other pedagogical disciplines and in their future pedagogical practice.

### **Class syllabus:**

Brief outline of the course:

General didactics as a basic pedagogical discipline studies the educational process in all its complexity. Didactics helps students to develop and become aware of basic pedagogical knowledge, to understand didactic interrelationships in teaching. It emphasizes the basic concepts and theories of teaching, for the formation of students' individual conceptions of teaching. Makes accessible the formation and essence of basic didactic principles, pedagogical documents and objectives in the teaching process. It leads students to confront theory with practice, to understand a concept in relation to a specific educational activity, to the specific work of the teacher, but above all in relation

to the pupil. It characterises the whole process of preparing a teaching unit, through the interaction of teacher and pupils, i.e. through methods, organisational forms and material means.

Topics:

Historical and contemporary conceptions of general didactics. General didactics as a basic pedagogical discipline and its relation to other sciences. The personality of the pupil and the teacher. Basic pedagogical documents. Didactic principles. Pupils' learning styles and teachers' teaching styles. Didactical analysis of the curriculum. Educational objectives, taxonomies of objectives. Theories and concepts of education. Traditional and activating teaching methods. System of organizational forms. Teaching process, its stages and their analysis. Material teaching means - teaching aids, didactic technology and their importance. Assessment, screening, classification.

### **Recommended literature:**

Compulsory reading:

KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. (2017). Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov: Rokus. 370 s., ISBN 978-80-8951-061-0

Recommended reading:

ČAPEK, R. (2015). Moderní didaktika. Lexikon výukových a hodnoticích metod. Praha:

Grada. 624s., ISBN 978-80-247-3450-7 ČAPEK, R. (2020). Uč jako umělec. Brno: Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

KOMENSKÝ, J. A.1954. Veľká didaktika. Bratislava: SPN, 272 s. ISBN 9-3264/53

KOSTRUB, D. (2008). Diet'a/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6.

KOSTRUB, D., OSTRADICKÝ, P. (2016). Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MŁODZIEŻY I DOROSŁYCH, 2016, s. 428-438. ISBN 978-83-941235-5-0.

KOSTRUB, D., OSTRADICKÝ, P. (2014). Phenomena that determine didactic teacher thinking within the process of selecting optimal methods of teaching. In EDUKACJA KU PRZYSZŁOŚCI, 2014, s.114-122. ISBN 978-83-62160-20-4.

OBDRŽÁLEK, Z. a kol. (2003). Didaktika pre študentov učiteľstva ZŠ. Bratislava: Univerzita Komenského, 2003.

OSTRADICKÝ, P. (2017). Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017. - Brno: Masarykova univerzita, 2017. ISBN 978-80-87952-22-1. - S. 843-852.

PETLÁK, E. (2016). Všeobecná didaktika. Bratislava: IRIS, 322 s. ISBN: 978-80-8153-064-7

TÓBLOVÁ, E. (2019). Aktivizujúce vyučovacie metódy. Bratislava: Univerzita Komenského. ISBN 978-80-223-4817-1

TÓBLOVÁ,, E. a kol. (2017). The analysis of educational needs of managing teaching staff in schools in the Slovak Republic. Modern Journal of Language Teaching Methods. - Vol. 7, no. 5 (2017), p. 11-17. ISSN 2251-6204

TÓBLOVÁ,, E. a kol. (2017). Inovácia pregraduálnej prípravy učiteľov v oblasti didakticko-technologických kompetencií. Innovation of the pregraduate teacher training aimed at the didactic-technological competence development. Autoevaluační kultura a kvalita vzdělávání. Praha: Extrasystem, 2017. - ISBN 978-80-87570-36-4. - S. 91-95

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

ZORMANOVÁ, L. (2014). Obecná didaktika. Praha: Grada. ISBN 978-80-247-4590-9

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

slovak, czech and english

### **Notes:**

students of the Teacher Education (combined) programme do not enrol in the course

<b>Past grade distribution</b>						
Total number of evaluated students: 1240						
A	ABS	B	C	D	E	FX
35,81	0,0	21,53	17,18	9,44	8,47	7,58
<b>Lecturers:</b> Ing. Eva Tóblová, PhD., Mgr. Peter Ostradický, PhD., Ing. Mgr. Jozef Strakoš, PhD.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde004/22	<b>Course title:</b> General didactics
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week:</b> 2 / 1 <b>per level/semester:</b> 28 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Recommended semester: 1st - 4th semester Level of study: 1st degree Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by examination, the weighting of the interim and final assessment is 50/50. Students work on continuous work during the semester (setting objectives, taxonomy of objectives, creation of material aids, creation of didactic test, ...). Intermediate works are evaluated for 20 points. At the end of the intermediate teaching they hand in the semester work - methodical preparation for the teaching unit. The semester work is evaluated for 30 points. During the examination period, they take an oral final examination. The final assessment is worth 50 points. The successful completion of the course is subject to obtaining at least 60 % of the maximum possible grade for the course. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), B (93-86%, very good - above average standard), C (85-76%, well - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) Characteristics of student performance: A - excellent results: the student is able to apply procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify the methods and forms presented in school documents. The student is able to create a portfolio of his/her own outcomes according to the intermediate assignments in accordance with the acquired knowledge and the required criteria. The student can critically, factually assess and evaluate the solutions presented by others, and can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify the methods and forms outlined in school documents. Above-average orientation in general didactics, above-	

average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. The student is able to develop intermediate tasks only with the help of the teacher. Critical assessment and evaluation are absent.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The student will acquire knowledge of the importance of general didactics and its essence for successful functioning in the practice of the teaching profession. The student will be able to define the subject and methodological profile of didactics, develop knowledge, competences and attitudes associated with the teaching profession, knowledge and competences of planning and organizing pupils' learning activities. The student is able to define general didactics in the system of pedagogical sciences, list and characterise its functions and significance. Characterise the personality of the pupil and the teacher in educational contexts. Characterise and analyse basic school documents and explain their interrelation, compare their structure. Analyse the curriculum from a didactic point of view, defend and present their solution. Apply procedures in the processes of formulating specific objectives according to different taxonomies of objectives. Recognise the nature and importance of the application of didactic principles in the teaching process. Orient themselves in the theories and concepts of teaching. Can characterise different approaches to the classification of methods and organisational forms of the teaching process. Analyse and classify the methods and forms presented in school documents. Create a portfolio of own outcomes in general didactics in accordance with the acquired knowledge. Be able to critically and factually assess and evaluate the outputs of others.

Transferable competences:

By discussing, solving and presenting the results of continuously assigned tasks, students will develop their analytical and critical thinking, communication skills, interpersonal skills, organizational skills, digital skills, lecturing and metacognitive skills. Students will be able to use the acquired knowledge and competences creatively in the study of other pedagogical disciplines and in their future pedagogical practice.

### **Class syllabus:**

Brief outline of the course:

General didactics as a basic pedagogical discipline studies the educational process in all its complexity. Didactics helps students to develop and become aware of basic pedagogical knowledge, to understand didactic interrelationships in teaching. It emphasizes the basic concepts and theories of teaching, for the formation of students' individual conceptions of teaching. Makes accessible the formation and essence of basic didactic principles, pedagogical documents and objectives in the teaching process. It leads students to confront theory with practice, to understand a concept in relation to a specific educational activity, to the specific work of the teacher, but above all in relation

to the pupil. It characterises the whole process of preparing a teaching unit, through the interaction of teacher and pupils, i.e. through methods, organisational forms and material means.

Topics:

Historical and contemporary conceptions of general didactics. General didactics as a basic pedagogical discipline and its relation to other sciences. The personality of the pupil and the teacher. Basic pedagogical documents. Didactic principles. Pupils' learning styles and teachers' teaching styles. Didactical analysis of the curriculum. Educational objectives, taxonomies of objectives. Theories and concepts of education. Traditional and activating teaching methods. System of organizational forms. Teaching process, its stages and their analysis. Material teaching means - teaching aids, didactic technology and their importance. Assessment, screening, classification.

### **Recommended literature:**

Compulsory reading:

KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. (2017). Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov: Rokus. 370 s., ISBN 978-80-8951-061-0

Recommended reading:

ČAPEK, R. (2015). Moderní didaktika. Lexikon výukových a hodnoticích metod. Praha:

Grada. 624s., ISBN 978-80-247-3450-7 ČAPEK, R. (2020). Uč jako umělec. Brno: Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

KOMENSKÝ, J. A.1954. Veľká didaktika. Bratislava: SPN, 272 s. ISBN 9-3264/53

KOSTRUB, D. (2008). Diet'a/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6.

KOSTRUB, D., OSTRADICKÝ, P. (2016). Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MŁODZIEŻY I DOROSŁYCH, 2016, s. 428-438. ISBN 978-83-941235-5-0.

KOSTRUB, D., OSTRADICKÝ, P. (2014). Phenomena that determine didactic teacher thinking within the process of selecting optimal methods of teaching. In EDUKACJA KU PRZYSZŁOŚCI, 2014, s.114-122. ISBN 978-83-62160-20-4.

OBDRŽÁLEK, Z. a kol. (2003). Didaktika pre študentov učiteľstva ZŠ. Bratislava: Univerzita Komenského, 2003.

OSTRADICKÝ, P. (2017). Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017. - Brno: Masarykova univerzita, 2017. ISBN 978-80-87952-22-1. - S. 843-852.

PETLÁK, E. (2016). Všeobecná didaktika. Bratislava: IRIS, 322 s. ISBN: 978-80-8153-064-7

TÓBLOVÁ, E. (2019). Aktivizujúce vyučovacie metódy. Bratislava: Univerzita Komenského. ISBN 978-80-223-4817-1

TÓBLOVÁ,, E. a kol. (2017). The analysis of educational needs of managing teaching staff in schools in the Slovak Republic. Modern Journal of Language Teaching Methods. - Vol. 7, no. 5 (2017), p. 11-17. ISSN 2251-6204

TÓBLOVÁ,, E. a kol. (2017). Inovácia pregraduálnej prípravy učiteľov v oblasti didakticko-technologických kompetencií. Innovation of the pregraduate teacher training aimed at the didactic-technological competence development. Autoevaluační kultura a kvalita vzdělávání. Praha: Extrasystem, 2017. - ISBN 978-80-87570-36-4. - S. 91-95

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

ZORMANOVÁ, L. (2014). Obecná didaktika. Praha: Grada. ISBN 978-80-247-4590-9

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

slovak, czech and english

### **Notes:**

students of the Teacher Education (combined) programme do not enrol in the course

<b>Past grade distribution</b>						
Total number of evaluated students: 1240						
A	ABS	B	C	D	E	FX
35,81	0,0	21,53	17,18	9,44	8,47	7,58
<b>Lecturers:</b> Ing. Mgr. Jozef Strakoš, PhD., Ing. Eva Tóblová, PhD., Mgr. Peter Ostradický, PhD.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b>						



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde011/22	<b>Course title:</b> Hearing analysis
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 1 per level/semester: 14</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 1 hour seminar/week, 11 hours total per semester, combined form (primarily full-time) Student workload: 11 x 1 hour of direct teaching (total: 11 hours); 11 hours of continuous preparation for teaching; 4 hours of preparation for final performance. Total 26 hours of student work. Teaching methods: Combination of monological methods (instruction) and practical methods.	
<b>Number of credits:</b> 1	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The course prerequisites and assessment criteria include a midterm and a final practicum. A-60 points, B-55 points, C-50 points, D-45 points, E-40 points. . Final practical performance: A-40 points, B-35 points, C-30 points, D-27 points, E-25 points. A score of at least 91 points is required for an A grade, a score of at least 81 points for a B grade, a score of at least 73 points for a C grade, a score of at least 66 points for a D grade and a score of at least 60 points for an E grade. The marks shall be awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student has mastered the basic theoretical concepts and technical elements based on individual musical ability and aptitude, and can apply what has been learned practically;	

<p>B - excellent performance, the student masters the basic theoretical concepts and technical elements on the basis of individual musical abilities and aptitudes, but slight deficiencies are observed in practical performance;</p> <p>C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to practice - the practical performance shows deficiencies;</p> <p>D - acceptable performance, the student has only partially mastered the knowledge, he/she has more deficiencies, he/she cannot apply what he/she has learnt in practice - practical performance shows major deficiencies;</p> <p>E - minimally acceptable performance, the student has acquired minimal knowledge, cannot apply it adequately</p> <p>transfer to practice - significant deficiencies can be observed in practical performance;</p> <p>Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.</p>																				
<p><b>Learning outcomes:</b></p> <p>Learning outcomes/ Objectives and learning outcomes:</p> <p>The student will acquire the basics of aural analysis, consisting in the ability to distinguish tonal pitches, rhythmic and harmonic formations, to orient aurally in melodic-rhythmic, intervallic and harmonic structures. It achieves an improvement in musical hearing and develops other components of musical talent, musical memory and musical imagination. The student strengthens his/her analytical thinking skills.</p> <p>The acquired theoretical and methodological knowledge and practical experience are important for their successful connection to the following courses - Voice and Intonation Education and Choral Singing.</p>																				
<p><b>Class syllabus:</b></p> <p>Course outcomes of subject (content):</p> <p>Distinguishing and notating simple melodic and rhythmic formations, distinguishing intervallic and harmonic structures. Developing musical imagination by singing melodic-rhythmic formations.</p>																				
<p><b>Recommended literature:</b></p> <p>Compulsory/Recommended readings:</p> <p>GROSSMANN, J. Sluchová analýza. Žilina: Edis, 2014. ISBN 978-80-554-0862-0.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 19</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>100,0</td><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	ABS	B	C	D	E	FX	100,0	0,0	0,0	0,0	0,0	0,0	0,0
A	ABS	B	C	D	E	FX														
100,0	0,0	0,0	0,0	0,0	0,0	0,0														
<p><b>Lecturers:</b></p>																				
<p><b>Last change:</b> 08.11.2022</p>																				
<p><b>Approved by:</b></p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde034/22	<b>Course title:</b> Historic proseminar
<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>Type, volume, methods and workload of the student - additional information</b> 3 hours lecture/week, 33 hours total per semester, combined form; (primarily in person) Student workload: 11x 3 hours of direct instruction = 33 hours; 42 hours of preparation for midterm evaluation; Total of 75 hours of student work. Educational methods: discussion of the topic; small group work; problem-solving tasks, e-learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the intermediate assessment. Seminar paper on a selected topic - processed according to the assignment, which is handed in before the beginning of the examination period. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to students who obtain less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is knowledgeable about the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the issue, has learned, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can orient himself/herself in the problem only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, does not demonstrate the ability to think critically)	
<b>Learning outcomes:</b>	

<p>The student will learn to work practically with professional historical literature and sources and apply a historian's work methods within the course. The course will enable the student to acquire basic knowledge in the field of bibliography, work with historical sources and literature, and the method of citation, which will be used during their studies when writing seminar and thesis papers in future pedagogical and professional work. They will acquire the ability to combine theoretical knowledge with practical skills.</p>																				
<p><b>Class syllabus:</b>  The course will focus on the following key topics:</p> <ul style="list-style-type: none"> <li>- 1. Libraries and their use for the student of history</li> <li>- 2. Introduction to archives and their functioning</li> <li>- 3. Definition of the topic of the term paper</li> <li>- 4. Professional literature and how it differs from popular literature</li> <li>- 5. Historical periodicals</li> <li>- 6. Working with bibliographies</li> <li>- 7. Working with online library catalogues</li> <li>- 8. Use of digitised historical press and literature</li> <li>- 9. Working with specialist literature - extracts, card catalogue</li> <li>- 10. Bibliographic reference and citation</li> <li>- 11. The writing process</li> <li>- 12. Ethics of a historian's work</li> </ul>																				
<p><b>Recommended literature:</b>  BARTL, J.: Úvod do štúdia dejepisu. Bratislava : Univerzita Komenského, 1997.  BERGER, S. – FELDNER, H. – PASSMORE, K. (eds.) Jak se píšou dějiny. Teorie a praxe. Brno: CDK, 2016.  BLOCH, M.: Obrana historie aneb historik a jeho řemeslo. Praha: Argo, 2011.  EVANS, R. J.: Na obranu historie. Praha : Argo, 2019.  HROCH, M. a kol.: Úvod do studia dějepisu. Praha : SPN, 1985.  JANKOVIČ, V. – ŠKORUPOVÁ, A.: Bibliografía k dejinám Slovenska. Bratislava 1997.  SEDLIAKOVÁ, A.: Historiografía na Slovensku 1990-1994.  SEDLIAKOVÁ, A.: Slovenská historiografía 1995-1999. Bratislava : VEDA 2000.  SEDLIAKOVÁ, A.: Slovenská historiografía 2000-2004. Bratislava : VEDA 2006.  SEDLIAKOVÁ, A.: Slovenská historiografía 2005-2009. Bratislava : VEDA 2000.  Bibliografía k dejinám Slovenska. Literatúra do roku 1965. Bratislava 1997.  Historiografía na Slovensku 1990-1994. Výberová bibliografía. Bratislava 1995.</p>																				
<p><b>Languages necessary to complete the course:</b>  Slovak and Czech languages</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b>  Total number of evaluated students: 351</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>18,52</td><td>0,0</td><td>28,49</td><td>21,94</td><td>14,53</td><td>5,98</td><td>10,54</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	18,52	0,0	28,49	21,94	14,53	5,98	10,54
A	ABS	B	C	D	E	FX														
18,52	0,0	28,49	21,94	14,53	5,98	10,54														
<p><b>Lecturers:</b> prof. Mgr. Pavol Matula, PhD.</p>																				
<p><b>Last change:</b> 10.11.2022</p>																				
<p><b>Approved by:</b></p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde019/22	<b>Course title:</b> Historical geography
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Two hours seminar/week, 22 hours total per semester, combined; (primarily full-time); 2S (2 credits): 11 x 2 hours of direct instruction = 22 hours; 38 hours of exam preparation; a total of 60 hours of student work; discussion of the topic covered; incident method; experiential methods; e-learning; monologue methods.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 80% of the final exam grade is in the form of a test. 20% of the grade for active participation in discussions throughout the semester, which the student will receive if he/she participates in at least one-third of the discussions. The student will take the test at the end of the semester. A minimum of 91% is required for a final grade of A, a minimum of 81% for a grade of B, a minimum of 73% for a grade of C, a minimum of 66% for a grade of D, and a minimum of 60% for a grade of E. You must earn a minimum grade of 60% to pass the course. The grade is awarded on a scale: A (100-91%, excellent - outstanding results, the student is knowledgeable and proficient in the subject matter, demonstrates creativity and critical thinking), B (90-81%, very good - above average standard, the student is familiar with the issues, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the issue, has learned, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can orientate himself/herself in the problem only with great difficulty, he/she knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, does not demonstrate the ability to think critically)	
<b>Learning outcomes:</b>	

In the course Historical Geography, the student learns key facts from the historical development of geography in the broadest sense of the word. The student develops critical and historical thinking skills. The student is able to work with historical maps and knows the historical development of historical territories related to the history of Central Europe. Physically orientates oneself in the landscape (environment) by being able to define individual elements and human-geographical relics of the landscape. The student knows the basic orientation of the discipline and its focal problems. The course is taught in the context of preparing future teachers for their profession so that the student can use both historical and contemporary maps in the educational process.

### **Class syllabus:**

The course aims to deepen the knowledge of the cartographic development of prehistory, ancient civilisations, the Middle Ages, modern times and the modern history of European civilisation. It also emphasises the history of the cartography of Slovak provenance. The course includes an introductory survey of the problems of the environmental history of the globalised world. As a future teacher, the student will also be able to communicate the acquired knowledge to pupils - e.g. when working with electronic databases containing historical maps. The course will concentrate on the following key topics:

- What is historical geography; definitions, methods and sources
- Physical-geographical and human-geographical relics of the landscape
- Environmental history - historical development and current trends
- Cartography and the historical development of the earliest maps I (prehistoric and ancient Greece)
- Historical development of maps II (ancient Rome, medieval and modern times)
- History of the cartographic development of the territory of Slovakia from the Middle Ages to the 20th century
- Working with maps of the so-called military mapping
- Development and changes in the geographic-political boundaries of Slovakia
- Historical territories of Central and South-Eastern Europe
- Excursion
- Historical geography in the training of history teachers
- Use of historical geography in practice

### **Recommended literature:**

Compulsory:

HONZÁK, F., PEČENKA, M., STELLNER, F., VLČKOVÁ, J.: Evropa v proměnách staletí. Praha: Libri, 2001.

RÁBIK, V., LABANC, P., TIBENSKÝ, M.: Historická geografia. Trnava: FF TU, 2013.

Recommended readings:

ČEPLŮ, S., KAČÍREK, L., POCISKOVÁ, M., ŠPROCHOVÁ, T., ŠPROCHA, B., TIŠLIAR, P., VARGOVÁ, L.: Vybrané populačné štruktúry obcí na Slovensku (18. – 1. pol. 20. storočia). Bratislava: Muzeológia a kultúrne dedičstvo, o. z. v spolupráci s Centrom pre historickú demografiu a populačný vývoj Slovenska, Filozofickej fakulty Univerzity Komenského v Bratislave, 2016.

CHRASTINA, P.: Vývoj využívania krajiny Trenčianskej kotliny a jej horskej obruby Nitra: Univerzita Konštantína Filozofa 2009.

MAJTÁN, M.: Názvy obcí Slovenskej republiky. Bratislava: VEDA, 2008.

PORUBSKÁ, B.: Vojenské mapovanie na Slovensku 1769 – 1883. Bratislava: Pamiatkový úrad SR, 2010.

GAJDOŠ, A. a kol. Regionálna geografia Európy. Bratislava: VEDA, 2013.

Kol. autorov: Historica. Veľký atlas svetových dejín s viac ako 1 200 mapami. Bratislava: Slovart, 2011.

SEMOTANOVÁ, E.: Historická geografie českých zemí. Praha: Historický ústav, 1998.  
 TIBENSKÝ, J. Priekopníci dejín vedy a techniky na Slovensku. Bratislava: Obzor, 1979.  
 MUSIL, F.: Slovensko na najstarších mapách. In: Historická geografie. Praha: 2003, p. 11-19.  
 PRIKRYL, L.: Vývoj mapového zobrazenia Slovenska. Bratislava 1977.  
 BRŮNA, V., BUCHTA, I., UHLÍŘOVÁ, L.: Interpretace prvků mapy prvního a druhého vojenského mapování. In: Historická geografie. Praha: 2003, p. 93-113.  
 Audiovisual sources, documentary films

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 132

A	ABS	B	C	D	E	FX
3,03	0,0	16,67	19,7	28,03	22,73	9,85

**Lecturers:** Mgr. Pavol Makyna, PhD.

**Last change:** 31.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KH/B-HISde029/20		<b>Course title:</b> History Olympiad				
<b>Educational activities:</b> <b>Type of activities:</b> internship <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 20s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 3.						
<b>Educational level:</b> I.						
<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: 8						
A	ABS	B	C	D	E	FX
87,5	0,0	12,5	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PhDr. Anna Bocková, PhD.						
<b>Last change:</b> 09.02.2021						
<b>Approved by:</b>						



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde001/22	<b>Course title:</b> History of European Music I
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: 2 hours lecture/week, 22 hours total per semester, combined (primarily full-time) Student workload 22 hours of direct instruction, 16 hours of preparation for seminar work; 20 hours for midterm evaluation, 32 hours for exam, total of 90 hours of student work Teaching methods: monological, discussion of the material covered	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The assessment of the course is divided into three phases. During the semester, the student will prepare and publicly present a seminar paper on a chosen topic, which will be graded on a scale of 0-25 points. In addition, he/she will take a sound test (score scale 0 - 25 points) of the repertoire of pieces presented under each of the thematic headings. At the end of the semester, the student will take an oral examination graded on a scale of 0-50 points. The overall grade is obtained by summation. A grade of A requires a score of at least 91 points, a grade of B requires a score of at least 81 points, a grade of C requires a score of at least 73 points, a grade of D requires a score of at least 66 points, and a grade of E requires a score of at least 60 points. The marks shall be awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who obtains less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required.	

A - excellent performance, the student knows the basic concepts of the history of European music, can apply what he/she has learnt in theory to practice; the seminar paper meets all the set criteria; critically evaluated; unproblematic mastery of the sound test from the set repertoire

B - excellent performance, the student masters the basic concepts, but slight deficiencies are observed in the application of knowledge to practice - solves model situations with minor hesitations; slight deficiencies are observed in the seminar work; critical thinking is borderline; mastery of the sound test from the set repertoire with deficiencies due to uncertainty

C - good performance, the student has acquired the knowledge, but can only partially apply what he/she has learned to practice; he/she has problems with complex problem solving, the seminar work has shortcomings; partial mastery of the sound test from the set repertoire

D - acceptable performance, the student has only partially mastered the knowledge, he/she has significant deficiencies in the problem, he/she cannot apply what he/she has learnt in practice, he/she has problems solving model situations; his/her seminar work meets the minimum criteria; mastery of the sound test from the set repertoire with more serious deficiencies, with incomplete sound analysis

E - minimally acceptable performance; the student has acquired minimal knowledge and cannot transfer it adequately into practice;

Fx - unacceptable performance, the student has not sufficiently mastered the content of the training, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes: The student is introduced to the origins and origins of music, with the focus of the course being an overview of European music from antiquity to the end of the 16th century. The course focuses on the history of musical culture (music as a social phenomenon within general history and the history of art), the transformations and significance of historical musical styles, key events, personalities and works.

Transferable competences:

Upon completion of the lectures, the student will gain an expanding cultural overview, enhance historical awareness, accentuate the listening experience, and lead students to the ability to independently and creatively manipulate the knowledge they have acquired. An active approach to music and connections to pedagogical practice at various levels of arts education are emphasized.

### **Class syllabus:**

Course outcomes of subject (content): The origin and origin of music. Music of antiquity. Early Christian liturgical singing and monophonic Latin liturgical singing. Secular music. Multiphonics, the beginnings of polyphony and music of the 13th century. French and Italian Ars nova of the 14th century. Music theory (diastematic regulation of musical material, modality, problems of consonance and dissonance, musical forms) and musical aesthetic views in the Middle Ages. Notation. The Renaissance as an epoch, problems of style, foundations of Renaissance counterpoint, music theory, musical types and forms (mass, motet, chanson, madrigal). Church vs. secular music, national styles. Major composers (Dufay, Binchois, Ockeghem, Josquin, Jannequin, Victoria, Palestrina, Lasso, Tallis, Byrd, Gesualdo, etc.) - life and brief characteristics of works. Instrumental music.

### **Recommended literature:**

Compulsory/Recommended readings: ABRAHAM, G. Stručné dejiny hudby. Bratislava: Hudobné centrum, 2003. ISBN 80-88884-58-6.

HRČKOVÁ, N. Dejiny hudby I. Európsky stredovek. Bratislava: Orman, 2003. ISBN 80-968773-3-X.

HRČKOVÁ, N. Dejiny hudby II. Renesancia. Bratislava: Ikar, 2004. ISBN 80-551-0927-3.

GEIST, Bohumil. Původ hudby. Praha: Supraphon, 1970.

<p>MOTTE de la Diether. Kontrapunkt. Ein Lese- und Arbeitsbuch. Bärenreiter, 1981. ISBN 3-7618-4371-2.</p> <p>TARUSKIN, R. Music from the Earliest Notation to the Sixteenth Century. The Oxford History of Western Music. Oxford University Press, 2010. ISBN 978-0-19-538481-9.</p> <p>EGGEBRECHT, H. H. Musik im Abendland. Mnichov: Piper Verlag, 1996. ISBN 978-3-492-22301-0.</p> <p>DYKAST, R. Hudba věku melancholie. Praha: Toga, 2005. ISBN 80-9029112-5-2</p> <p>RYBARIČ, R. Dejiny hudobnej kultúry na Slovensku I. Bratislava: Opus, 1984.</p> <p>Remark:</p> <p>In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 20</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>50,0</td><td>0,0</td><td>20,0</td><td>15,0</td><td>0,0</td><td>10,0</td><td>5,0</td></tr> </table>							A	ABS	B	C	D	E	FX	50,0	0,0	20,0	15,0	0,0	10,0	5,0
A	ABS	B	C	D	E	FX														
50,0	0,0	20,0	15,0	0,0	10,0	5,0														
<p><b>Lecturers:</b></p>																				
<p><b>Last change:</b> 08.11.2022</p>																				
<p><b>Approved by:</b></p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde002/22	<b>Course title:</b> History of European Music II
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 2 hours lecture/week, 22 hours total per semester, combined (primarily face-to-face) Student workload 22 hours, 16 hours of preparation for seminar work; 20 hours for mid-term evaluation, 32 hours for examination, total 90 hours of student work Teaching methods: monological, discussion of the material covered	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KHV/B-KHVde001/22 - History of European Music I	
<b>Course requirements:</b> Course completion requirements: The assessment of the course is divided into three phases. During the semester, the student will prepare and publicly present a seminar paper on a chosen topic, which will be graded between 0 and 25 points. In addition, he/she will take a sound test (score scale 0 - 25 points) of the repertoire of pieces presented under each topic. At the end of the semester, the student will take an oral examination graded on a scale of 0-50 points. The overall grade is obtained by summation. A grade of A requires a score of at least 91 points, a grade of B requires a score of at least 81 points, a grade of C requires a score of at least 73 points, a grade of D requires a score of at least 66 points, and a grade of E requires a score of at least 60 points. The marks shall be awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student knows the basic concepts of the history of European music, can apply what he/she has learnt in theory to practice; the seminar work meets all the set criteria; critically evaluated; trouble-free mastery of the sound test from the set repertoire B - excellent performance, the student masters the basic concepts, but slight deficiencies are observed in the application of knowledge to practice - solves model situations with minor	

hesitations; slight deficiencies are observed in the seminar work; critical thinking is borderline; mastery of the sound test from the set repertoire with deficiencies due to uncertainty

C - good performance, the student has acquired the knowledge, but can only partially apply what he/she has learned to practice; he/she has problems with complex problem solving, the seminar work has shortcomings; partial mastery of the sound test from the set repertoire

D - acceptable performance, the student has only partially mastered the knowledge, he/she has significant deficiencies in the problem, he/she cannot apply what he/she has learnt in practice, he/she has problems solving model situations; his/her seminar work meets the minimum criteria; mastery of the sound test from the set repertoire with more serious deficiencies, with incomplete sound analysis

E - minimally acceptable performance; the student has acquired minimal knowledge and cannot transfer it adequately into practice;

Fx - unacceptable performance, the student has not sufficiently mastered the content of the training, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes: The student will gain a basic overview of music of the 17th and 18th centuries. The course focuses on the history of musical culture (music as a social phenomenon within general history and art history), the transformations and significance of historical musical styles, key events, personalities and works.

Transferable competences:

Lectures broaden cultural overview, strengthen historical awareness, emphasize the listening experience, and lead students to the ability to independently and creatively manipulate the knowledge they have acquired. Wherever possible, an active approach to music and connections to pedagogical practice at various levels of arts education are emphasized.

### **Class syllabus:**

Course outcomes of subject (content): Stylistic comparison of Renaissance and Baroque music, periodization of Baroque. Early Baroque in Italy, Germany, the Netherlands and England. Music of the High Baroque, national styles: opera, cantata, oratorio, instrumental music. Late Baroque: the origins and development of the concerto. A. Vivaldi, J. S. Bach, G. Vivaldi, A. Vivaldi, A. Vivaldi, A. S. Bach, G. F. Handel - life and works. Music of the 17th century in Central and Eastern Europe. Gallant style, rococo, emotional style, periodization of classicism. Music of Bach's sons, important European musical centres of the 18th century: Mannheim, Berlin. Vienna.

### **Recommended literature:**

Compulsory/Recommended readings: ABRAHAM, G. Stručné dejiny hudby. Bratislava: Hudobné centrum, 2003. ISBN 80-88884-58-6.

BUKOFZER, M. Hudba v období baroka. Bratislava: Opus, 1986.

EGGEBRECHT, H. H. Musik im Abendland. Mnichov: Piper Verlag, 1996. ISBN 978-3-492-22301-0.

KAČIC, L. Dejiny hudby III. Barok. Bratislava: Ikar, 2008. ISBN 978-80-551-1510-8

MOTTE de la, D. Harmonielehre. Bärenreiter, 1999. ISBN 3-7618-4183-3.

MOTTE de la, D. Kontrapunkt. Ein Lese- und Arbeitsbuch. Bärenreiter, 1981. ISBN 3-7618-4371-2.

ROSEN, CH.. Klasicismus. Bratislava: Hudobné centrum, 2005. ISBN 80-88884-68-3.

TARUSKIN, R.. Music in the Seventeenth and Eighteenth Centuries. The Oxford History of Western Music. Oxford University Press, 2010. ISBN 978-0-19-538482-6.

DYKAST, R.. Hudba věku melancholie. Praha: Toga, 2005. ISBN 80-9029112-5-2

RYBARIČ, R. Dejiny hudobnej kultúry na Slovensku I. Bratislava: Opus, 1984.

Remark:

In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
83,33	0,0	16,67	0,0	0,0	0,0	0,0

**Lecturers:**

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde003/22	<b>Course title:</b> History of European Music III
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/ method of teaching and organisational form Form of teaching : lecture, combined form (primarily face-to-face) Recommended scope of teaching (in hours): Weekly: 2 Over the study period: 22 hours Student workload: 22 hours, 16 hours of preparation for the seminar paper, 20 hours for the mid-term evaluation, 32 hours for the examination, 90 hours in total Learning methods: monological, discussion of the material covered, self-study of literature	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KHV/B-KHVde002/22 - History of European Music II	
<b>Course requirements:</b> Course completion requirements: The course assessment is divided into three phases. During the semester, the student will prepare and publicly present a seminar paper on the chosen topic, which will be evaluated in the range of 0 - 25 points. In addition, he/she will take a sound test (score scale 0 - 25 points) of the repertoire of pieces presented under each of the thematic headings. At the end of the semester, the student will take an oral examination graded on a scale of 0-50 points. The overall grade is obtained by summation. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points, and a grade of E requires at least 60 points. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A - excellent performance, the student has mastered the basic concepts of the history of European music, can apply what he/she has learned in theory to practice; the seminar work meets all the set criteria; critically evaluated; unproblematic mastery of the sound test from the set repertoire	

B - excellent performance, the student masters the basic concepts, but slight deficiencies are observed in the application of knowledge to practice - solves model situations with minor hesitations; slight deficiencies are observed in the seminar work; critical thinking is borderline; mastery of the sound test from the set repertoire with deficiencies due to uncertainty

C - good performance, the student has acquired the knowledge, but can only partially apply what he/she has learned to practice; he/she has problems with complex problem solving, the seminar work has shortcomings; partial mastery of the sound test from the set repertoire

D - acceptable performance, the student has only partially mastered the knowledge, he/she has significant deficiencies in the problem, he/she cannot apply what he/she has learnt in practice, he/she has problems solving model situations; his/her seminar work meets the minimum criteria; mastery of the sound test from the set repertoire with more serious deficiencies, with incomplete sound analysis

E - minimally acceptable performance; the student has acquired minimal knowledge and cannot transfer it adequately into practice;

Fx - unacceptable performance, the student has not sufficiently mastered the content of the training, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes: The student will gain a basic overview of music of the late 18th century and in the 19th century. The course focuses on the history of musical culture (music as a social phenomenon within general history and the history of art) and on the forms, transformations and significance of historical musical styles, noting and learning to understand their interrelationships. Particular emphasis is placed on learning about the history of musical culture in the territory of today's Slovakia and understanding its specifics in a broader international context.

Transferable competences:

Lectures integrate knowledge of music history, music aesthetics, and music theory, broaden cultural insight, strengthen historical awareness, accentuate students' listening experience, and lead them to the ability to independently, creatively handle, interpret, and verbalize the acquired knowledge. Wherever possible, links to teaching practice at different levels of arts education and an active approach to music are emphasised.

### **Class syllabus:**

Course outcomes of subject (content):

The geniuses of the so-called Viennese classicism: Haydn Mozart, Beethoven, life and work. Musical Romanticism: time definition, periodization, basic aesthetic starting points. Originality, cult of genius, musical institutions. Representatives of early romanticism Schubert, Mendelssohn, Schumann, Chopin - life and work. Symphonic music in the 19th century (symphony, symphonic poem, concerto). Absolute vs. programme music: Berlioz, Liszt, Brahms, Bruckner, Mahler. Opera in the Romantic period (French, Italian German). Life and works of Wagner and Verdi. National styles in the 19th century. Russian (Glinka, Tchaikovsky, The Mighty Few) and Czech music (Smetana, Dvořák). Musical romanticism in the territory of today's Slovakia, J. L. Bella.

### **Recommended literature:**

Compulsory/Recommended readings:

ABRAHAM, G. Stručné dejiny hudby. Bratislava: Hudobné centrum, 2003. ISBN 80-88884-58-6.

EINSTEIN, A. Hudba v období romantizmu. Bratislava: Opus, 1989.

ELSCHEK, O.(ed.). Dejiny slovenskej hudby. Bratislava: UHV SAV- Asco, 1996. ISBN 80-88820-04-9.



HRČKOVÁ, N.(ed.) Dejiny hudby V. Hudba 19. storočia. Bratislava: Ikar, 2010. ISBN 978-80-551-2453-7.

MICHALKOVÁ, Ľ. Krehkosť a monumentálnosť. Bratislava: Hudobné centrum 2021. 9788089427710.

ROSEN, CH. Klasicizmus. Bratislava: Hudobné centrum, 2005. ISBN 9788088884682.

EGGEBRECHT, H. H. Musik im Abendland. Mnichov: Piper Verlag, 1996. ISBN 978-3-492-22301-0.

MOTTE de la, D. Harmonielehre. Bärenreiter, 1999. ISBN 3-7618-4183-3

ROSEN, CH. Romantic Generation. Harvard University Press, 1995. ISBN 0-674-77934-7.

ŠUBA, A.: O pol siedmej budú hrať v divadle Beethovena. In: Hudobný život, roč. 52, č. 4 (2020), s. 21-24.

ŠUBA, A.: Modlitby pre všetky časy. In: Hudobný život, roč. 52, č. 5 (2020), s. 22 – 25.

TARUSKIN, R. Music in the Nineteenth Century. The Oxford History of Western Music. Oxford University Press, 2010. ISBN 978-0-19-538483-3.

Supplementary study materials: reading from the correspondence of Beethoven, Mozart and Chopin as part of the programme Musical Layering of Radio Devín (read by R. Roth, scriptwriter A. Šuba, available RTVS archive 2020/2021).

**Languages necessary to complete the course:**

Slovak

**Notes:**

In case of adequate language skills of students, work with foreign literature is part of the teaching

**Past grade distribution**

Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
66,67	0,0	33,33	0,0	0,0	0,0	0,0

**Lecturers:**

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde004/22	<b>Course title:</b> History of Slovak music
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: 2 hours lecture/week, 22 hours/semester, combined (primarily face-to-face) Student workload: 22 hours, 16 hours of preparation for a seminar paper of 8-10 standard pages, 20 hours for a midterm evaluation, 32 hours for an exam, 90 hours total Teaching methods: monological, discussion of the material covered, self-study of literature	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The course assessment is divided into three phases. During the semester, the student will prepare and publicly present a seminar paper on a topic related to the musical history of the region from which he/she comes, which will be evaluated in the range of 0 - 25 points. In addition, he/she will take a sound test (0-25 points scale) of the repertoire of the pieces presented in the individual thematic areas. At the end of the semester, the student will take an oral examination graded on a scale of 0-50 points. The overall grade is obtained by summation. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points, and a grade of E requires at least 60 points. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required) A - excellent performance, the student knows the basic concepts of the history of Slovak music, he/she can apply what he/she has learned in theory to practice; the seminar work related to the musical history of the region from which he/she comes meets all the set criteria; critically evaluated; trouble-free mastery of the sound test from the set repertoire, B - excellent performance, the student masters the basic concepts, but in the application of knowledge to practice, slight deficiencies are observed - solves model situations with minor hesitations; in the seminar work related to the musical history of the region from which he/she	

comes, slight deficiencies are observed; critical thinking is borderline; mastery of the sound test from the set repertoire with deficiencies due to uncertainty,

C - good performance, although the student has acquired the knowledge, but can only partially apply what he/she has learned to practice; he/she has problems with complex problem solving, the seminar work related to the musical history of the region from which he/she comes has shortcomings; partial mastery of the sound test from the set repertoire,

D - acceptable performance, the student has only partially mastered the knowledge, has significant deficiencies in the problem, cannot apply what he/she has learned in practice, with problems solving model situations; his/her seminar work related to the musical history of the region where he/she comes from meets the minimum criteria; mastery of the sound test from the set repertoire with more serious deficiencies, with incomplete sound analysis,

E - minimally acceptable performance; the student has acquired minimal knowledge and is unable to transfer it adequately into practice,

Fx - unacceptable performance, the student has not sufficiently mastered the content of the education, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes: The student will gain a basic overview of the history of Slovak music from the earliest times to the present. The course focuses on the history of musical culture (music as a social phenomenon within general history and the history of art) and on the forms, transformations and significance of historical musical styles, noticing and learning to understand their interrelationships. Lectures broaden cultural insight, strengthen historical awareness, accentuate students' listening experience, and lead them to the ability to independently, creatively handle, interpret, and verbalize the knowledge they have acquired. Wherever possible, links to pedagogical practice at different levels of arts education and an active approach to music are emphasised.

Transferable competencies:

Lectures integrate knowledge of music history, music aesthetics, and music theory (emphasizing cross-curricular relationships), broaden cultural insight, strengthen historical awareness, emphasize students' listening experience, and lead them to the ability to independently, creatively handle, interpret, and verbalize the knowledge they have acquired. Wherever possible, links to pedagogical practice at different levels of arts education and an active approach to music are emphasised.

### **Class syllabus:**

Course outcomes of subject (content): Beginnings of music in Slovakia. The Middle Ages (9th - 14th century): musical culture of Great Moravia, monophonic Latin liturgical singing, the beginnings of polyphony and polyphonic music, the beginnings of sacred song, secular music, the beginnings of music theory. Renaissance (15th-16th centuries): humanistic education, musical instrumentation, forms of music dissemination, polyphony, sacred song, music theory. Baroque (17th-18th centuries): centres, circuits and repertoire, polyphony and polychory, concertante style, chorale, sacred song, secular dance and occasional music. Classicism (18th century - 1830): repertoire, education and publishing, composers, performers, theorists. Music in the period of Romanticism and national-emancipation efforts (1830-1918): musical life, musical production, personalities. Music in Slovakia in the first half of the 20th century. Music in Slovakia in the second half of the 20th century, with overlap to the present.

### **Recommended literature:**

Compulsory/Recommended readings:

Povinná literatúra:

BURLAS, L. Slovenská hudobná moderna. Bratislava: Obzor, 1983.

ELSCHEK, O. (ed.). Dejiny slovenskej hudby. Bratislava: Ústav hudobnej vedy SAV – ASCO, 1996. ISBN 80-88820-04-9.

HRUŠOVSKÝ, I. Slovenská hudba v profiloch a rozboroch. Bratislava: ŠHV, 1964.

JURÍK, M. - ZAGAR P. 100 slovenských skladateľov. Bratislava: Národné hudobné centrum, 1998. ISBN 80-967799-6-6.

CHALUPKA, Ľ. Cestami k tvorivej profesionalite. Sprievodca slovenskou hudbou 20. storočia I (1901 – 1950). Bratislava: Univerzita Komenského, Filozofická fakulta, 2015. ISBN 978-80-8127-091-8.

KALINAYOVÁ-BARTOVÁ, J. Hudobné dejiny Bratislavy. Od stredoveku po rok 1918. Bratislava: Ars Musica, 2020. ISBN 9780 80-971672-5-7.

KAČIC, L. Dejiny hudby III. Barok. Bratislava: Ikar, 2008. ISBN 978-80-551-1510-8.

MÚDRA, D. Dejiny hudobnej kultúry na Slovensku II. Klasicizmus. Bratislava: Vydavateľstvo Slovenského hudobného fondu, 1993. ISBN 80-966995-3-9.

MÚDRA, D. Hudobný klasicizmus na Slovensku v dobových dokumentoch. Bratislava: Ister Science, 1996. ISBN 80-88683-15-7.

RYBARIČ, R. Dejiny hudobnej kultúry na Slovensku I. Stredovek, renesancia, barok. Bratislava: Opus, 1984.

Recommended readings:

ALBRECHT, A. Túžby a spomienky. Bratislava: Hudobné centrum, 2008. ISBN 978-80-88884-98-9.

BUGALOVÁ, E. Hudobná Trnava a Mikuláš Schneider-Trnavský. Trnava: Spolok sv. Vojtecha, 2011. ISBN: 978-80-7162-891-0.

CHALUPKA, Ľ. Slovenská hudobná avantgarda. Bratislava: Univerzita Komenského, Filozofická fakulta, Katedra hudobnej vedy, 2011. ISBN 80-223-3115-9.

LENGOVÁ, J. Antológia klavírnej hudby na Slovensku (1830 – 1918). Pramenná edícia s úvodnou štúdiou. Bratislava: Ústav hudobnej vedy SAV, 2015. ISBN 978-80-89135-35-6.

MÚDRA, D. Dejiny hudobnej kultúry na Slovensku II. Klasicizmus. Bratislava: Vydavateľstvo Slovenského hudobného fondu, 1993. ISBN 80-966995-3-9.

MÚDRA, D. Hudobný klasicizmus na Slovensku v dobových dokumentoch. Bratislava: Ister Science, 1996. ISBN 80-88683-15-7.

RUŠČIN, P. Cantus Catholici a tradícia duchovného spevu na Slovensku. Bratislava: Ústav hudobnej vedy SAV, 2012. ISBN 978-80-89135-29-5.

RUŠČIN, P. Cantus Catholici a tradícia duchovného spevu na Slovensku. Bratislava: Ústav hudobnej vedy SAV, 2012. ISBN 978-80-89135-29-5.

RYBARIČ, R. Dejiny hudobnej kultúry na Slovensku I. Stredovek, renesancia, barok. Bratislava: Opus, 1984

ŠUBA, A. Hudobný život v Liptovskom Hrádku na konci 18. a začiatkom 19. storočia. In: Hudobno-historický výskum na Slovensku začiatkom 21. storočia Bratislava: Stimul, 2007, s. 317-394. ISBN 978-80-89236-35-8.

VESELOVSKÁ, E. – ADAMKO, R. – BEDNÁRIKOVÁ, J. Stredoveké pramene cirkevnej hudby na Slovensku. Bratislava: Slovenská muzikologická spoločnosť – Ústav hudobnej vedy SAV, 2017. ISBN 978-80-89135-38-7.

ZAVARSKÝ, E. Ján Levoslav Bella. Život a dielo. Bratislava: SAV, 1955.

Štúdie a články publikované v periodikách Hudobný život, Slovenská hudba, Musicologica Slovaca, Musicologica Istropolitana.

**Languages necessary to complete the course:**

Slovak

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 6						
A	ABS	B	C	D	E	FX
83,33	0,0	16,67	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Andrej Šuba, PhD.						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde004/22	<b>Course title:</b> History of Slovak music
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: 2 hours lecture/week, 22 hours/semester, combined (primarily face-to-face) Student workload: 22 hours, 16 hours of preparation for a seminar paper of 8-10 standard pages, 20 hours for a midterm evaluation, 32 hours for an exam, 90 hours total Teaching methods: monological, discussion of the material covered, self-study of literature	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The course assessment is divided into three phases. During the semester, the student will prepare and publicly present a seminar paper on a topic related to the musical history of the region from which he/she comes, which will be evaluated in the range of 0 - 25 points. In addition, he/she will take a sound test (0-25 points scale) of the repertoire of the pieces presented in the individual thematic areas. At the end of the semester, the student will take an oral examination graded on a scale of 0-50 points. The overall grade is obtained by summation. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points, and a grade of E requires at least 60 points. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required) A - excellent performance, the student knows the basic concepts of the history of Slovak music, he/she can apply what he/she has learned in theory to practice; the seminar work related to the musical history of the region from which he/she comes meets all the set criteria; critically evaluated; trouble-free mastery of the sound test from the set repertoire, B - excellent performance, the student masters the basic concepts, but in the application of knowledge to practice, slight deficiencies are observed - solves model situations with minor hesitations; in the seminar work related to the musical history of the region from which he/she	

comes, slight deficiencies are observed; critical thinking is borderline; mastery of the sound test from the set repertoire with deficiencies due to uncertainty,

C - good performance, although the student has acquired the knowledge, but can only partially apply what he/she has learned to practice; he/she has problems with complex problem solving, the seminar work related to the musical history of the region from which he/she comes has shortcomings; partial mastery of the sound test from the set repertoire,

D - acceptable performance, the student has only partially mastered the knowledge, has significant deficiencies in the problem, cannot apply what he/she has learned in practice, with problems solving model situations; his/her seminar work related to the musical history of the region where he/she comes from meets the minimum criteria; mastery of the sound test from the set repertoire with more serious deficiencies, with incomplete sound analysis,

E - minimally acceptable performance; the student has acquired minimal knowledge and is unable to transfer it adequately into practice,

Fx - unacceptable performance, the student has not sufficiently mastered the content of the education, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes: The student will gain a basic overview of the history of Slovak music from the earliest times to the present. The course focuses on the history of musical culture (music as a social phenomenon within general history and the history of art) and on the forms, transformations and significance of historical musical styles, noticing and learning to understand their interrelationships. Lectures broaden cultural insight, strengthen historical awareness, accentuate students' listening experience, and lead them to the ability to independently, creatively handle, interpret, and verbalize the knowledge they have acquired. Wherever possible, links to pedagogical practice at different levels of arts education and an active approach to music are emphasised.

Transferable competencies:

Lectures integrate knowledge of music history, music aesthetics, and music theory (emphasizing cross-curricular relationships), broaden cultural insight, strengthen historical awareness, emphasize students' listening experience, and lead them to the ability to independently, creatively handle, interpret, and verbalize the knowledge they have acquired. Wherever possible, links to pedagogical practice at different levels of arts education and an active approach to music are emphasised.

### **Class syllabus:**

Course outcomes of subject (content): Beginnings of music in Slovakia. The Middle Ages (9th - 14th century): musical culture of Great Moravia, monophonic Latin liturgical singing, the beginnings of polyphony and polyphonic music, the beginnings of sacred song, secular music, the beginnings of music theory. Renaissance (15th-16th centuries): humanistic education, musical instrumentation, forms of music dissemination, polyphony, sacred song, music theory. Baroque (17th-18th centuries): centres, circuits and repertoire, polyphony and polychory, concertante style, chorale, sacred song, secular dance and occasional music. Classicism (18th century - 1830): repertoire, education and publishing, composers, performers, theorists. Music in the period of Romanticism and national-emancipation efforts (1830-1918): musical life, musical production, personalities. Music in Slovakia in the first half of the 20th century. Music in Slovakia in the second half of the 20th century, with overlap to the present.

### **Recommended literature:**

Compulsory/Recommended readings:

Povinná literatúra:

BURLAS, L. Slovenská hudobná moderna. Bratislava: Obzor, 1983.

ELSCHEK, O. (ed.). Dejiny slovenskej hudby. Bratislava: Ústav hudobnej vedy SAV – ASCO, 1996. ISBN 80-88820-04-9.

HRUŠOVSKÝ, I. Slovenská hudba v profiloch a rozboroch. Bratislava: ŠHV, 1964.

JURÍK, M. - ZAGAR P. 100 slovenských skladateľov. Bratislava: Národné hudobné centrum, 1998. ISBN 80-967799-6-6.

CHALUPKA, Ľ. Cestami k tvorivej profesionalite. Sprievodca slovenskou hudbou 20. storočia I (1901 – 1950). Bratislava: Univerzita Komenského, Filozofická fakulta, 2015. ISBN 978-80-8127-091-8.

KALINAYOVÁ-BARTOVÁ, J. Hudobné dejiny Bratislavy. Od stredoveku po rok 1918. Bratislava: Ars Musica, 2020. ISBN 9780 80-971672-5-7.

KAČIC, L. Dejiny hudby III. Barok. Bratislava: Ikar, 2008. ISBN 978-80-551-1510-8.

MÚDRA, D. Dejiny hudobnej kultúry na Slovensku II. Klasicizmus. Bratislava: Vydavateľstvo Slovenského hudobného fondu, 1993. ISBN 80-966995-3-9.

MÚDRA, D. Hudobný klasicizmus na Slovensku v dobových dokumentoch. Bratislava: Ister Science, 1996. ISBN 80-88683-15-7.

RYBARIČ, R. Dejiny hudobnej kultúry na Slovensku I. Stredovek, renesancia, barok. Bratislava: Opus, 1984.

Recommended readings:

ALBRECHT, A. Túžby a spomienky. Bratislava: Hudobné centrum, 2008. ISBN 978-80-88884-98-9.

BUGALOVÁ, E. Hudobná Trnava a Mikuláš Schneider-Trnavský. Trnava: Spolok sv. Vojtecha, 2011. ISBN: 978-80-7162-891-0.

CHALUPKA, Ľ. Slovenská hudobná avantgarda. Bratislava: Univerzita Komenského, Filozofická fakulta, Katedra hudobnej vedy, 2011. ISBN 80-223-3115-9.

LENGOVÁ, J. Antológia klavírnej hudby na Slovensku (1830 – 1918). Pramenná edícia s úvodnou štúdiou. Bratislava: Ústav hudobnej vedy SAV, 2015. ISBN 978-80-89135-35-6.

MÚDRA, D. Dejiny hudobnej kultúry na Slovensku II. Klasicizmus. Bratislava: Vydavateľstvo Slovenského hudobného fondu, 1993. ISBN 80-966995-3-9.

MÚDRA, D. Hudobný klasicizmus na Slovensku v dobových dokumentoch. Bratislava: Ister Science, 1996. ISBN 80-88683-15-7.

RUŠČIN, P. Cantus Catholici a tradícia duchovného spevu na Slovensku. Bratislava: Ústav hudobnej vedy SAV, 2012. ISBN 978-80-89135-29-5.

RUŠČIN, P. Cantus Catholici a tradícia duchovného spevu na Slovensku. Bratislava: Ústav hudobnej vedy SAV, 2012. ISBN 978-80-89135-29-5.

RYBARIČ, R. Dejiny hudobnej kultúry na Slovensku I. Stredovek, renesancia, barok. Bratislava: Opus, 1984

ŠUBA, A. Hudobný život v Liptovskom Hrádku na konci 18. a začiatkom 19. storočia. In: Hudobno-historický výskum na Slovensku začiatkom 21. storočia Bratislava: Stimul, 2007, s. 317-394. ISBN 978-80-89236-35-8.

VESELOVSKÁ, E. – ADAMKO, R. – BEDNÁRIKOVÁ, J. Stredoveké pramene cirkevnej hudby na Slovensku. Bratislava: Slovenská muzikologická spoločnosť – Ústav hudobnej vedy SAV, 2017. ISBN 978-80-89135-38-7.

ZAVARSKÝ, E. Ján Levoslav Bella. Život a dielo. Bratislava: SAV, 1955.

Štúdie a články publikované v periodikách Hudobný život, Slovenská hudba, Musicologica Slovaca, Musicologica Istropolitana.

**Languages necessary to complete the course:**

Slovak

**Notes:**



<b>Past grade distribution</b>						
Total number of evaluated students: 6						
A	ABS	B	C	D	E	FX
83,33	0,0	16,67	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Andrej Šuba, PhD.						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde001/22	<b>Course title:</b> History of Slovakia I.
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture /week, a total of 22 hours per semester, combined form; (primarily full-time) Student workload: 2L (4 credits): 11x 2 hours of direct teaching # 22 hours; 30 hours preparation for mid-term evaluation; 50 hours exam preparation. Total 102 hours of student work. Learning methods: lecture, discussion of the topic covered; situation analysis method; e-learning.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 50% of the interim and 50% of the final evaluation. The continuous assessment will consist of a written test in the last lecture, from which the student can obtain a maximum of 40 points, which is 40% of the total grade. 10% of the continuous assessment can be obtained for an active approach during the semester, which will consist, for example, of asking questions in the discussion after each lecture. The student will take an oral examination during the examination period. In the oral examination, the student will draw two questions, the first on a broad historical issue and the second on a specific problem. The maximum score for both parts of the exam is 50 + 50 points. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, you must obtain a minimum of 60% of the marks. The rating is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is familiar with the issues, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the subject, has learned the issue, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice),	

Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).

**Learning outcomes:**

The course aims to introduce the essential characteristics of the medieval history of Slovakia. Students will learn about the epoch from the arrival of the Slavs to the Battle of Mohács in 1526. Based on the acquired knowledge, they will be able to analyse the basic categories of medieval society in Slovakia and its composition. They will learn to orientate themselves in political, economic, social, ecclesiastical and cultural issues and to link them by analogy with the present. They will acquire the ability to think critically and evaluate the past objectively. They will be able to analyse this historical period, compare it with developments in other periods and reach synthesising conclusions. Emphasis is placed on orientation to the more complex problems of history. Due attention will also be paid to historical interpretations of individual events, their differentiation, and the acquisition of the ability to think in broader contexts.

**Class syllabus:**

- Chronology of the development of the Middle Ages in Slovakia.
- The question of the origin of the Slavs and their occurrence on our territory.
- The Empire of Samo. The Principality of Nitra.
- Great Moravia. Personalities of Great Moravia. The Byzantine mission.
- The question of the demise of Great Moravia and the establishment of the Kingdom of Hungary.
- Hungary (especially today's Slovakia) during the reign of the Árpád dynasty.
- Hungary (especially today's Slovakia) during the reign of the Anjou dynasty.
- Louis I, the ideal of a knight king.
- Sigismund of Luxembourg and Matthias Corvinus on the Hungarian throne.
- The Jagiellonian dynasty and the Battle of Mohács.
- Medieval culture in Hungary (especially in today's Slovakia).

**Recommended literature:**

Relevant literature:

IVANIČ, P. – PINTÉROVÁ, B.: Kapitoly z dejín Slovenska v stredoveku. Vysokoškolská učebnica. Nitra : Univerzita Konštantína Filozofa v Nitre, Filozofická fakulta, 2020 (Reviewed by J. Nemeš).

ČAPLOVIČ, D. – LUKAČKA, J. – ČIČAJ, V. – KOVÁČ, D. – LIPTÁK, Ľ.: Slovenské dejiny. Bratislava : AEP, 2000.

Recommended literature:

NEMEŠ, J. – KOŽIAK, R. (eds.): Pohanstvo a kresťanstvo. Bratislava: Chronos, 2004.

KUČERA, M.: Slovenské dejiny I. Od príchodu Slovanov do roku 1526. Bratislava : Literárne informačné centrum, 2011.

MANNOVÁ, E. et al.: Krátke dejiny Slovenska. Bratislava : AEPress, 2003.

ŠKVARNA, D. et al.: Lexikón slovenských dejín. Bratislava : SPN, 2006.

**Languages necessary to complete the course:**

Slovak language

**Notes:****Past grade distribution**

Total number of evaluated students: 291

A	ABS	B	C	D	E	FX
13,06	0,0	15,46	21,65	23,02	14,43	12,37

<b>Lecturers:</b> doc. Mgr. Jaroslav Nemeš, PhD.
<b>Last change:</b> 31.10.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde003/22	<b>Course title:</b> History of Slovakia II.
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week, 22 hours total per semester, combined form; (primarily in person) Student workload: 2P (2 credits): 11 x 2 hours of direct instruction = 22 hours; 10 hours preparation for discussions, 68 hours exam preparation. 100 hours of student work in total. Educational methods: monological method, problem-solving exercises; discussion of the subject; e-learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 40% of the interim and 60% of the final evaluation. The student takes the test in the middle of the semester, from which he/she may obtain a maximum of 30 points. The test will focus on the material covered. In the midterm evaluation, the test will account for 30%, and 10% will be given for the active approach in lectures. This active approach will consist of asking the lecturer at least one question from the ongoing teaching. In the examination period, the student will take an oral examination. In the framework of the oral examination, the student will draw two questions. One question is a review "big" question. The other question focuses on specific personalities and events. The rating is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is knowledgeable about the subject matter, but critical thinking is borderline), C (80-72%, good - normal reliable work, the student does know his/her way around the subject, has learned the issue, but cannot apply the knowledge gained to practice), D (71-65%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice),	

Fx (less than 59%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, does not demonstrate the ability to think critically).

**Learning outcomes:**

The student acquires the necessary knowledge and understanding of Slovakia's political, economic and social development and its inhabitants in modern Hungary between 1526 and 1780. The aim is to acquaint students with the history of Slovakia from the Battle of Mohács to the end of the reign of Maria Theresa, to provide a plastic picture of the transformation of the society during two centuries, the changes in the social structure of the population on the territory of today's Slovakia, to give the influence of European events on the national consciousness process of the Slovak ethnic group, the causes leading to the national revival. The student acquires in-depth knowledge and knowledge about the period of the modern age in Slovak history. The student will receive information based on which he/she will be able to think critically and objectively evaluate this period in the context of Hungarian history. They will be able to navigate more complex problems and historical interpretations and reach synthesising conclusions. The student will consolidate the communication skills necessary for presenting his/her work results.

**Class syllabus:**

- The Habsburgs and their policy in Hungary in the 16th century (from Ferdinand I to the end of the reign of Rudolf II): The struggles of Ferdinand I and Jan Zápolský for the Hungarian throne
- The reforms of Ferdinand I. and Maximilian I - Revolt of Stefan Bockaj - Dispute of Rudolf II. with his brother Matthias.
- Turkish expansion in Hungary: the Battle of Mohács - Turkish expansion in the first half of the 16th century - The conquests in the second half of the 16th century - The Fifteen Years' War - From the Peace of Zittau to the beginning of the invasion in the 1760s - The defeat of the Turks at Vienna and their gradual expulsion from Hungary.
- Reformation and Counter-Reformation in Slovakia in the 16th and 17th centuries: Penetration of the Reformation into the territory of Hungary - The form of the Reformation doctrine and churches
- Counter-Reformation /the consequences of the Council of Trent and the Jesuit Order in Hungary/
- The organisation of the Evangelical Church - The sharpening of the Recatholization during the reign of Leopold I.
- Hungarian Estates Revolts (from Gabriel Bethlen's Revolt to the Revolt of Francis II Rakoci): Causes of the Estate's Revolts - Revolts as part of the Thirty Years' War (Gabriel Bethlen and George I Rakoci) - Conspiracy of Francis Veseleni - Resistance of Imrich Tököli - Revolt of Francis II Rakoci - Revolt of George II Rakoci - Revolt of Francis II Rakoci.
- Political developments in Hungary after the Peace of Satmar – the reign of Emperor Charles VI and Queen Maria Theresa (1711 - 1780): Reforms of Charles VI - Wars for the Austrian inheritance (Silesian Wars) and the Seven Years' War - Maria Theresa's Enlightenment reforms, foreign policy.
- Economic development in Hungary in the 16th-18th centuries: The development of the feudal economic system - The beginnings of capitalist relations in business and production - Mining and metallurgy in Slovakia - Artisan guilds - The origins of industrial manufactures - Trade and mercantilist politics.
- The population of Hungary and Slovakia - Its ethnic form and social structure - Wallachian colonisation and the migration of Slovaks to the southern regions of Hungary - The status of Slovak ethnicity in Hungary in the 16th-18th centuries.
- Spiritual and thought movements in the 16th-18th centuries: Humanism and reformist religious teachings -The most important Hungarian Renaissance and Baroque writers and thinkers - Reformation and Catholic education

- Science in Slovakia in the 16th-18th centuries - Fine arts and architecture of the Hungarian Renaissance and Baroque, development of Slovak ethnicity, Slovak consciousness in the 16th-18th centuries.

**Recommended literature:**

Compulsory readings:

Kolektív autorov: Dejiny Slovenska II. (1526 – 1848). Bratislava : SAV, 1987 .

BADA, Michal: Slovenské dejiny II. Bratislava : LIC, 2017.

MANNOVÁ, Elena a kol.: Krátke dejiny Slovenska. Bratislava 2004. – vybrané kapitoly

Kolektív autorov: Lexikón slovenských dejín. Bratislava : SPN, 2006 – vybrané heslá

KÓNYA, Peter a kol: Dejiny Uhorska. Prešov 2014.

Recommended readings:

DANGL, Vojtech: Slovensko vo víre stavovských povstaní. Bratislava: SPN, 1986.

DANGL, Vojtech: Vojenské dejiny Slovenska. 2. zv. (1526 – 1711). Bratislava: MO SR, 1995.

HORVÁTH, Pavol - KOPČAN, Vojtech: Turci na Slovensku. Bratislava: SPN, 1971

KAMENICKÝ, Miroslav: Cestopisy informujúce o slovenskom baníctve zo 17. a 18. storočia. In: Európsky význam slovenského baníctva v stredoveku a novoveku. Banská Štiavnica, SBM, 2010, s. 22-27.

KAMENICKÝ, Miroslav: Uplatnenie absolventov Rímskeho kolégia a Nemecko-uhorského kolégia v Ríme v katolíckych cirkevných štruktúrach v Uhorsku v 17. a 18. storočí. In: Cirkev a náboženstvo v Uhorsku v ranom novoveku. Prešov, Vydavateľstvo Prešovskej univerzity, 2020, s. 432-443

KONTLER, László: Dějiny Maďarska. Praha : Nakladatelství Lidové noviny 2001.

KOVÁČ, Dušan a kol.: Kronika Slovenska I. Bratislava: Fortuna Print, 1998.

SEGEŠ, Vladimír - VIŠVÁDER, František a kol.: Kniha kráľov : Panovníci v dejinách Slovenska a Slovákov. Bratislava: SPN, 1998.

KÓNYA, Peter (ed.): Doba kuruckých bojov. Prešov: Vydavateľstvo Prešovskej univerzity, 2014.

Leonard Stöckel a reformácia v strednej Európe. Prešov, Vydavateľstvo Prešovskej univerzity pre Biskupský úrad Východného dištriktu Evanjelickej cirkvi a. v. na Slovensku a Cirkevný zbor ECAV na Slovensku Bardejov, 2011.

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

**Past grade distribution**

Total number of evaluated students: 241

A	ABS	B	C	D	E	FX
33,2	0,0	25,73	20,75	7,05	9,13	4,15

**Lecturers:** Mgr. Miriam Viršínská, PhD., doc. PhDr. Miroslav Kamenický, CSc.

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde005/22	<b>Course title:</b> History of Slovakia III.
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 3 hours lecture/week, 33 hours total per semester, combined form; (primarily in person) Student workload: 11x 3 hours of direct teaching = 33 hours; 66 hours of exam preparation. Total of 100 hours of student work. Educational methods: monological method, discussion on the subject; problem-solving tasks, e-learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 80% of the mark for the final examination is in the form of a test, and 20% is for active participation in discussions throughout the semester, which the student will receive if he/she participates in at least one-third of the discussions. The student will take the test at the end of the semester. A minimum of 91% is required for a final grade of A, a minimum of 81% for a grade of B, a minimum of 73% for a grade of C, a minimum of 66% for a grade of D, and a minimum of 60% for a grade of E. You must earn a minimum grade of 60% to pass the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is knowledgeable about the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the gained knowledge in practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).	



**Learning outcomes:**

The course enables the student to gain comprehensive knowledge of Slovak history of the long 19th century (1780 - 1918). The student learns to orient himself to social, cultural, national and political problems and to link them analogically with the present. Acquire the ability to think critically and evaluate the recent past objectively. They will be able to analyse and assess this historical period, compare it with developments in other countries and reach synthesising conclusions. They will be able to navigate complex issues and historical interpretations, distinguish between them and think in context.

**Class syllabus:**

Students will learn about the history of Slovakia from the end of the 18th to the beginning of the 20th century in a cross-sectional way. It focuses on the key issues of the long 19th-century national history. It combines interpretations of the breakthrough periods, helps uncover taboo topics, and gets to know contemporary society and its personalities. It concentrates on these focal themes:

- The Habsburg Monarchy and the Kingdom of Hungary at the end of the 18th and the first half of the 19th century. The reigns of Joseph II, Leopold II, Francis I and Ferdinand V. The Napoleonic Wars. Metternich's absolutism. Relaxation of feudal relations, the redemption of serfs from serfdom. The beginnings of industrial development. Hungarian reform movement.
- Modernisation of the Slovak nation. The Bernolák's and evangelical conceptions. Personalities.
- The second generation of Slovak revivalists in the 1820s and 1830s. Unification of the Catholic and Evangelical camps. Social activity. The most influential personalities.
- Completion of the Slovak national political programme in the 1840s. Unification of the Štúr's and the youngest Bernolák's generation. Adoption of a unified written language and cultural institutions.
- The 1848/49 revolution in the Habsburg monarchy and the Slovak political programme. The March Revolution. The Slavonic Congress. Slovak volunteer expeditions. Efforts to create a Slovak Crown Land.
- The period of neoabsolutism in the 1850s. Centralism and Germanism. The issue of the written language. The Old Slovaks and the Young Slovaks.
- Political development of the Habsburg monarchy in the Provisional period. The Austro-Hungarian Compromise. Economic development of the monarchy and Hungary after the compromise.
- Slovak politics in the 1860s and 1870s. Memorandum, the Slovak Matica and Slovak grammar schools. Nationality Act. Old and New Slovak School. Prominent personalities.
- Period of political passivity. Efforts of the Hungarian governments to transform the Kingdom of Hungary into a mono-national Hungarian state. Turčiansky Svätý Martin and the Slovak National Party. Czech-Slovak cooperation. Russophilism and Pan-Slavism.
- Differentiation of Slovak political currents at the turn of the 19th and 20th centuries. The Industrial Revolution in the Kingdom of Hungary, Hungarian liberalism, the development of the workers' and social democratic movements. Cooperation of non-Hungarian people in Hungary. The Slovak National Party. Slovak People's Party. The young generation grouped around the magazine Hlas and Prúdy. Agrarian current. Slovak Social Democratic Party.
- Slovaks and the First World War, the establishment of the Czechoslovak Republic. The internationalisation of the Slovak question before the First World War. The main centres of Slovak politics during the First World War. American Slovaks. Czechoslovak cooperation, Czechoslovakia and the legions.

**Recommended literature:**

Dejiny Slovenska II. Bratislava : VEDA, 1987.

Dejiny Slovenska III. Bratislava : VEDA, 1992.

Dejiny Slovenska IV. Bratislava : VEDA, 1986.

KOVÁČ, D. a kol.: Slovensko v 20. storočí I. Na začiatku storočia. Bratislava : VEDA, 2004.

KOVÁČ, D. a kol.: Slovensko v 20. storočí II. Prvá svetová vojna. Bratislava : VEDA, 2008.  
 MANNOVÁ, E. (ed.): Krátke dejiny Slovenska. Bratislava : AEP, 2003.  
 MRVA, I.: Slovensko a Slováci v 2. polovici 19. storočia. Bratislava : Slovart, 2010.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 194

A	ABS	B	C	D	E	FX
13,4	0,0	26,29	27,32	21,13	9,79	2,06

**Lecturers:** prof. Mgr. Pavol Matula, PhD., Mgr. Miriam Viršínská, PhD.

**Last change:** 31.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde008/22	<b>Course title:</b> History of Slovakia IV.
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 4 per level/semester: 56</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 4 hours lecture/week, the total for semester 44 hours, combined; (primarily full-time) Student workload: 4P (6 credits): 11 x 4 hours of direct instruction = 44 hours; 53 hours of midterm preparation; 53 hours of preparation for the examination. Total 150 hours of student work. Learning methods: discussion of the topic; problem-solving exercises, e-learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 50% of the interim and 50% of the final evaluation. The student takes a written test during the semester and an oral examination during the examination period. Interim assessment - student passes a written test at the end of the semester and an oral examination during the examination period. The written test assesses the knowledge acquired about historical figures and events in the form of completing the correct answer by adding or circling. Final assessment: The student will choose two questions in the oral exam. The first focuses on a specific historical issue or event, and the second focuses on a historical figure. To receive a final grade of A, a minimum of 91 points is required, and a minimum of 81 points is required for a grade of B, for a grade C at least 73 points, for a grade D at least 66 points, and for a grade E at least 60 points. Credit will not be awarded to students who fail any of the four written examinations and receive less than 15 points. Successful course completion requires a minimum of 60% of the grade. The grade is awarded on a scale: A (100-91%, excellent - excellent results, the student is familiar with the subject matter, he/she has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is knowledgeable about the subject mastery, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student can orient himself in the problem, he has learned, but he cannot apply the acquired knowledge to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice),	

E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice),

Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).

**Learning outcomes:**

The course enables the student to acquire comprehensive knowledge of the 20th century Slovak history, specifically the period 1918-1992. The student will learn to navigate social, cultural, national and political issues and to relate them analogically to the present. Acquire the ability to think critically and evaluate the recent past objectively. They will be able to analyse and evaluate this historical period, compare it with developments in other countries and reach synthesising conclusions. They will be able to navigate complex issues and historical interpretations, distinguish between them and think in context.

**Class syllabus:**

Students will learn about the history of Slovakia in the 20th century. It focuses on the key issues of the national history of the 20th century. It brings closer the interpretations of the turning points, helps uncover taboo topics together, and gets to know contemporary society and its personalities. It concentrates on these central themes:

- The 1st Czechoslovak Republic, its origins, place and significance in the history
- Autonomism versus centralism
- The flowering of culture after 1918
- The personalities of the 1st Czechoslovak Republic
- The Slovak state 1939 – 1945, its origins and place in history
- Forms of collaboration in Slovakia
- Persecutions (political opponents, Jews, Gypsies)
- Foreign resistance, domestic resistance and its personalities
- Slovak National Uprising
- Transitional period 1945 – 1948
- The founding period of the communist regime 1948 – 1953
- Persecutions (political trials, forced collectivisation)
- Socialist society
- The attempt at 'socialism with a human face' in 1968
- Normalisation
- Third Resistance
- The Velvet Revolution and the first steps in democracy

**Recommended literature:**

Compulsory reading:

LETZ, R.: Slovenské dejiny IV. Bratislava : Literárne informačné centrum, 2010.

LETZ, R.: Slovenské dejiny V. Bratislava : Literárne informačné centrum, 2012.

LETZ, R.: Slovenské dejiny VI. Bratislava : Literárne informačné centrum, 2021.

Recommended readings:

BARNOVSKÝ, M.: Na ceste k monopolu moci. Mocenskopolitické zápasy na Slovensku v rokoch 1945 – 1948. Bratislava : Archa, 1993.

HRADSKÁ, K. – KAMENEC, I. a kol.: Slovenská republika 1939 – 1945. Bratislava : VEDA, 2015.

JABLONICKÝ, J.: Povstanie bez legend. Bratislava : Obzor, 1990.

KAMENEC, I.: Po stopách tragédie. Bratislava : Premedia, 2020.

KLIMEK, A.: Boj o hrad. 1. a 2. diel. Praha : Panevropa, 1998.

LIPTÁK, L. (zost.): Politické strany na Slovensku v r. 1860 – 1989. Bratislava : Archa, 1992.  
 LONDÁK, M. – SIKORA, S. – LONDÁKOVÁ, E.: Predjarie. Politický, ekonomický a kultúrny vývoj na Slovensku v rokoch 1960 – 1967. Bratislava : VEDA, 2002.  
 LONDÁK, M. – SIKORA, S. a kol.: Rok 1968 a jeho miesto v našich dejinách. Bratislava : VEDA, 2009.  
 PEŠEK, J – LETZ, R.: Štruktúry moci na Slovensku 1948 – 1989. Prešov : Vydavateľstvo Michala Vaška, 2004.  
 RYCHLÍK, J.: Češi a Slováci ve 20. století. Praha : Vyšehrad, 2015.  
 VAŠŠ, M.: Slovenská otázka v 1. ČSR (1918 – 1938). Martin : Matica slovenská, 2011.  
 ZEMKO, M. – BYSTRICKÝ, V. (eds.): Slovensko v Československu 1918 – 1939. Bratislava : VEDA, 2004.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 189

A	ABS	B	C	D	E	FX
25,93	0,0	23,28	21,16	16,93	9,52	3,17

**Lecturers:** prof. PhDr. Róbert Letz, PhD.

**Last change:** 31.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde022/22	<b>Course title:</b> History of education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The students' task is to solve 10 continuously assigned problems during the semester and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated on a 3-0 point scale according to specific criteria set for each problem. The maximum number of points possible is 30. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), B (93-86%, very good - above average standard), C (85-76%, well - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 28 points is required for a final grade of A (excellent - outstanding results), a minimum of 25 points is required for a grade of B (very good - above average standard), a minimum of 22 points is required for a grade of C (good - normal reliable work), a minimum of 20 points is required for a grade of D (satisfactory - acceptable results), and a minimum of 18 points is required for a grade of E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students scoring 17 points or less. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning outcomes and transferable competences: Upon completion of the course, students will be able to use professional terminology, define the subject, and describe the system of the History of education. They are able to explain the context of the emergence and the main features of the historical currents of educational thought, describe and compare the systems of education and training in different historical periods, explain the views	

and characterize the work of important figures in the history of education and training, critically evaluate them and identify their influence on education and training today.

Working with original historical sources and their contemporary interpretations, students will be able to critically reflect and discuss ethical issues of education and education, the position and roles of the subjects of education and education. In solving, presenting and discussing the results of ongoing assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills.

Students will be able to use the acquired knowledge and skills creatively in the study of other pedagogical disciplines and in their future pedagogical practice.

### **Class syllabus:**

Brief outline of the course:

The subject, terminology and system of the History of education. Education and education in ancient and medieval times. Education and pedagogical ideas in the period of humanism and the Renaissance. Life, work and pedagogical views of J. A. Comenius. The development of education and pedagogical thinking in the works of selected representatives in the world (Lock. Rousseau, Pestalozzi, Herbart, Tolstoy) and in the territory of present-day Slovakia (Bel, Tešedík, Fándly, Lehocký) in the 17th-19th centuries. Pedagogical trends and schools of the 20th century in the world. Education in Slovakia in the 20th century. Contemporary trends in education.

### **Recommended literature:**

Recommended reading:

BRŤKOVÁ, M., et al. (2000). Kapitoly z dejín pedagogiky. Bratislava: Pressent, 250 s. ISBN 80-967824-4-4

JŮVA, V. jun., JŮVA, V. sen. (2003). Stručné dějiny pedagogiky. Brno: Paido, 91 s. ISBN 80-7315-062-X

KASPER, T, KASPEROVÁ, D. (2008). Dějiny pedagogiky. Praha: Grada, 224 s. ISBN 978-80-247-2429-4

KUDLÁČOVÁ, B. (2003). Človek a výchova v dejinách európskeho myslenia. Trnava: PF TU, 168 s. ISBN 80-89074-66-9

PORUBSKÝ, Š. (2012). Úryvky z dejín pedagogického myslenia. Banská Bystrica: PF UMB, 110 s. ISBN: 978-80-557-0433-3

PŠENÁK, J. (2012). Dejiny školstva a pedagogiky. Žilina: EDIS-vydavateľstvo ŽUŽ, 167 s. ISBN 978-80-554-0596-4

ŠMAHELOVÁ, B. (2008). Nástin vývoje pedagogického myšlení. Brno: MSD, spol. s r.o., 98 s. ISBN 978-80-7392-040-1.

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

slovak and czech

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 299

A	ABS	B	C	D	E	FX
48,16	0,0	13,38	12,37	7,69	11,04	7,36

**Lecturers:** Ing. Mgr. Jozef Strakoš, PhD., doc. PhDr. Miroslav Kamenický, CSc.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde022/22	<b>Course title:</b> History of education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The students' task is to solve 10 continuously assigned problems during the semester and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated on a 3-0 point scale according to specific criteria set for each problem. The maximum number of points possible is 30. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), B (93-86%, very good - above average standard), C (85-76%, well - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 28 points is required for a final grade of A (excellent - outstanding results), a minimum of 25 points is required for a grade of B (very good - above average standard), a minimum of 22 points is required for a grade of C (good - normal reliable work), a minimum of 20 points is required for a grade of D (satisfactory - acceptable results), and a minimum of 18 points is required for a grade of E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students scoring 17 points or less. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning outcomes and transferable competences: Upon completion of the course, students will be able to use professional terminology, define the subject, and describe the system of the History of education. They are able to explain the context of the emergence and the main features of the historical currents of educational thought, describe and compare the systems of education and training in different historical periods, explain the views	



and characterize the work of important figures in the history of education and training, critically evaluate them and identify their influence on education and training today.

Working with original historical sources and their contemporary interpretations, students will be able to critically reflect and discuss ethical issues of education and education, the position and roles of the subjects of education and education. In solving, presenting and discussing the results of ongoing assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills.

Students will be able to use the acquired knowledge and skills creatively in the study of other pedagogical disciplines and in their future pedagogical practice.

### **Class syllabus:**

Brief outline of the course:

The subject, terminology and system of the History of education. Education and education in ancient and medieval times. Education and pedagogical ideas in the period of humanism and the Renaissance. Life, work and pedagogical views of J. A. Comenius. The development of education and pedagogical thinking in the works of selected representatives in the world (Lock. Rousseau, Pestalozzi, Herbart, Tolstoy) and in the territory of present-day Slovakia (Bel, Tešedík, Fándly, Lehocký) in the 17th-19th centuries. Pedagogical trends and schools of the 20th century in the world. Education in Slovakia in the 20th century. Contemporary trends in education.

### **Recommended literature:**

Recommended reading:

BRŤKOVÁ, M., et al. (2000). Kapitoly z dejín pedagogiky. Bratislava: Pressent, 250 s. ISBN 80-967824-4-4

JŮVA, V. jun., JŮVA, V. sen. (2003). Stručné dějiny pedagogiky. Brno: Paido, 91 s. ISBN 80-7315-062-X

KASPER, T., KASPEROVÁ, D. (2008). Dějiny pedagogiky. Praha: Grada, 224 s. ISBN 978-80-247-2429-4

KUDLÁČOVÁ, B. (2003). Človek a výchova v dejinách európskeho myslenia. Trnava: PF TU, 168 s. ISBN 80-89074-66-9

PORUBSKÝ, Š. (2012). Úryvky z dejín pedagogického myslenia. Banská Bystrica: PF UMB, 110 s. ISBN: 978-80-557-0433-3

PŠENÁK, J. (2012). Dejiny školstva a pedagogiky. Žilina: EDIS-vydavateľstvo ŽUŽ, 167 s. ISBN 978-80-554-0596-4

ŠMAHELOVÁ, B. (2008). Nástin vývoje pedagogického myšlení. Brno: MSD, spol. s r.o., 98 s. ISBN 978-80-7392-040-1.

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

slovak and czech

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 299

A	ABS	B	C	D	E	FX
48,16	0,0	13,38	12,37	7,69	11,04	7,36

**Lecturers:** Ing. Mgr. Jozef Strakoš, PhD., doc. PhDr. Miroslav Kamenický, CSc.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde014/22	<b>Course title:</b> History of philosophy 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an assessment, the midterm/final assessment ratio is 100/0, which includes a final test in the assessment week of the semester (100% of the assessment). A minimum of 60% of the total mark is required to pass the course. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in class during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing assignments using a model, above-average professional knowledge and application of that knowledge in problem solving assignments using tutorials, above-average problem orientation, above-average communication skills, responsibility and timely completion of assignments, and above-average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject, good communication skills, completion of the assigned tasks, average activity in the class during the semester at the invitation of the teacher. A minimum of 66 points is required for a final grade of D. For this grade, the student should demonstrate: the ability to develop assignments using a given template and with the assistance of the	

instructor, average proficiency and application in problem solving in a group or with the assistance of the instructor, average orientation to the problem, average communication skills, completion of assignments, and basic activity in class during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning outcomes:

Completion of the course will provide students with a certain handle on orientation in the nowadays almost opaque tangle of diverse philosophical directions, movements, orientations and attitudes, will provide them with basic categorical-conceptual equipment and methodological instrumentation useful in other special sciences and disciplines (sociology, pedagogy, political science, psychology, etc.), which will help to bridge their particularism in favour of a global vision and solutions to the problems of the contemporary world. Knowledge of the approaches of different philosophical trends to certain problems will facilitate the students' professional and human orientation in the contemporary world, since many pedagogical, economic, social, legal and political concepts are based on these philosophical trends as their conceptual framework. The course also emphasizes the mapping of these overlaps of philosophy into other components of culture. The problem field thus delineated will help the students to reflect and specify their own position and provide arguments for the vindication of their own positions, thus contributing to better self-knowledge and self-identification. History of Philosophy provides students with the experience of encountering the "other", giving guidance and cultivating habits of coping with it, and thus teaching them tolerance and respect for other points of view. By completing the course, the student develops transferable competencies such as communication skills, analytical skills, abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.

Learning objectives and transferable competences:

To familiarize students with the history of European philosophical thought and to provide them with a basic conceptual and methodological apparatus that they will be able to use in other special sciences such as pedagogy, political science, psychology, or sociology.

### **Class syllabus:**

Brief outline of the course:

History of Philosophy I focuses on the period from Antiquity to the French Enlightenment.

1. Introduction: philosophy and its importance for man; The study of the history of philosophy as an introduction to philosophy; Periodization of the history of philosophy.

2. Ancient Philosophy: the Pre-Socratics (Ionian Philosophy - School of Miletus, Xenophanes, Heracleitos; Philosophy in the West - Pythagoras, Parmenides, Zeno, Empedocles; Reaction of Ionian Philosophy - Anaxagoras, Democritus); Classical Greek Philosophy (Sophists, Socrates, Plato, Aristotle); Hellenistic Period (Stoicism, Epicureanism, Skepticism).

3. Medieval Philosophy: Patristics (Augustine); Early Scholasticism (Eriugena, Anselm of Canterbury, Abaelard); High Scholasticism (Albert the Great, Aquinas, Bonaventure, R. Bacon); Late Scholasticism (Occam, Scotus)

4. Renaissance philosophy: M. Kuzansky; Renaissance Platonism and Aristotelianism (Ficinus, Mirandola, Pompanazzi); Renaissance natural science (Copernicus, Kepler, Galilei)

<p>Renaissance philosophy of nature (Telesio, Bruno); Renaissance social philosophy (Machiavelli, More, Campanella); Renaissance humanism (Erasmus of Rotterdam, Montaigne); Reformation (Luther, Calvin, Münzer, Zwingli)</p> <p>5. Modern Philosophy: Origins of Modern Empiricism and Mechanistic Materialism (F. Bacon, Hobbes); Modern Rationalism (Descartes, Spinoza, Leibniz); Modern Empiricism (Locke, Berkley, Hume)</p> <p>6. The Enlightenment in France (Montesquieu, Voltaire, Rousseau, the Encyclopedists, Materialists)</p>																				
<p><b>Recommended literature:</b></p> <p>Recommended reading:</p> <p>LEŠKO, V., MIHINA, F. (1993). Dejiny filozofie. Bratislava: Iris, 357 s., ISBN 80-967013-3-9</p> <p>STORIG, H. J. (2007). Malé dějiny filosofie. Kostelní Vydří: KNA, 653 s. ISBN 978-80-7195-206-0 <a href="https://amper.ped.muni.cz/~jonas/umco/St%c3%b6rig-H.---Mal%c3%a9-d%c4%9bjiny-filosofie.pdf">https://amper.ped.muni.cz/~jonas/umco/St%c3%b6rig-H.---Mal%c3%a9-d%c4%9bjiny-filosofie.pdf</a> .</p> <p>Dějiny filosofie zv. 1-9. Praha: Oikoymenh, 2001 – 2020.</p> <p>Antológia z diel filozofov - Predsokratovci a Platón. Bratislava: IRIS, 607 s. 1998.</p> <p>Antológia z diel filozofov - Od Aristotela po Plotina. Bratislava: IRIS, 600 s. 2007.</p> <p>Antológia z diel filozofov - Patristika a scholastika. Bratislava: Dobrá kniha, 472 s. 2009.</p> <p>Antológia z diel filozofov - Humanizmus a renesancia. Bratislava: IRIS, 560 s. 2009.</p> <p>Antológia z diel filozofov V. Novoveká empirická a osvietenská filozofia. Bratislava: VPL, 539 s. 1976.</p> <p>Antológia z diel filozofov VI. Novoveká racionalistická filozofia. Bratislava: Epocha, 784 s. 1970.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>slovak and czech</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 580</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>36,72</td><td>0,0</td><td>30,52</td><td>13,1</td><td>7,07</td><td>5,0</td><td>7,59</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	36,72	0,0	30,52	13,1	7,07	5,0	7,59
A	ABS	B	C	D	E	FX														
36,72	0,0	30,52	13,1	7,07	5,0	7,59														
<p><b>Lecturers:</b> Mgr. Michal Bizoň, PhD., PhDr. Slávka Drozdová, PhD.</p>																				
<p><b>Last change:</b> 09.11.2022</p>																				
<p><b>Approved by:</b></p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde014/22	<b>Course title:</b> History of philosophy 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an assessment, the midterm/final assessment ratio is 100/0, which includes a final test in the assessment week of the semester (100% of the assessment). A minimum of 60% of the total mark is required to pass the course. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in class during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing assignments using a model, above-average professional knowledge and application of that knowledge in problem solving assignments using tutorials, above-average problem orientation, above-average communication skills, responsibility and timely completion of assignments, and above-average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject, good communication skills, completion of the assigned tasks, average activity in the class during the semester at the invitation of the teacher. A minimum of 66 points is required for a final grade of D. For this grade, the student should demonstrate: the ability to develop assignments using a given template and with the assistance of the	

instructor, average proficiency and application in problem solving in a group or with the assistance of the instructor, average orientation to the problem, average communication skills, completion of assignments, and basic activity in class during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning outcomes:

Completion of the course will provide students with a certain handle on orientation in the nowadays almost opaque tangle of diverse philosophical directions, movements, orientations and attitudes, will provide them with basic categorical-conceptual equipment and methodological instrumentation useful in other special sciences and disciplines (sociology, pedagogy, political science, psychology, etc.), which will help to bridge their particularism in favour of a global vision and solutions to the problems of the contemporary world. Knowledge of the approaches of different philosophical trends to certain problems will facilitate the students' professional and human orientation in the contemporary world, since many pedagogical, economic, social, legal and political concepts are based on these philosophical trends as their conceptual framework. The course also emphasizes the mapping of these overlaps of philosophy into other components of culture. The problem field thus delineated will help the students to reflect and specify their own position and provide arguments for the vindication of their own positions, thus contributing to better self-knowledge and self-identification. History of Philosophy provides students with the experience of encountering the "other", giving guidance and cultivating habits of coping with it, and thus teaching them tolerance and respect for other points of view. By completing the course, the student develops transferable competencies such as communication skills, analytical skills, abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.

Learning objectives and transferable competences:

To familiarize students with the history of European philosophical thought and to provide them with a basic conceptual and methodological apparatus that they will be able to use in other special sciences such as pedagogy, political science, psychology, or sociology.

### **Class syllabus:**

Brief outline of the course:

History of Philosophy I focuses on the period from Antiquity to the French Enlightenment.

1. Introduction: philosophy and its importance for man; The study of the history of philosophy as an introduction to philosophy; Periodization of the history of philosophy.
2. Ancient Philosophy: the Pre-Socratics (Ionian Philosophy - School of Miletus, Xenophanes, Heracleitos; Philosophy in the West - Pythagoras, Parmenides, Zeno, Empedocles; Reaction of Ionian Philosophy - Anaxagoras, Democritus); Classical Greek Philosophy (Sophists, Socrates, Plato, Aristotle); Hellenistic Period (Stoicism, Epicureanism, Skepticism).
3. Medieval Philosophy: Patristics (Augustine); Early Scholasticism (Eriugena, Anselm of Canterbury, Abaelard); High Scholasticism (Albert the Great, Aquinas, Bonaventure, R. Bacon); Late Scholasticism (Occam, Scotus)
4. Renaissance philosophy: M. Kuzansky; Renaissance Platonism and Aristotelianism (Ficinus, Mirandola, Pompanazzi); Renaissance natural science (Copernicus, Kepler, Galilei)

Renaissance philosophy of nature (Telesio, Bruno); Renaissance social philosophy (Machiavelli, More, Campanella); Renaissance humanism (Erasmus of Rotterdam, Montaigne); Reformation (Luther, Calvin, Münzer, Zwingli)

5. Modern Philosophy: Origins of Modern Empiricism and Mechanistic Materialism (F. Bacon, Hobbes); Modern Rationalism (Descartes, Spinoza, Leibniz); Modern Empiricism (Locke, Berkley, Hume)

6. The Enlightenment in France (Montesquieu, Voltaire, Rousseau, the Encyclopedists, Materialists)

**Recommended literature:**

Recommended reading:

LEŠKO, V., MIHINA, F. (1993). Dejiny filozofie. Bratislava: Iris, 357 s., ISBN 80-967013-3-9

STORIG, H. J. (2007). Malé dějiny filosofie. Kostelní Vydří: KNA, 653 s. ISBN

978-80-7195-206-0 <https://amper.ped.muni.cz/~jonas/umco/St%c3%b6rig-H.---Mal%c3%a9-d%c4%9bjiny-filosofie.pdf> .

Dějiny filosofie zv. 1-9. Praha: Oikoymenh, 2001 – 2020.

Antológia z diel filozofov - Predsokratovci a Platón. Bratislava: IRIS, 607 s. 1998.

Antológia z diel filozofov - Od Aristotela po Plotina. Bratislava: IRIS, 600 s. 2007.

Antológia z diel filozofov - Patristika a scholastika. Bratislava: Dobrá kniha, 472 s. 2009.

Antológia z diel filozofov - Humanizmus a renesancia. Bratislava: IRIS, 560 s. 2009.

Antológia z diel filozofov V. Novoveká empirická a osvietenská filozofia. Bratislava: VPL, 539 s. 1976. Antológia z diel filozofov VI. Novoveká racionalistická filozofia. Bratislava: Epocha, 784 s. 1970.

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 580

A	ABS	B	C	D	E	FX
36,72	0,0	30,52	13,1	7,07	5,0	7,59

**Lecturers:** Mgr. Michal Bizoň, PhD., PhDr. Slávka Drozdová, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/B-VUZde015/15		<b>Course title:</b> History of philosophy 2				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2., 4., 6.						
<b>Educational level:</b> I.						
<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: 90						
A	ABS	B	C	D	E	FX
35,56	0,0	34,44	15,56	5,56	4,44	4,44
<b>Lecturers:</b> PhDr. Slávka Drozdová, PhD.						
<b>Last change:</b> 03.09.2016						
<b>Approved by:</b>						



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/B-VUZde015/15		<b>Course title:</b> History of philosophy 2				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 1., 3., 5.						
<b>Educational level:</b> I.						
<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: 90						
A	ABS	B	C	D	E	FX
35,56	0,0	34,44	15,56	5,56	4,44	4,44
<b>Lecturers:</b> PhDr. Slávka Drozdová, PhD.						
<b>Last change:</b> 03.09.2016						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde010/22	<b>Course title:</b> Introduction to Ethnomusicology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 2 hours per week lecture, total 22 hours per semester, full-time Student workload: 11 x 2 hours of direct teaching (total: 22 hours); 14 hours preparation of the seminar paper; 15 hours preparation for the mid-term assessment; 20 hours preparation for the examination. A total of 71 hours of student work. Teaching methods: Combination of selected monological methods (lecturing, interpretation, explanation) and situational methods (case studies and thematic probes).	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: There will be two written examinations of 50 points each during the semester. Students may earn 50 points for each review. The final grade will be the sum of the points earned from both quizzes. A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who obtains less than 25 points in either of the two written examinations. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A - excellent performance, the student knows the basic concepts of ethnomusicology, can apply what he/she has learned in theory to practice; critically evaluates;	

B - excellent performance, the student masters the basic concepts of ethnomusicology, but slight deficiencies are observed in the application of the knowledge to practice - the student solves model situations with minor hesitations; critical thinking is borderline;

C - good performance, although the student has acquired knowledge in the field of ethnomusicology, but he can only partially apply what he has learned to practice; he has problems with complex problem solving;

D - acceptable performance, the student has only partially mastered the knowledge in the field of ethnomusicology, he/she has significant deficiencies in the problem, he/she cannot apply what he/she has learned in practice, he/she has problems solving model situations; his/her term paper meets the minimum criteria;

E - minimally acceptable performance, the student has acquired minimal knowledge in the field of ethnomusicology, he/she is unable to transfer it adequately into practice;

Fx - unacceptable performance, the student has not sufficiently mastered the knowledge in the field of ethnomusicology, or has not fulfilled the conditions set by the teacher during the semester

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

This course is a general introduction to ethnomusicology. It provides a basic orientation in the field in terms of its focus, development and selected problem areas. It introduces concepts, schools and personalities of key importance for the formation of ethnomusicology in the past and present. Provides a brief overview of working methods and techniques as a starting point for further study of traditional music. The student will acquire basic theoretical knowledge in the field of traditional music cultures and skills for working with music-folklore material (field research, transcription, analysis and interpretation) and its use in music-pedagogical practice.

### **Class syllabus:**

Course outcomes of subject (content):

Traditional musical cultures of the world and their typology as a subject of ethnomusicology. Genetic and functional definition of folk music. History of research on traditional musical cultures: tonal psychology, comparative musicology, music folklore studies, ethnomusicology, cultural and social anthropology. Béla Bartók, Leoš Janáček, Alan P. Alan Janáček, Alan Janáček, Alan Janáček, Alan Merriam, Mantle Hood, Bruno Nettl. Contemporary concepts of ethnomusicology. Methods and techniques of field research, transcription and notation, description of musical structures, classification and typology, ethnomusicological analysis and its systems, the category of musical style. Work with historical sources of traditional music.

### **Recommended literature:**

Compulsory/Recommended readings:

Compulsory:

ELSCHEK, O. Pojem a základné znaky hudobného folklóru. In: Hudobnovedné štúdie 3. Ed. Jozef Kresánek. Bratislava: Vydavateľstvo SAV, 1959, s. 5-42.

ELSCHEKOVÁ, A. Základná etnomuzikologická analýza. In: Hudobnovedné štúdie 3. Ed. Jozef Kresánek. Bratislava: Vydavateľstvo SAV, 1959, s. 117-178.

KRESÁNEK, J. Slovenská ľudová pieseň zo stanoviska hudobného. Bratislava: SAVU, 1951; Reprint: Národné hudobné centrum, 1997. ISBN 80-88880-14-9.

Recommended(of interest):

BARTÓK, B. Postrehy a názory. Ed. Oskár Elschek. Bratislava: SPN, 1965.

CZEKANOWSKA, A. Etnografia muzyczna. Metodologia i metodyka. 1. vyd. Warszawa 1971; 2. vyd. Pomorze 1988.

NETTL, B. Theory and Method in Ethnomusicology. New York: Free Press of Glencoe, 1964.

<p>NETTL, B. The Study of Ethnomusicology: Thirty-one Issues and Concepts. 3. vyd. Urbana – Chicago – Springfield: University of Illinois Press, 2015. ISBN 978-0-252-08082-1.</p> <p>RICE, T. Etnomuzikologie. Velmi krátký úvod. Praha: Nakladatelství Karolinum, 2020. ISBN 978-80-246-4596-4.</p> <p>TYLLNER, L. Tradiční hudba. Hledání kořenů. Praha: Etnologický ústav AV ČR, 2010. ISBN 978-80-87112-43-4.</p> <p>URBANCOVÁ, H. Vybrané kapitoly z dejín slovenskej etnomuzikológie. Bratislava: Ústav hudobnej vedy SAV, 2016. ISBN 978-80-89135-37-0.</p> <p>Sources of traditional music (written, visual, audio, audiovisual).</p> <p>Notes:</p> <p>In case of good language skills of the student, we recommend working with the above-mentioned specialized foreign literature.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 6</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>50,0</td><td>0,0</td><td>33,33</td><td>16,67</td><td>0,0</td><td>0,0</td><td>0,0</td></tr> </table>							A	ABS	B	C	D	E	FX	50,0	0,0	33,33	16,67	0,0	0,0	0,0
A	ABS	B	C	D	E	FX														
50,0	0,0	33,33	16,67	0,0	0,0	0,0														
<p><b>Lecturers:</b> Mgr. Michal Hottmar, PhD., prof. PhDr. Hana Urbancová, DrSc.</p>																				
<p><b>Last change:</b> 08.11.2022</p>																				
<p><b>Approved by:</b></p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/B-VUZde017/15			<b>Course title:</b> Introduction to gender studies			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 1., 3., 5.						
<b>Educational level:</b> I.						
<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: 406						
A	ABS	B	C	D	E	FX
75,86	0,0	7,39	7,39	3,2	2,46	3,69
<b>Lecturers:</b> Mgr. Veronika Valkovičová, PhD.						
<b>Last change:</b> 03.09.2016						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/B-VUZde017/15			<b>Course title:</b> Introduction to gender studies			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2., 4., 6.						
<b>Educational level:</b> I.						
<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: 406						
A	ABS	B	C	D	E	FX
75,86	0,0	7,39	7,39	3,2	2,46	3,69
<b>Lecturers:</b> Mgr. Katarína Minarovičová, PhD., Mgr. Veronika Valkovičová, PhD.						
<b>Last change:</b> 03.09.2016						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde011/22	<b>Course title:</b> Introduction to the study of history
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week, 22 hours total per semester, combined form; (primarily in person) Student workload: 2P (2 credits): 11 x 2 hours of direct instruction = 22 hours; 38 hours of exam preparation; 60 hours of student work in total. Educational methods: problem-solving exercises; discussion of the subject; e-learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 10 % of the interim and 90 % of the final evaluation. The student takes the test in the middle of the semester, from which the student may obtain a maximum of 20 points. In the examination period, the student takes an oral examination. In the oral examination, the student will draw two questions. The rating is awarded on a scale: A (excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (very good - above average standard, the student is knowledgeable about the subject matter, but critical thinking is borderline), C (good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic understanding, and does not demonstrate the ability to think critically).	
<b>Learning outcomes:</b> The course focuses on understanding the key concepts of history, its current relevance, acquiring basic knowledge of bibliography, working with historical sources and literature, and citation methods that students will use in their studies when writing Seminar and diploma theses in their	

future pedagogical and professional work. By completing the course, the student will acquire the basic concepts and methods of the historian's work and the prerequisites for their practical use. The student will develop the ability to combine theoretical knowledge with practical skills.

**Class syllabus:**

- The subject and mission of history
- Procedures and stages of historical research
- Bibliographies
- Study of historical literature
- Writing and documentation
- Classification of historical sources
- Unwritten sources
- Written sources
- Archives and archival aids
- Methods of historical research
- Written processing of research results

**Recommended literature:**

Compulsory readings:

BLOCH, M.: Obrana historie aneb historik a jeho řemeslo. Praha : Svoboda, 1967.

BARTL, J.: Úvod do štúdia dejepisu, Bratislava : UK, 1997.

Od Hegela k Fukuyamovi. In: Dějiny a současnost 2/1991.

HAVELKA, M.: Dějiny a smysl . Praha : KDS, 1999.

Úvod do studia dějepisu I., II. Brno : Masarykova univerzita, 2014.

FERIANCOVÁ, A. – GLEJTEK, M (eds.): Prameň – jeho funkcia, význam, interpretácia a limity v historickom výskume. Nitra 2010.

Recommended readings:

LE GOFF, J.: Středověký člověk a jeho svět. Praha : Vyšehrad, 1999.

DAWSON, Ch.: Porozumět Evropě. Praha : Zvon, 1995.

ČORNEJ, P.: Tajemství českých kronik. Litomyšl : Paseka, 2003.

LIPTÁK, L.: Storočie dlhšie ako sto rokov. Bratislava : Kalligram, 2011.

KLÍMA, B.: Mládež a dějiny. Brno : CERM, 2001.

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:****Past grade distribution**

Total number of evaluated students: 353

A	ABS	B	C	D	E	FX
15,3	0,0	29,18	21,53	17,28	6,52	10,2

**Lecturers:** Mgr. Miriam Viršínská, PhD.

**Last change:** 10.11.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde015/22	<b>Course title:</b> Latin for History Teachers
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours seminar/week, the total for the semester 22 hours, combined form; (primarily present) Student workload: 2S (2 credits): 11 x 2 hours of direct teaching = 22 hours; 9 hours - preparation for individual seminars; 7 hours - preparation for mid-term evaluation (test); 5 hours - preparation of individual assignments; 9 hours - preparation for final evaluation (test). Total 52 hours of student work. Learning methods: teaching Latin grammar, translation of Latin texts and sources of historical nature, work with editions, problem-solving exercises; discussion on the subject; e-learning, heuristic method	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> There will be two written examinations of 25 points each during the semester. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who accumulates less than 59 points. The grade shall be awarded on a scale: A (100-91%, excellent - excellent results, the student learns the basics of Latin grammar, writes both papers for at least 45 points in total and has an excellent command of Latin sources. B (90-81%, very good - above average standard, the student is knowledgeable about the subject matter, masters the basics of Latin grammar, writes the papers for a minimum of 41 points, and masters the work with Latin sources. C (80-73%, good - normal reliable work, the student can navigate the issues, has learned, but the papers showed deficiencies as he/she scored less than 40 points cumulatively. D (72-66%, satisfactory - acceptable performance, the student can orient himself to the problem at a basic level, his knowledge is fragmented. He scored less than 35 points on the papers. E (65-60%, satisfactory - results meet the minimum criteria, the student can orient himself/herself to the problem only with great difficulty, he/she has only the most basic knowledge. He/she scored less than 29 points in the written examinations. FX (59-0%, insufficient - extra work is required, the student is unable to navigate the subject, does not know the most basic knowledge.	

**Learning outcomes:**

The student will acquire the basics of Latin grammar by completing the course. The student will acquire basic knowledge of the Latin language, the inflexion of nouns and pronouns and the tense of verbs in the present, past and future tenses. After completing the course, the student will be able to translate simpler texts from Latin into Slovak. The student will learn to work with Latin historical sources and editions.

**Class syllabus:**

The course focuses on vocabulary, the basics of Latin grammar and working with Latin historical sources.

- An introduction to the study of the Latin language.
- I. Declension. The early age of Roman literature.
- Declension II. The literature of the imperial period.
- I. and II. conjugation. Medieval Latin sources.
- Reinforcement of the syllabus. Editions of medieval documents.
- Conjugations III and IV. Latin sources on the history of medieval and early modern Slovakia.
- The verb esse and its compounds. Latin sources on the history of towns in Slovakia.
- Pronouns. Latin sources for the ecclesiastical history of Slovakia.
- Imperfect verbs of I - IV conjugation. Latin modern sources.
- III. declension. Participium præsens. Futurum of verbs of I. and II. conjugation.
- Repetition, reading of simple texts.

**Recommended literature:**

BEJLOVEC, J.: Latina pro vysoké školy (Latin for universities). Prague : SPN, 1972.  
 MAREK, M.: Slovník stredovekej a novovekej latinčiny na Slovensku (Dictionary of Medieval and Modern Latin in Slovakia). Trnava: FF TU in Trnava and Towarzystwo Słowaków w Polsce, 2020. Second edition.  
 ŠPAŇÁR, J. - HRABOVSKÝ, J.: Latinsko-slovenský, slovensko-latinský slovník (Latin-Slovak, Slovak-Latin dictionary). Bratislava : SPN, 2012.  
 ŠPAŇÁR, J. - KETTNER, E.: Latinčina pre gymnáziá (Latin for grammar schools). Bratislava : SPN, 1965.  
 ZACHOVÁ, J.: Latina pro historiky a archiváře (Latin for historians and archivists). Prague : Academia, 2005.

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:****Past grade distribution**

Total number of evaluated students: 137

A	ABS	B	C	D	E	FX
27,74	0,0	21,9	19,71	9,49	8,76	12,41

**Lecturers:** doc. PhDr. Miroslav Kamenický, CSc., doc. Mgr. Jaroslav Nemeš, PhD.

**Last change:** 31.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde015/22	<b>Course title:</b> Latin for History Teachers
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours seminar/week, the total for the semester 22 hours, combined form; (primarily present) Student workload: 2S (2 credits): 11 x 2 hours of direct teaching = 22 hours; 9 hours - preparation for individual seminars; 7 hours - preparation for mid-term evaluation (test); 5 hours - preparation of individual assignments; 9 hours - preparation for final evaluation (test). Total 52 hours of student work. Learning methods: teaching Latin grammar, translation of Latin texts and sources of historical nature, work with editions, problem-solving exercises; discussion on the subject; e-learning, heuristic method	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> There will be two written examinations of 25 points each during the semester. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who accumulates less than 59 points. The grade shall be awarded on a scale: A (100-91%, excellent - excellent results, the student learns the basics of Latin grammar, writes both papers for at least 45 points in total and has an excellent command of Latin sources. B (90-81%, very good - above average standard, the student is knowledgeable about the subject matter, masters the basics of Latin grammar, writes the papers for a minimum of 41 points, and masters the work with Latin sources. C (80-73%, good - normal reliable work, the student can navigate the issues, has learned, but the papers showed deficiencies as he/she scored less than 40 points cumulatively. D (72-66%, satisfactory - acceptable performance, the student can orient himself to the problem at a basic level, his knowledge is fragmented. He scored less than 35 points on the papers. E (65-60%, satisfactory - results meet the minimum criteria, the student can orient himself/herself to the problem only with great difficulty, he/she has only the most basic knowledge. He/she scored less than 29 points in the written examinations. FX (59-0%, insufficient - extra work is required, the student is unable to navigate the subject, does not know the most basic knowledge.	

**Learning outcomes:**

The student will acquire the basics of Latin grammar by completing the course. The student will acquire basic knowledge of the Latin language, the inflexion of nouns and pronouns and the tense of verbs in the present, past and future tenses. After completing the course, the student will be able to translate simpler texts from Latin into Slovak. The student will learn to work with Latin historical sources and editions.

**Class syllabus:**

The course focuses on vocabulary, the basics of Latin grammar and working with Latin historical sources.

- An introduction to the study of the Latin language.
- I. Declension. The early age of Roman literature.
- Declension II. The literature of the imperial period.
- I. and II. conjugation. Medieval Latin sources.
- Reinforcement of the syllabus. Editions of medieval documents.
- Conjugations III and IV. Latin sources on the history of medieval and early modern Slovakia.
- The verb esse and its compounds. Latin sources on the history of towns in Slovakia.
- Pronouns. Latin sources for the ecclesiastical history of Slovakia.
- Imperfect verbs of I - IV conjugation. Latin modern sources.
- III. declension. Participium pręzenta. Futurum of verbs of I. and II. conjugation.
- Repetition, reading of simple texts.

**Recommended literature:**

BEJLOVEC, J.: Latina pro vysoké školy (Latin for universities). Prague : SPN, 1972.  
 MAREK, M.: Slovník stredovekej a novovekej latinčiny na Slovensku (Dictionary of Medieval and Modern Latin in Slovakia). Trnava: FF TU in Trnava and Towarzystwo Słowaków w Polsce, 2020. Second edition.  
 ŠPAŇÁR, J. - HRABOVSKÝ, J.: Latinsko-slovenský, slovensko-latinský slovník (Latin-Slovak, Slovak-Latin dictionary). Bratislava : SPN, 2012.  
 ŠPAŇÁR, J. - KETTNER, E.: Latinčina pre gymnáziá (Latin for grammar schools). Bratislava : SPN, 1965.  
 ZACHOVÁ, J.: Latina pro historiky a archiváře (Latin for historians and archivists). Prague : Academia, 2005.

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:****Past grade distribution**

Total number of evaluated students: 137

A	ABS	B	C	D	E	FX
27,74	0,0	21,9	19,71	9,49	8,76	12,41

**Lecturers:** doc. PhDr. Miroslav Kamenický, CSc.

**Last change:** 31.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde023/22	<b>Course title:</b> Leisure time education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: 100% pass mark. Assessment: consists of 2 intermediate assessments (40+60, total 100 points). Interim assessment 1: consists of the preparation of a term paper and its oral presentation or practical application in class. Semester work: consists of a creative assignment for 40b (20+20). It includes an electronic portfolio - a plan of experiential activities in the context of leisure education based on a set structure (20b) and its presentation or application of the created activities in the classroom (20b). Intermediate assessment 2: consists of a test of the acquired knowledge, namely a knowledge test for 60p. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of continuous assignments, excellent professional knowledge and its application in problem solving, excellent orientation to leisure issues, excellent communication skills, responsibility and timely completion of assignments, and exceptional activity in the classroom during the semester. A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach to developing ongoing assignments using a model, above average expertise and application of that expertise to problem solving assignments using consultation, above	

average orientation to leisure issues, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester.

For a grade of C at least 73 points. For this grade, the student should demonstrate: the ability to develop ongoing assignments using the assigned template, good professional knowledge and its application in problem solving in a group or with the assistance of the instructor, good orientation to leisure issues, good communication skills, completion of assignments, average activity in class during the semester as prompted by the instructor.

At least 66 points for a grade D. For this grade, the student is expected to demonstrate: the ability to develop ongoing assignments using the assigned template and with the assistance of the instructor, average proficiency and application of knowledge in problem solving in a group setting or with the assistance of the instructor, average orientation to leisure issues, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal vocational knowledge, basic/minimal orientation to leisure issues, basic communication skills, completion of assignments.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning objectives and outcomes:

By completing the subject Leisure time in education, the student should:

- to know the content of leisure time pedagogy as a scientific discipline: functions, goals and requirements, areas of leisure time education,
- to know the subjects of leisure education and their importance in influencing the leisure time of an individual in society in a meaningful way,
- to be able to apply the acquired knowledge in the creation of leisure activities,
- to be able to create a plan for an activity of interest and to be able to apply it through practical tasks,
- be able to present their creative output to a group,
- be able to justify the appropriateness of the choice of didactic categories in the interest activity plan,
- understand the importance of leisure as a fundamental value in human life.

Transferable competences: the student strengthens soft skills such as communication skills through creative tasks on the course, digital skills - the student realizes the creation of a website as an e-portfolio with the use of feedback, interpersonal skills within the group - activation in the group, taking the initiative and responsibility.

### **Class syllabus:**

Brief outline of the course:

The Leisure time in education is intended to introduce students to the important sphere of leisure through leisure activities, which represent an important value for the individual and which are necessary in the targeted education of children, youth and adults. The Leisure time in education course clarifies the basic pedagogical categories in a direct link between theoretical and practical training. By completing the course, the student will gain knowledge of the basic concepts in the field of leisure pedagogy, of leisure organizations aimed at children, youth, adults, and of activating didactic methods or experiential learning for the creation of leisure activities.

Topics:

Basic concepts of leisure pedagogy. Objectives of leisure education. Didactic process of leisure education and the creation of a plan of activating leisure activities - mission, goals, tasks, principles, content, forms and methods. Educational areas of activity outside the classroom. Interests and

leisure-time education. Problems of education in leisure time. Field work (streetwork), prevention, volunteering. New approaches in leisure time pedagogy. Personality of the pedagogue, social assistant, animator in the processes of education and training in leisure time. Educator and education and training in the school. Institutions and facilities providing leisure and interest activities.

**Recommended literature:**

NOVOTNÁ, E. (2017). Pedagogika voľného času. Teória výchovy mimo vyučovania vo voľnom čase. Rokus: Prešov. 224s. ISBN 978-80-89540-58-0

ZELINOVÁ, M. (2007). Hry pro rozvoj emocií a komunikace. Koncepce a model tvorivěhumanistické výchovy. Portál: Praha, 2007. 139s. ISBN 978-80-7367-197-6 (e-kniha)

Recommended reading:

JASLOVSKÁ, B., KOLDEOVÁ, L. (v tlači). Voľný čas v práci učiteľa a ďalších pedagogických profesií. Kapitola v metodickom materiáli k Stáži A, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.

JASLOVSKÁ, B., STRAKOŠ, J. (v tlači). Profesijný rast učiteľa: formálne a neformálne vzdelávanie, informálne učenie sa. Kapitola v metodickom materiáli k Stáži B, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.

KRATOCHVÍLOVÁ, E. (2010). Pedagogika voľného času. Výchova v čase mimo vyučovania v pedagogickej teórii a v praxi. Trnava: Typii Universitatis Tyrnaviensis, VEDY. 356 s. ISBN 978-80-8082-330-6

ZELINOVÁ, M. (2012). Voľný čas efektívne a tvorivo. Teória a prax výchovy mimo vyučovania. Bratislava: Iura Edition, 146s. ISBN 978-80-8078-479-9

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1359

A	ABS	B	C	D	E	FX
41,06	0,0	25,17	14,2	8,9	4,49	6,18

**Lecturers:** Mgr. Barbora Jaslovská, PhD., PaedDr. Lujza Koldeová, PhD., prof. PaedDr. Ján Danek, CSc.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde023/22	<b>Course title:</b> Leisure time education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: 100% pass mark. Assessment: consists of 2 intermediate assessments (40+60, total 100 points). Interim assessment 1: consists of the preparation of a term paper and its oral presentation or practical application in class. Semester work: consists of a creative assignment for 40b (20+20). It includes an electronic portfolio - a plan of experiential activities in the context of leisure education based on a set structure (20b) and its presentation or application of the created activities in the classroom (20b). Intermediate assessment 2: consists of a test of the acquired knowledge, namely a knowledge test for 60p. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of continuous assignments, excellent professional knowledge and its application in problem solving, excellent orientation to leisure issues, excellent communication skills, responsibility and timely completion of assignments, and exceptional activity in the classroom during the semester. A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach to developing ongoing assignments using a model, above average expertise and application of that expertise to problem solving assignments using consultation, above	



average orientation to leisure issues, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester.

For a grade of C at least 73 points. For this grade, the student should demonstrate: the ability to develop ongoing assignments using the assigned template, good professional knowledge and its application in problem solving in a group or with the assistance of the instructor, good orientation to leisure issues, good communication skills, completion of assignments, average activity in class during the semester as prompted by the instructor.

At least 66 points for a grade D. For this grade, the student is expected to demonstrate: the ability to develop ongoing assignments using the assigned template and with the assistance of the instructor, average proficiency and application of knowledge in problem solving in a group setting or with the assistance of the instructor, average orientation to leisure issues, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal vocational knowledge, basic/minimal orientation to leisure issues, basic communication skills, completion of assignments.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning objectives and outcomes:

By completing the subject Leisure time in education, the student should:

- to know the content of leisure time pedagogy as a scientific discipline: functions, goals and requirements, areas of leisure time education,
- to know the subjects of leisure education and their importance in influencing the leisure time of an individual in society in a meaningful way,
- to be able to apply the acquired knowledge in the creation of leisure activities,
- to be able to create a plan for an activity of interest and to be able to apply it through practical tasks,
- be able to present their creative output to a group,
- be able to justify the appropriateness of the choice of didactic categories in the interest activity plan,
- understand the importance of leisure as a fundamental value in human life.

Transferable competences: the student strengthens soft skills such as communication skills through creative tasks on the course, digital skills - the student realizes the creation of a website as an e-portfolio with the use of feedback, interpersonal skills within the group - activation in the group, taking the initiative and responsibility.

### **Class syllabus:**

Brief outline of the course:

The Leisure time in education is intended to introduce students to the important sphere of leisure through leisure activities, which represent an important value for the individual and which are necessary in the targeted education of children, youth and adults. The Leisure time in education course clarifies the basic pedagogical categories in a direct link between theoretical and practical training. By completing the course, the student will gain knowledge of the basic concepts in the field of leisure pedagogy, of leisure organizations aimed at children, youth, adults, and of activating didactic methods or experiential learning for the creation of leisure activities.

Topics:

Basic concepts of leisure pedagogy. Objectives of leisure education. Didactic process of leisure education and the creation of a plan of activating leisure activities - mission, goals, tasks, principles, content, forms and methods. Educational areas of activity outside the classroom. Interests and

leisure-time education. Problems of education in leisure time. Field work (streetwork), prevention, volunteering. New approaches in leisure time pedagogy. Personality of the pedagogue, social assistant, animator in the processes of education and training in leisure time. Educator and education and training in the school. Institutions and facilities providing leisure and interest activities.

**Recommended literature:**

NOVOTNÁ, E. (2017). Pedagogika voľného času. Teória výchovy mimo vyučovania vo voľnom čase. Rokus: Prešov. 224s. ISBN 978-80-89540-58-0

ZELINOVÁ, M. (2007). Hry pro rozvoj emocií a komunikace. Koncepce a model tvorivěhumanistické výchovy. Portál: Praha, 2007. 139s. ISBN 978-80-7367-197-6 (e-kniha)

Recommended reading:

JASLOVSKÁ, B., KOLDEOVÁ, L. (v tlači). Voľný čas v práci učiteľa a ďalších pedagogických profesií. Kapitola v metodickom materiáli k Stáži A, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.

JASLOVSKÁ, B., STRAKOŠ, J. (v tlači). Profesijný rast učiteľa: formálne a neformálne vzdelávanie, informálne učenie sa. Kapitola v metodickom materiáli k Stáži B, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.

KRATOCHVÍLOVÁ, E. (2010). Pedagogika voľného času. Výchova v čase mimo vyučovania v pedagogickej teórii a v praxi. Trnava: Typii Universitatis Tyrnaviensis, VEDY. 356 s. ISBN 978-80-8082-330-6

ZELINOVÁ, M. (2012). Voľný čas efektívne a tvorivo. Teória a prax výchovy mimo vyučovania. Bratislava: Iura Edition, 146s. ISBN 978-80-8078-479-9

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1359

A	ABS	B	C	D	E	FX
41,06	0,0	25,17	14,2	8,9	4,49	6,18

**Lecturers:** Mgr. Barbora Jaslovská, PhD., PaedDr. Lujza Koldeová, PhD., prof. PaedDr. Ján Danek, CSc.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde032/22	<b>Course title:</b> Medial education
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the interim grade, which includes 30% class activity (30 points) and 70% project (70 points). For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively knowledge, including its meaningful integration into the realities of life and pedagogical practice. B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately, including their meaningful integration into the realities of life and pedagogical practice. C (85-76%, good - routine reliable work), students performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge. They cannot critically analyze information. E (67-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Fx (59-0%, insufficient - extra work required).	
<b>Learning outcomes:</b> Learning outcomes: Learning objectives and outcomes and transferable competences: The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession	

(teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.

This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).

The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.

### **Class syllabus:**

Brief outline of the course:

1. Introduction to the subject: defining the basic concepts: ethics and morality.

Ethics and professional ethics: definition of basic terms: applied ethics - sectoral division of applied ethics. Professional ethics as a part of applied ethics.

2. Professional tact and etiquette as a basis for the formation of the code of ethics of individual professions.

3. The teaching profession and the teacher's code of ethics. Status and role of the teacher. Resolving dilemmas in the teaching profession.

4. Positive climate in the classroom, relationships between school climate factors.

5. Convention on the Rights of the Child.

6. A closer definition of bioethics and its areas of interest on concrete examples, the issue of the code of ethics. Classical ethical theories and alternative methods in solving ethical dilemmas.

### **Recommended literature:**

Compulsory reading:

ANZENBACHER, A. (2001). Úvod do etiky. Praha: Academia, s. 13 – 17. ISBN 978-80-200-0917-5

GLUCHMAN, V. (2000). Úvod do etiky. Prešov: Univerzum, s. 7 – 103, 122 – 133. ISBN 978-80-890-1200-0

GLUCHMANOVÁ, M., GLUCHMAN, V. (2008). Učiteľská etika. Prešov: FF PU (ESF), s. 88 – 127, 194 – 215. ISBN 978-80-806-8808-0

Recommended reading:

HUPKOVÁ, M., PETLÁK, E. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: IRIS, 2004. s. 11 – 26, 81 – 96. ISBN 978-80-89018-77-7

KOSOVÁ B. a kol. (2012). Vysokoškolské vzdelávanie učiteľov. Banská Bystrica: Pedagogická fakulta UMB v Banskej Bystrici, s. 6 – 21, 52 – 61. ISBN 978-80-557-0353-4

LIESSMANN, K. P. (2012). Teorie nevzdělanosti. Praha: ACADEMIA, s. 37 – 61. ISBN 978-80-200-1677-5

MALANKIEVIČOVÁ, S. (2008). Profesijná etika. Prešov: FF PU (ESF), s. 13 – 35. ISBN 978-80-806-8811-0

REMIŠOVÁ, A. (1997). Podnikateľská etika. Nitra: ENIGMA, s. 12 – 49, 198 – 211.

VAJDA, J. (2004). Úvod do etiky. Nitra: Enigma, s. 13 - 56. ISBN 978-80-8913-212-6

VETEŠKA, J., TURECKIOVÁ, M. (2008). Kompetence ve vzdělávání. Praha: GRADA, s. 13 – 57. ISBN 978-80-247-1770-8

ŽILÍNEK, M. (1997). Étos a utváranie mravnej identity osobnosti. Bratislava: IRIS, s. 12 – 108. ISBN 978-80-88778-60-3

WILLIAMS, B. (2021). Morálka: úvod do etiky. Praha: OYIKOYMENH. ISBN 978-80-7298-569-2 DANIŠKOVÁ, Z. (2013). Môže prístup „new public management“ dopomôcť k etablovaníu etického kódexu učiteľa? 2013 dostupné na <a href="http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia_daniskova.pdf">http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia_daniskova.pdf</a>						
<b>Languages necessary to complete the course:</b> slovak and czech						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 152						
A	ABS	B	C	D	E	FX
59,87	0,0	18,42	9,87	1,32	0,0	10,53
<b>Lecturers:</b> PhDr. Slávka Drozdová, PhD., doc. PhDr. Branislav Malík, CSc.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde032/22	<b>Course title:</b> Medial education
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the interim grade, which includes 30% class activity (30 points) and 70% project (70 points). For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively knowledge, including its meaningful integration into the realities of life and pedagogical practice. B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately, including their meaningful integration into the realities of life and pedagogical practice. C (85-76%, good - routine reliable work), students performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge. They cannot critically analyze information. E (67-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Fx (59-0%, insufficient - extra work required).	
<b>Learning outcomes:</b> Learning outcomes: Learning objectives and outcomes and transferable competences: The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession	

(teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.

This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).

The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.

### **Class syllabus:**

Brief outline of the course:

1. Introduction to the subject: defining the basic concepts: ethics and morality.

Ethics and professional ethics: definition of basic terms: applied ethics - sectoral division of applied ethics. Professional ethics as a part of applied ethics.

2. Professional tact and etiquette as a basis for the formation of the code of ethics of individual professions.

3. The teaching profession and the teacher's code of ethics. Status and role of the teacher. Resolving dilemmas in the teaching profession.

4. Positive climate in the classroom, relationships between school climate factors.

5. Convention on the Rights of the Child.

6. A closer definition of bioethics and its areas of interest on concrete examples, the issue of the code of ethics. Classical ethical theories and alternative methods in solving ethical dilemmas.

### **Recommended literature:**

Compulsory reading:

ANZENBACHER, A. (2001). Úvod do etiky. Praha: Academia, s. 13 – 17. ISBN 978-80-200-0917-5

GLUCHMAN, V. (2000). Úvod do etiky. Prešov: Univerzum, s. 7 – 103, 122 – 133. ISBN 978-80-890-1200-0

GLUCHMANOVÁ, M., GLUCHMAN, V. (2008). Učiteľská etika. Prešov: FF PU (ESF), s. 88 – 127, 194 – 215. ISBN 978-80-806-8808-0

Recommended reading:

HUPKOVÁ, M., PETLÁK, E. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: IRIS, 2004. s. 11 – 26, 81 – 96. ISBN 978-80-89018-77-7

KOSOVÁ B. a kol. (2012). Vysokoškolské vzdelávanie učiteľov. Banská Bystrica: Pedagogická fakulta UMB v Banskej Bystrici, s. 6 – 21, 52 – 61. ISBN 978-80-557-0353-4

LISSMANN, K. P. (2012). Teorie nevzdělanosti. Praha: ACADEMIA, s. 37 – 61. ISBN 978-80-200-1677-5

MALANKIEVIČOVÁ, S. (2008). Profesijná etika. Prešov: FF PU (ESF), s. 13 – 35. ISBN 978-80-806-8811-0

REMIŠOVÁ, A. (1997). Podnikateľská etika. Nitra: ENIGMA, s. 12 – 49, 198 – 211.

VAJDA, J. (2004). Úvod do etiky. Nitra: Enigma, s. 13 - 56. ISBN 978-80-8913-212-6

VETEŠKA, J., TURECKIOVÁ, M. (2008). Kompetence ve vzdělávání. Praha: GRADA, s. 13 – 57. ISBN 978-80-247-1770-8

ŽILÍNEK, M. (1997). Étos a utváranie mravnej identity osobnosti. Bratislava: IRIS, s. 12 – 108. ISBN 978-80-88778-60-3

WILLIAMS, B. (2021). Morálka: úvod do etiky. Praha: OYIKOYMENH. ISBN 978-80-7298-569-2 DANIŠKOVÁ, Z. (2013). Môže prístup „new public management“ dopomôcť k etablovaníu etického kódexu učiteľa? 2013 dostupné na <a href="http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia_daniskova.pdf">http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia_daniskova.pdf</a>						
<b>Languages necessary to complete the course:</b> slovak and czech						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 152						
A	ABS	B	C	D	E	FX
59,87	0,0	18,42	9,87	1,32	0,0	10,53
<b>Lecturers:</b> PhDr. Slávka Drozdová, PhD., doc. PhDr. Branislav Malík, CSc.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b>						



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde013/22	<b>Course title:</b> Methodology of Writing a Professional Text in the History
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week, 22 hours total per semester, combined form; (primarily in person) Student workload: 2S (2 credits): 11 x 2 hours of direct instruction = 22 hours; 20 hours preparation of a seminar paper, 5 hours preparing individual assignments for each lesson, 3 hours preparing the presentation; 50 hours of student work in total. Educational methods: monological method, problem-solving exercises; discussion of the subject; e-learning; heuristic method, analysis of the sources	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100 % of the interim evaluation. The student submits a term paper at the end of the semester - prepare a professional text according to the assignment. For each lesson, he prepares individual work individual assignments. To obtain the final grade, it is necessary to work actively in each lesson, complete the prescribed assignments, and hand in and present the seminar work. The rating is awarded on a scale: A 100-91% (excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B 90-81% (very good - above average standard, the student is knowledgeable about the subject matter, but critical thinking is borderline), C 80-73% (good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D 72-66% (satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E 65-60% (sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx less than 59% (insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, does not demonstrate the ability to think critically).	
<b>Learning outcomes:</b>	

<p>The course aims to develop information literacy and professional, methodological and expressive skills of male and female students. After completing the course, the student will:</p> <ul style="list-style-type: none"> <li>- Knows and can navigate primary and secondary professional and scientific sources. The student can identify and understand the primary and secondary sources in his/her field of study.</li> <li>- The student knows and can apply the principles of authorial ethics.</li> <li>- Can critically evaluate the scholarly quality of online resources.</li> <li>- Can apply the principles of professional writing.</li> <li>- Can structure a professional text by the conventions of the discipline.</li> <li>- Knows how to prepare a presentation, develops communication skills</li> </ul>																				
<p><b>Class syllabus:</b></p> <ul style="list-style-type: none"> <li>- Basic requirements for the processing of professional work in history:</li> <li>- Aim and subject of the thesis</li> <li>- Heuristics for historical work - bibliographies, historical literature, sources</li> <li>- Critical study of information sources and their documentation</li> <li>- Preparation of the thesis project, creation of the thesis structure</li> <li>- Preparation and implementation of the professional work</li> <li>- Preparation and implementation of research for the thesis</li> <li>- Processing the results of the thesis research, their analysis, interpretation and synthesis</li> <li>- Final linguistic and formal editing of the thesis</li> </ul>																				
<p><b>Recommended literature:</b></p> <p>BLOCH, M.: Obrana historie aneb historik a jeho řemeslo. Praha : Svoboda, 1967.</p> <p>KATUŠČÁK, D.: Ako písať vysokoškolské kvalifikačné práce. Bratislava : Stimul, 1998.</p> <p>ŠVEC, Š. a kol.: Metodológia vied o výchove. Bratislava : IRIS, 1998.</p> <p>BARTL, Július: Úvod do štúdia dejepisu. Bratislava. : Univerzita Komenského, 1997 (2003), 133 s.</p> <p>HROCH, Miroslav a kol.: Úvod do studia dějepisu. Praha : SPN, 1985, 304 s.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak and Czech languages</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 95</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>32,63</td><td>0,0</td><td>40,0</td><td>15,79</td><td>5,26</td><td>5,26</td><td>1,05</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	32,63	0,0	40,0	15,79	5,26	5,26	1,05
A	ABS	B	C	D	E	FX														
32,63	0,0	40,0	15,79	5,26	5,26	1,05														
<p><b>Lecturers:</b> Mgr. Miriam Viršínská, PhD.</p>																				
<p><b>Last change:</b> 10.11.2022</p>																				
<p><b>Approved by:</b></p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde026/22	<b>Course title:</b> Methodology of professional text production
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 1 per level/semester: 14</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: 1 hour seminar/week, 11 hours total per semester, combined (primarily full-time) Student workload: 11 x 1 hours = 11 hours of direct instruction, 29 hours of preparation for seminar work; 20 hours for midterm evaluation, total of 60 hours of student work Teaching methods: small group work, discussion of the material covered	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student is evaluated in two phases: on the basis of in-class activity (completion of intermediate assignments) and for the preparation, presentation and submission of a seminar paper. For the first part, the student may receive 60 points, for the second part 40 points. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points and a grade of E requires at least 60 points. The marks shall be awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student knows the principles of the methodology of producing professional texts, can apply what he/she has learned in theory to practice; critically evaluates; B - excellent performance, the student masters the principles of methodology of creating professional texts, however, when applying the knowledge to practice, slight deficiencies are observed - the student solves model situations with minor hesitations; critical thinking is borderline; C - good performance, although the student has acquired the knowledge of the methodology of the creation of professional texts, but he can only partially apply what he has learned to practice; he has problems with complex problem solving;	

D - acceptable performance, the student has only partially mastered the knowledge of the methodology of the production of professional texts, has significant deficiencies in the problem, cannot apply what he/she has learnt in practice, has problems solving model situations; his/her term paper meets the minimum criteria;

E - minimally acceptable performance, the student has acquired minimal knowledge in the field of methodology of professional text production, he/she is unable to transfer it adequately into practice;

Fx - unacceptable performance, the student has not sufficiently mastered the knowledge in the field of methodology of professional text production, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The aim of the course is to develop information literacy, professional, methodological and expressive skills of male and female students. After completing the course, the student knows and can navigate in primary and secondary professional and scientific sources in the field of study, knows and can apply the principles of author's ethics, can critically evaluate the professional quality of online sources, can apply the principles of writing a professional text, can structure a professional text in accordance with the conventions of the field.

Transferable competences: The student also acquires basic tools for conducting research in this field, which can be used in the development of the final thesis and in teaching practice.

### **Class syllabus:**

Course outcomes of subject (content):

Specialized libraries, domestic and foreign professional and scientific information sources, their relevance and use: encyclopedias (The New Grove Dictionary of Music and Musicians, Die Musik in Geschichte und Gegenwart), databases (Répertoire International de Littérature Musicale [www.rilm.org](http://www.rilm.org)), syntheses, monographs, articles in scientific and professional journals (Musicologica Slovaca, Musicologica Istropolitana, Slovak Music, Musical Life, Muses in School, etc.) and in thematic and conference journals. Creation of bibliography and research. Principles of creating a professional text on music, author's perspective, style and musical terminology. Scientific and professional text, music journalism, music criticism. Music pedagogical research. Use and citation of music examples and recordings. Use of the internet.

### **Recommended literature:**

Compulsory/Recommended readings:

Compulsory readings:

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

GAVORA, P.– KOLLÁRIKOVÁ, Z.– NOVÁKOVÁ, E. Manuál na tvorbu bakalárskej a diplomovej práce. [e-kniha] Bratislava: Pedagogická fakulta UK, 2010

MISTRÍK, J. Štylistika. Bratislava: Slovenské pedagogické nakladateľstvo, 1985. ISBN 67-216-85.

VYDRA, A. Akademické písanie. Ako vzniká filozofický text. Trnava: Filozofická fakulta Trnavskej univerzity, 2010. ISBN 978-80-8082-414-3.

Compulsory readings:

MEŠKO, D. – KATUŠČÁK D., FINDRA J. a kol. Chcete byť úspešní na vysokej škole? Akademická príručka. 3. vyd. Martin: Osveta, 2013. ISBN 978-80-8063-392-9.

BELLMAN, J. A Short Guide to Writing about Music. Longman, 2007. ISBN 0-321-18-791-1.

COWDERY, J. R. How to Write About Music. The RILM Manual of Style. New York: RILM, 2005. ISBN 978-1-932765-03-4.

HERBERT, T.. Music in Words. A Guide to Researching & Writing about Music. Oxford: Oxford University Press, 2009. ISBN 978-0-19-537373-8. Remark: In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.						
<b>Languages necessary to complete the course:</b> Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 6						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde026/22	<b>Course title:</b> Methodology of professional text production
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 1 per level/semester: 14</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: 1 hour seminar/week, 11 hours total per semester, combined (primarily full-time) Student workload: 11 x 1 hours = 11 hours of direct instruction, 29 hours of preparation for seminar work; 20 hours for midterm evaluation, total of 60 hours of student work Teaching methods: small group work, discussion of the material covered	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student is evaluated in two phases: on the basis of in-class activity (completion of intermediate assignments) and for the preparation, presentation and submission of a seminar paper. For the first part, the student may receive 60 points, for the second part 40 points. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points and a grade of E requires at least 60 points. The marks shall be awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student knows the principles of the methodology of producing professional texts, can apply what he/she has learned in theory to practice; critically evaluates; B - excellent performance, the student masters the principles of methodology of creating professional texts, however, when applying the knowledge to practice, slight deficiencies are observed - the student solves model situations with minor hesitations; critical thinking is borderline; C - good performance, although the student has acquired the knowledge of the methodology of the creation of professional texts, but he can only partially apply what he has learned to practice; he has problems with complex problem solving;	

D - acceptable performance, the student has only partially mastered the knowledge of the methodology of the production of professional texts, has significant deficiencies in the problem, cannot apply what he/she has learnt in practice, has problems solving model situations; his/her term paper meets the minimum criteria;

E - minimally acceptable performance, the student has acquired minimal knowledge in the field of methodology of professional text production, he/she is unable to transfer it adequately into practice;

Fx - unacceptable performance, the student has not sufficiently mastered the knowledge in the field of methodology of professional text production, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The aim of the course is to develop information literacy, professional, methodological and expressive skills of male and female students. After completing the course, the student knows and can navigate in primary and secondary professional and scientific sources in the field of study, knows and can apply the principles of author's ethics, can critically evaluate the professional quality of online sources, can apply the principles of writing a professional text, can structure a professional text in accordance with the conventions of the field.

Transferable competences: The student also acquires basic tools for conducting research in this field, which can be used in the development of the final thesis and in teaching practice.

### **Class syllabus:**

Course outcomes of subject (content):

Specialized libraries, domestic and foreign professional and scientific information sources, their relevance and use: encyclopedias (The New Grove Dictionary of Music and Musicians, Die Musik in Geschichte und Gegenwart), databases (Répertoire International de Littérature Musicale [www.rilm.org](http://www.rilm.org)), syntheses, monographs, articles in scientific and professional journals (Musicologica Slovaca, Musicologica Istropolitana, Slovak Music, Musical Life, Muses in School, etc.) and in thematic and conference journals. Creation of bibliography and research. Principles of creating a professional text on music, author's perspective, style and musical terminology. Scientific and professional text, music journalism, music criticism. Music pedagogical research. Use and citation of music examples and recordings. Use of the internet.

### **Recommended literature:**

Compulsory/Recommended readings:

Compulsory readings:

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

GAVORA, P.– KOLLÁRIKOVÁ, Z.– NOVÁKOVÁ, E. Manuál na tvorbu bakalárskej a diplomovej práce. [e-kniha] Bratislava: Pedagogická fakulta UK, 2010

MISTRÍK, J. Štylistika. Bratislava: Slovenské pedagogické nakladateľstvo, 1985. ISBN 67-216-85.

VYDRA, A. Akademické písanie. Ako vzniká filozofický text. Trnava: Filozofická fakulta Trnavskej univerzity, 2010. ISBN 978-80-8082-414-3.

Compulsory readings:

MEŠKO, D. – KATUŠČÁK D., FINDRA J.a kol. Chcete byť úspešní na vysokej škole? Akademická príručka. 3. vyd. Martin: Osveta, 2013. ISBN 978-80-8063-392-9.

BELLMAN, J. A Short Guide to Writing about Music. Longman, 2007. ISBN 0-321-18-791-1.

COWDERY, J. R. How to Write About Music. The RILM Manual of Style. New York: RILM, 2005. ISBN 978-1-932765-03-4.

HERBERT, T.. Music in Words. A Guide to Researching & Writing about Music. Oxford: Oxford University Press, 2009. ISBN 978-0-19-537373-8. Remark: In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.						
<b>Languages necessary to complete the course:</b> Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 6						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde033/22	<b>Course title:</b> Multicultural education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: Prerequisites for successful completion of the course: Weighting of interim and final assessment: 100/0, the course ends with an assessment. Students will develop two interim activities/projects as part of the interim coursework assessed at 40% and 40%. Activity and preparation in seminars is assessed (20%). A total of 100% of the interim assessment. Students will choose one of the activities, work it systematically and develop it into a comprehensive lesson preparation according to this structure: a. Objectives of the activity (what skills and abilities it develops - students will choose an appropriate topic according to their apprenticeship, where they will be able to apply the activity as a cross-cutting theme). b. Target group of the activity (for which pupils it could be used). c. Time and space (how long it would take, any special space requirements). d. Activity flow (a brief scenario of how the student would carry it out). e. Evaluation of the activity (different ways of assessing pupils, self-assessment, etc.). f. Theoretical perspective on the activity (interpretation of the activity based on at least three key words from multicultural education theory). g. Literature used. The evaluation will assess the fulfilment of the principles of multicultural education, the suitability of the activity for teaching within the cross-cutting theme of multicultural education, the systematic nature of the preparation and the interconnectedness of its components. Negative evaluations are given to projects that could reinforce stereotypes and prejudices among pupils or in which students present stereotypical views of other cultures. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), students will produce an original project that is thought through as a coherent whole to develop intercultural understanding, all criteria are met at an excellent level. B (90-81%, very good - above average standard), students creatively develop a project that will assist in developing intercultural understanding, Criteria are met at a very good level.	

C (80-73%, good - normal reliable work), students will produce a project that does not undermine the principles of multicultural education, Criteria are met at a good level.

D (72-66%, satisfactory - acceptable results), students will develop a project that is not internally intertwined but does not violate the principles of multicultural education, the criteria are met satisfactorily.

E (65-60%, sufficient - results meet minimum criteria), students will develop a project that marginally undermines the principles of multicultural education, Criteria are met sufficiently.

Fx (59-0%, insufficient - extra work required), students will develop a project that promotes cultural stereotypes and biases. The project does not meet the minimum criteria.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

Students understand the principles and practices of multicultural education. They know how to work with stereotypes and prejudices in the classroom. They can plan and design multicultural education and integrate it as a cross-curricular topic in the classroom. They develop intercultural understanding. They master the main didactical procedures for the implementation of multicultural education as a cross-cutting theme.

Learning objectives:

To provide students with the basic information needed to understand the principles of multicultural education as a cross-cutting theme in the national curriculum. To teach students how to work with the issue of stereotypes and prejudices, to teach them how to plan and design multicultural education in schools as a cross-cutting theme. To familiarize students with the basic didactic practices in the implementation of multicultural education in education.

### **Class syllabus:**

Brief outline of the course:

The problem facing multicultural education - stereotypes and prejudices in us. Encountering another culture. Culture shock. How we get information about other cultures. How to cope with the arrival of foreigners. What we think about intercultural communication. Migration and values in multicultural education. How to proceed in multicultural education. Assessment in multicultural education.

### **Recommended literature:**

Recommended reading:

Compulsory reading:

MISTRÍK, E. a kol. (2008). Multikultúrna výchova v škole. Bratislava : Nadácia otvorenej spoločnosti. ISBN 978-80-969271-4-2

MISTRÍK, E. a kol. 2006: Multi-kulti-na školách. Metodická príručka pre multikultúrnú výchovu. Bratislava: Nadácia Milana Šimečku. ISBN 80-89008-21-6

Recommended reading:

KASÍKOVÁ, H. a kol. (2003). Interkulturní výchova a vzdělávání: efektivní metody a formy. Praha : FF UK. (bez ISBN)

KOMINAREC, I. – KOMINARECOVÁ, E. (2009). Multikulturalita a komunikácia. Prešov : PO. ISBN 978-80-555-0061-4

MISTRÍK, E. (2008). Multikultúrna výchova. In: Školské vzdelávacie programy. Praktický manuál pre zostavenie vlastného školského vzdelávacieho programu. 3. E1. Bratislava : RAABE. ISBN 978-80-89182-27-5

PRŮCHA, J. (2006). Multikulturní výchova. Praha : Triton. ISBN 80-7254-866-2

VANČÍKOVÁ, K. (2013). Multikultúrna výchova, jej miesto v súčasnej škole. Banská Bystrica: Pdf UMB. ISBN 978-80-557-0512-5

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

slovak and czech						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Katarína Minarovičová, PhD., prof. PhDr. Erich Mistrík, CSc.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde033/22	<b>Course title:</b> Multicultural education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: Prerequisites for successful completion of the course: Weighting of interim and final assessment: 100/0, the course ends with an assessment. Students will develop two interim activities/projects as part of the interim coursework assessed at 40% and 40%. Activity and preparation in seminars is assessed (20%). A total of 100% of the interim assessment. Students will choose one of the activities, work it systematically and develop it into a comprehensive lesson preparation according to this structure: a. Objectives of the activity (what skills and abilities it develops - students will choose an appropriate topic according to their apprenticeship, where they will be able to apply the activity as a cross-cutting theme). b. Target group of the activity (for which pupils it could be used). c. Time and space (how long it would take, any special space requirements). d. Activity flow (a brief scenario of how the student would carry it out). e. Evaluation of the activity (different ways of assessing pupils, self-assessment, etc.). f. Theoretical perspective on the activity (interpretation of the activity based on at least three key words from multicultural education theory). g. Literature used. The evaluation will assess the fulfilment of the principles of multicultural education, the suitability of the activity for teaching within the cross-cutting theme of multicultural education, the systematic nature of the preparation and the interconnectedness of its components. Negative evaluations are given to projects that could reinforce stereotypes and prejudices among pupils or in which students present stereotypical views of other cultures. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), students will produce an original project that is thought through as a coherent whole to develop intercultural understanding, all criteria are met at an excellent level. B (90-81%, very good - above average standard), students creatively develop a project that will assist in developing intercultural understanding, Criteria are met at a very good level.	

C (80-73%, good - normal reliable work), students will produce a project that does not undermine the principles of multicultural education, Criteria are met at a good level.

D (72-66%, satisfactory - acceptable results), students will develop a project that is not internally intertwined but does not violate the principles of multicultural education, the criteria are met satisfactorily.

E (65-60%, sufficient - results meet minimum criteria), students will develop a project that marginally undermines the principles of multicultural education, Criteria are met sufficiently.

Fx (59-0%, insufficient - extra work required), students will develop a project that promotes cultural stereotypes and biases. The project does not meet the minimum criteria.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

Students understand the principles and practices of multicultural education. They know how to work with stereotypes and prejudices in the classroom. They can plan and design multicultural education and integrate it as a cross-curricular topic in the classroom. They develop intercultural understanding. They master the main didactical procedures for the implementation of multicultural education as a cross-cutting theme.

Learning objectives:

To provide students with the basic information needed to understand the principles of multicultural education as a cross-cutting theme in the national curriculum. To teach students how to work with the issue of stereotypes and prejudices, to teach them how to plan and design multicultural education in schools as a cross-cutting theme. To familiarize students with the basic didactic practices in the implementation of multicultural education in education.

### **Class syllabus:**

Brief outline of the course:

The problem facing multicultural education - stereotypes and prejudices in us. Encountering another culture. Culture shock. How we get information about other cultures. How to cope with the arrival of foreigners. What we think about intercultural communication. Migration and values in multicultural education. How to proceed in multicultural education. Assessment in multicultural education.

### **Recommended literature:**

Recommended reading:

Compulsory reading:

MISTRÍK, E. a kol. (2008). Multikultúrna výchova v škole. Bratislava : Nadácia otvorenej spoločnosti. ISBN 978-80-969271-4-2

MISTRÍK, E. a kol. 2006: Multi-kulti-na školách. Metodická príručka pre multikultúrnú výchovu. Bratislava: Nadácia Milana Šimečku. ISBN 80-89008-21-6

Recommended reading:

KASÍKOVÁ, H. a kol. (2003). Interkulturní výchova a vzdělávání: efektivní metody a formy. Praha : FF UK. (bez ISBN)

KOMINAREC, I. – KOMINARECOVÁ, E. (2009). Multikulturalita a komunikácia. Prešov : PO. ISBN 978-80-555-0061-4

MISTRÍK, E. (2008). Multikultúrna výchova. In: Školské vzdelávacie programy. Praktický manuál pre zostavenie vlastného školského vzdelávacieho programu. 3. E1. Bratislava : RAABE. ISBN 978-80-89182-27-5

PRŮCHA, J. (2006). Multikulturní výchova. Praha : Triton. ISBN 80-7254-866-2

VANČÍKOVÁ, K. (2013). Multikultúrna výchova, jej miesto v súčasnej škole. Banská Bystrica: Pdf UMB. ISBN 978-80-557-0512-5

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

slovak and czech						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Katarína Minarovičová, PhD., prof. PhDr. Erich Mistrík, CSc.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde009/22	<b>Course title:</b> Music pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: There will be two written term papers of 50 points each during the semester. Students may earn 50 points for each review. The final grade will be the sum of the points earned on both quizzes. A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who obtains less than 25 points in either of the two written examinations. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A - excellent performance, the student knows the basic concepts of music pedagogy, can apply what he/she has learned in theory to practice; critically evaluates; B - excellent performance, the student masters the basic concepts of music pedagogy, but slight deficiencies are observed in the application of knowledge to practice - the student solves model situations with minor hesitations; critical thinking is borderline; C - good performance, although the student has acquired knowledge in the field of music pedagogy, but he can only partially apply what he has learned to practice; he has problems with complex problem solving; D - acceptable performance, the student has only partially mastered the knowledge in the field of music pedagogy, he/she has significant deficiencies in the problem, he/she cannot apply what he/she has learned in practice, he/she has problems solving model situations; his/her term paper meets the minimum criteria; E - minimally acceptable performance, the student has acquired minimal knowledge in the field of music pedagogy, he/she is unable to transfer it adequately into practice;	

Fx - unacceptable performance, the student has not sufficiently mastered the knowledge in the field of music pedagogy, or has not fulfilled the conditions set by the teacher during the semester.

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student will learn the objectives, content and subject of music pedagogy, its inclusion in the system of pedagogical and music science disciplines and auxiliary music pedagogical disciplines. The student will gain an overview of the current scientific and institutional infrastructure of music pedagogy, orientation in the basic documents related to music education (personalities, publications, types of schools, curricula, syllabuses, textbooks). Understands the connections between musical art and its pedagogical transfer, the connection between musical art, its reflection (musical skills) and realisation (musical activities), theoretically and practically knows the principles of some pedagogical concepts (Orff, Kodály and their derivatives), acquires practical experience in musical activities with an emphasis on the pedagogical context and knows the history of Slovak, Czechoslovak and European (world) music pedagogy.

**Class syllabus:**

Course outcomes of subject (content):

Musical activities in theory and practice. Musical skills in theory and practice. Musical art as an object of pedagogical transfer. Current situation in music pedagogy: personalities, valid documents, institutions, types of schools, curricula, syllabuses, textbooks. Systematics of music pedagogy. Pedagogical interpretation, analysis of musical material. Update of the situation in the field of music education, music pedagogy. History of music pedagogy.

**Recommended literature:**

Compulsory/Recommended readings:

Povinná literatúra:

BURLAS, L. Teória hudobnej pedagogiky. Prešov: FHaPV PU, 1997. ISBN 978-80-8888-506-1.

MEDŇANSKÁ, I. Systematika hudobnej pedagogiky. Prešov: Prešovská univerzita v Prešove, 2010. ISBN 978-805550-0149-9.

PETTY, G. Moderní vyučování. Praha: Portál, 2008. ISBN 978-80-7367-427-4.

Recommended (of interest):

BLAŽEKOVÁ, M. Orff-Schulwerk: princípy a adaptácia. Nitra: Univerzita Konštantína Filozofa, 2011. ISBN 978-80-8094-997-6.

BOROŠ, T. Východiská a zásady funkčnej hudobnej výchovy. In Slovenská hudba vo Vojvodine. Nový Sad: Národná rada slovenskej národnostnej menšiny v Srbsku, 2011.

HASELBACH, B. a kol. Studentexte zu Theorie und Praxis des Orff-Schulwerks (Texts on Theory and Practice of Orff-Schulwerk). Mainz: Schott, 2011. ISBN 978-3-7957-0756-9.

PRŮCHA, J. – WALTEROVÁ E. – MAREŠ J. Pedagogický slovník. Praha: Portál, 2009. ISBN 978-80-7367-647-6.

Magazines (current, selected issues): Múzy v škole. Banská Bystrica: OZ Múzy v škole, ISSN 1335-1605; Orff-Schulwerk Infomationen. Salzburg: Mozarteum, ISSN 1320-078X;

Dokumentation oft he International Symposia. Salzburg: Mozarteum, Orff-Schulwerk Forum Hudební výchova. Praha: Univerzita Karlova, ISSN 1210-3683; Aura Musica. Ústí nad Labem: Univerzita J. E. Purkyně ISSN 1805-4056; Slovenská hudba. Bratislava: Slovenská muzikologická asociácia (aktuálne ročníky) ISSN 1335-2458.

Remark:

In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.

**Languages necessary to complete the course:**



Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 6						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde031/22	<b>Course title:</b> Music software
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 1 hour seminar/week, 1 hour tutorial/week, total 22 hours per semester, combined (primarily face-to-face) Student workload: 11 x 2 hours = 22 hours of direct teaching, 18 hours of preparation for seminar work; 20 hours for continuous assessment, 60 hours of student work in total Teaching methods: small group work, problem solving, discussion of the material covered	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: 100% of continuous assessment. The continuous assessment consists of sub-assignments, assignments, exercises and a final term paper. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points, and a grade of E requires at least 60 points. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, student knows the computer principles of music software, can apply what has been learned in theory to practice; critically evaluated; B - excellent performance, the student knows the principles of music software, but slight deficiencies are observed when applying the knowledge to practice - he/she solves model situations with minor hesitations; critical thinking is borderline; C - good performance, the student has acquired knowledge of computer principles of music software, but can only partially apply what he/she has learned to practice; has problems with complex problem solving;	

D - acceptable performance, the student has only partially mastered the knowledge of computer principles of music software, has significant deficiencies in the problem, cannot apply what he/she has learned in practice, has problems solving model situations; his/her term paper meets the minimum criteria;

E - minimally acceptable performance, the student has acquired minimal knowledge in the field of computer principles of music software, he/she is unable to transfer them adequately into practice;

Fx - unacceptable performance, the student has not sufficiently mastered the knowledge of the computer principles of music software, or has not met the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student will acquire basic skills and knowledge in computer work in the following areas: recording, sound processing and archiving, notation, working with MIDI instruments, etc.

Transferable competences. Works mainly with freely available "open source" software developed by foreign universities and expert volunteers.

### **Class syllabus:**

Course outcomes of subject (content):

Basics of sound recording (sampling rate, bit depth, digital vs. analogue, sound formats and compression), basics of sound processing (editing, normalization, effects) in AUDACITY (<http://audacity.sourceforge.net/?lang=sk>HYPERLINK), sound archiving (burning to CD, DVD, cloud storage), basics of music mixing, basics of note typesetting in MUESCORE (<http://musescore.org/sk>), basics of using MIDI peripherals and their proper connection

### **Recommended literature:**

Compulsory/Recommended readings:

Compulsory readings:

COLLINS, N. Handmade Electronic Music. The Art of Hardware Hacking. Second edition. Oxon/New York: Routledge, 2009. ISBN: 0-415-99609-0.

DAVIES, H. Sounds Heard. Chelmsford: Soundworld Publishers, 2002. ISBN 1-902440-05-6.

príručky k softvérom (voľne dostupné na internete),napr.

<http://www.flossmanuals.net/audacity/>, [http://en.flossmanuals.net/audio-production/ch002\\_what-is-digital-audio/](http://en.flossmanuals.net/audio-production/ch002_what-is-digital-audio/), [http://en.wikipedia.org/wiki/Digital\\_audio](http://en.wikipedia.org/wiki/Digital_audio)

Recommended readings:

GUERIN, R. Veľká kniha midi. Brno: Computer Press 2004. ISBN 80-722-6985-2

SENIOR, M. Mixujeme hudbu v domácím nahrávacím studiu. Brno: Computer Press 2014. ISBN 978-80-251-3798-7.

Remark:

In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.

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

Slovak

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 0

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

<b>Lecturers:</b>
<b>Last change:</b> 08.11.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde031/22	<b>Course title:</b> Music software
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 1 hour seminar/week, 1 hour tutorial/week, total 22 hours per semester, combined (primarily face-to-face) Student workload: 11 x 2 hours = 22 hours of direct teaching, 18 hours of preparation for seminar work; 20 hours for continuous assessment, 60 hours of student work in total Teaching methods: small group work, problem solving, discussion of the material covered	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: 100% of continuous assessment. The continuous assessment consists of sub-assignments, assignments, exercises and a final term paper. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points, and a grade of E requires at least 60 points. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, student knows the computer principles of music software, can apply what has been learned in theory to practice; critically evaluated; B - excellent performance, the student knows the principles of music software, but slight deficiencies are observed when applying the knowledge to practice - he/she solves model situations with minor hesitations; critical thinking is borderline; C - good performance, the student has acquired knowledge of computer principles of music software, but can only partially apply what he/she has learned to practice; has problems with complex problem solving;	

D - acceptable performance, the student has only partially mastered the knowledge of computer principles of music software, has significant deficiencies in the problem, cannot apply what he/she has learned in practice, has problems solving model situations; his/her term paper meets the minimum criteria;

E - minimally acceptable performance, the student has acquired minimal knowledge in the field of computer principles of music software, he/she is unable to transfer them adequately into practice;

Fx - unacceptable performance, the student has not sufficiently mastered the knowledge of the computer principles of music software, or has not met the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student will acquire basic skills and knowledge in computer work in the following areas: recording, sound processing and archiving, notation, working with MIDI instruments, etc.

Transferable competences. Works mainly with freely available "open source" software developed by foreign universities and expert volunteers.

### **Class syllabus:**

Course outcomes of subject (content):

Basics of sound recording (sampling rate, bit depth, digital vs. analogue, sound formats and compression), basics of sound processing (editing, normalization, effects) in AUDACITY (<http://audacity.sourceforge.net/?lang=sk>HYPERLINK), sound archiving (burning to CD, DVD, cloud storage), basics of music mixing, basics of note typesetting in MUESCORE (<http://musescore.org/sk>), basics of using MIDI peripherals and their proper connection

### **Recommended literature:**

Compulsory/Recommended readings:

Compulsory readings:

COLLINS, N. Handmade Electronic Music. The Art of Hardware Hacking. Second edition. Oxon/New York: Routledge, 2009. ISBN: 0-415-99609-0.

DAVIES, H. Sounds Heard. Chelmsford: Soundworld Publishers, 2002. ISBN 1-902440-05-6.

príručky k softvérom (voľne dostupné na internete),napr.

<http://www.flossmanuals.net/audacity/>, [http://en.flossmanuals.net/audio-production/ch002\\_what-is-digital-audio/](http://en.flossmanuals.net/audio-production/ch002_what-is-digital-audio/), [http://en.wikipedia.org/wiki/Digital\\_audio](http://en.wikipedia.org/wiki/Digital_audio)

Recommended readings:

GUERIN, R. Veľká kniha midi. Brno: Computer Press 2004. ISBN 80-722-6985-2

SENIOR, M. Mixujeme hudbu v domácím nahrávacím studiu. Brno: Computer Press 2014. ISBN 978-80-251-3798-7.

Remark:

In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.

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

Slovak

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 0

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

<b>Lecturers:</b>
<b>Last change:</b> 08.11.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde005/22	<b>Course title:</b> Music theory I
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: 2 hours lecture/week, 22 hours total per semester, combined (primarily full-time) Student workload 11 x 2 hours = 22 hours of direct teaching, 19 hours of preparation for seminar work and research; 19 hours for continuous assessment, total 60 hours of student work Teaching methods: combined (primarily face-to-face), monological, discussion of the material covered	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b>	
<b>Learning outcomes:</b> Learning outcomes/ Objectives and learning outcomes: The aim of the course is to consolidate and unify the music-theoretical competences (knowledge and skills) acquired by studying at conservatories, primary art schools, or self-study. Transferable competences: In addition to a comprehensive grasp of the subject, the student acquires basic analytical tools for practice, which he/she will apply during the following studies in the subjects of music theory II-IV, music analysis, history of music, playing an instrument and singing. The ideal is to reach the standards required in the international ABRSM tests, the mastery of which enables the graduate to pursue a career in music education not only at home but also abroad. Links to educational practice in primary schools and ZUŠ are emphasised.	
<b>Class syllabus:</b> Course outcomes of subject (content): Sounds, tones, tonal system, pitches and tunings. Intervals, tone series, scales and modes. Rhythm, tempo, beat. Dynamics, expression. Notation, musical notation, score. Musical terminology. Musical instruments. Chording, harmonic cadences. Melodic ornaments. Musical forms. Introduction to harmony and counterpoint. Means of expression in 20th century and contemporary music.	
<b>Recommended literature:</b> Compulsory/Recommended readings:	



<p>ASTON, P. – WEBB, J. Music Theory in Practice. Grade 7. Londýn: The Associated Board of the Royal Schools of Music (ABRSM), 1993.</p> <p>ASTON, P. – WEBB, Julian. Music Theory in Practice. Grade 8. Londýn: The Associated Board of the Royal Schools of Music (ABRSM), 1993.</p> <p>KAISER, U. Gehörbildung. Satzlehre, Improvisation, Höranalyse. Ein Lehrgang mit historischen Beispielen. Bärenreiter, 1989. ISBN 3-7618-1159-4.</p> <p>SUCHOŇ, E. – FILIP, M. Stručná náuka o hudbe. Bratislava: Opus, 1993. ISBN 80-7093-159-0.</p> <p>Recommended readings:</p> <p>TAYLOR, E. The AB Guide to Music Theory I. Londýn: The Associated Board of the Royal Schools of Music (ABRSM), 1989. ISBN: 9781854724465.</p> <p>TAYLOR, E. The AB Guide to Music Theory II. Londýn: The Associated Board of the Royal Schools of Music (ABRSM), 1991. ISBN 9781854724472.</p> <p>TAYLOR, E. Music Theory in Practice. Grade 5. Londýn: The Associated Board of the Royal Schools of Music (ABRSM), 2008.</p> <p>ZENKL, L. ABC hudební nauky. Praha: Supraphon, 1976. ISBN 80-7058-284-7.</p>																				
<p><b>Languages necessary to complete the course:</b> Slovak</p>																				
<p><b>Notes:</b> In case of adequate language skills of students, work with foreign literature is part of the teaching</p>																				
<p><b>Past grade distribution</b> Total number of evaluated students: 20</p> <table border="1"> <tr> <td>A</td><td>ABS</td><td>B</td><td>C</td><td>D</td><td>E</td><td>FX</td></tr> <tr> <td>50,0</td><td>0,0</td><td>15,0</td><td>10,0</td><td>5,0</td><td>15,0</td><td>5,0</td></tr> </table>							A	ABS	B	C	D	E	FX	50,0	0,0	15,0	10,0	5,0	15,0	5,0
A	ABS	B	C	D	E	FX														
50,0	0,0	15,0	10,0	5,0	15,0	5,0														
<p><b>Lecturers:</b></p>																				
<p><b>Last change:</b> 08.11.2022</p>																				
<p><b>Approved by:</b></p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde006/22	<b>Course title:</b> Music theory II
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: 2 hours lecture/week, 22 hours total per semester, combined (primarily full-time) Student workload 22 hours of direct instruction, 16 hours of preparation for seminar work; 20 hours for midterm evaluation, 32 hours for exam, total of 90 hours of student work Teaching methods: combined (primarily face-to-face), monological, discussion of the material covered	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KHV/B-KHVde005/22 - Music theory I	
<b>Recommended prerequisites:</b> B-KHVde005 Music Theory I	
<b>Course requirements:</b> Course completion requirements: The student is evaluated continuously for demonstrating competence in the music-theoretical issues discussed. A total of 50 points may be earned for the continuous assessment. The course is completed by examination (with a score of 0-50 points). An A grade requires a minimum of 91 points, a B grade requires a minimum of 81 points, a C grade requires a minimum of 73 points, a D grade requires a minimum of 66 points and an E grade requires a minimum of 60 points. The marks are awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A - excellent performance, the student knows the basic concepts of music-theoretical issues, can apply what he/she has learned in theory to practice; critically evaluates; B - excellent performance, the student masters basic concepts in the field of music-theoretical issues, however, slight deficiencies are observed in the application of knowledge to practice - the student solves model situations with minor hesitations; critical thinking is borderline;	

<p>C - good performance, although the student has acquired knowledge in the field of music-theoretical problems, but he can only partially apply what he has learned to practice; he has problems with complex problem solving;</p> <p>D - acceptable performance, the student has only partially mastered the knowledge in the field of music-theoretical problems, has significant deficiencies in the problem, cannot apply what he/she has learned in practice, has problems solving model situations; his/her term paper meets the minimum criteria;</p> <p>E - minimally acceptable performance, the student has acquired minimal knowledge in the field of music-theoretical issues, he/she is unable to transfer them adequately into practice;</p> <p>Fx - unacceptable performance, the student has not sufficiently mastered the knowledge in the field of music-theoretical issues, or has not fulfilled the conditions set by the teacher during the semester.</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes/ Objectives and learning outcomes:</p> <p>The student is able to harmonically analyze a multiphonic scale in the space of functional tonality, to read the general bass, to master the problem of modulations and to practically harmonize a simple melody, to elaborate the realization of a multiphonic scale on the basis of the general bass and to realize different types of modulations.</p> <p>Transferable competences:</p> <p>Understands the principles of harmony of the period of extended tonality and is able to create simple harmonic examples in this space.</p>
<p><b>Class syllabus:</b></p> <p>Course outcomes of subject (content):</p> <p>Quintacord as a vertical unit. Cadence. The beginnings of harmonic thinking. Basics of tonal functional harmony. Harmonic thinking in the 17th-19th centuries. Selected problems of harmony in the space of extended tonality in the 20th century. Chords of the higher third system, chordal complexes. Tonality. Harmony. Harmonic analysis. Modulations. Harmonisation of chorale, song, cantus firmus, general bass, affect theory and rhetorical figures.</p>
<p><b>Recommended literature:</b></p> <p>Compulsory/Recommended readings:</p> <p>BENEŠ, J. O harmónii. Bratislava: Hudobné centrum, 2003. ISBN 80-88884-40-3.</p> <p>FILIP, M. Vývinové zákonitosti klasickej harmónie. Bratislava: Národné hudobné centrum, 1997. ISBN 80-967799-5-8.</p> <p>MOTTE de la, D. Harmonielehre. Bärenreiter, 1999. ISBN 3-7618-4183-3.</p> <p>Recommended readings:</p> <p>TARUSKIN, R. Music in the Seventeenth and Eighteenth Centuries. The Oxford History of Western Music. Oxford University Press, 2010. ISBN 978-0-19-538482-6.</p> <p>Hudobná literatúra: partitúry hudby 17. – 20. storočia.</p> <p>Notes:</p> <p>In the case of good language skills of the student, we include relevant foreign language literature in addition to the literature in Slovak language.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 6						
A	ABS	B	C	D	E	FX
83,33	0,0	16,67	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde007/22	<b>Course title:</b> Music theory III
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: 2 hours lecture/week, 22 hours total per semester, combined (primarily full-time) Student workload 22 hours of direct instruction, 16 hours of preparation for seminar work; 20 hours for midterm evaluation, 32 hours for exam, total of 90 hours of student work Teaching methods: combined (primarily face-to-face), monological, discussion of the material covered	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KHV/B-KHVde006/22 - Music theory II	
<b>Course requirements:</b> Course completion requirements: The student is evaluated on an ongoing basis for demonstrating competence in the music-theoretical issues discussed. A total of 50 points may be earned for the continuous assessment. The course is completed by examination (with a score of 0-50 points). The overall grade is the sum of the interim assessment and the final examination grade. An A grade requires at least 91 points, a B grade requires at least 81 points, a C grade requires at least 73 points, a D grade requires at least 66 points and an E grade requires at least 60 points. Grades are awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A - excellent performance, the student knows the basic concepts of music-theoretical issues, can apply what he/she has learned in theory to practice; critically evaluates; B - excellent performance, the student has mastered the basic concepts in the field of music-theoretical issues, but in the application of knowledge to practice there are slight deficiencies - the student solves model situations with minor hesitations; critical thinking is borderline; C - good performance, the student has mastered the knowledge in the field of music-theoretical issues, but can only partially apply what he/she has learnt to practice; he/she has problems with complex problem-solving tasks;	

<p>D - acceptable performance, the student has only partially mastered the knowledge in the field of music-theoretical problems, has significant deficiencies in the problem, cannot apply what he/she has learned in practice, has problems solving model situations; his/her term paper meets the minimum criteria;</p> <p>E - minimally acceptable performance, the student has acquired minimal knowledge in the field of music-theoretical issues, he/she is unable to transfer them adequately into practice;</p> <p>Fx - unacceptable performance, the student has not sufficiently mastered the knowledge in the field of music-theoretical issues, or has not fulfilled the conditions set by the teacher during the semester.</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes/ Objectives and learning outcomes:</p> <p>The student is able to analyse polyphonic texture across the whole spectrum of its development (from the Gothic, through the Renaissance, Baroque, 18th and 19th centuries to modern types of polyphony in the 20th century). It is able to produce simple studies reflecting different types of counterpoint.</p> <p>Transferable competencies:</p> <p>In addition to a comprehensive grasp of the subject matter, the student acquires the basic analytical tools for practice, which he/she will apply during subsequent studies in the courses Music Theory II-IV, Music Analysis, Music History, Instrument Playing, and Singing. The ideal is to reach the standards required in the international ABRSM tests, the mastery of which enables the graduate to pursue a career in music education not only at home but also abroad.</p>
<p><b>Class syllabus:</b></p> <p>Course outcomes of subject (content):</p> <p>Polyphony. Bourdon. Heterophony. Polyphony, its development and types. Counterpoint techniques. Types of counterpoint in different periods of European music (from the Gothic to the present). Imitation, permutation. Counterpoint analysis.</p>
<p><b>Recommended literature:</b></p> <p>Compulsory/Recommended readings:</p> <p>HŮLA, Z. Nauka o kontrapunktu. Praha: Státní hudební vydavatelství, 1965.</p> <p>JEPPESEN, K. Kontrapunkt. Leipzig: VEB Breitkopf und Härtel, 1978.</p> <p>KAISER, U. Gehörbildung. Satzlehre, Improvisation, Höranalyse. Ein Lehrgang mit historischen Beispielen. Bärenreiter, 1989. ISBN 3-7618-1159-4.</p> <p>MOTTE de la, D. Kontrapunkt. Ein Lese- und Arbeitsbuch. Bärenreiter, 1981. ISBN 3-7618-4371-2.</p> <p>RIESINGER, K. Nauka o kontrapunktu 20. století. Praha: Panton, 1984.</p> <p>Recommended readings:</p> <p>TARUSKIN, R. Music in the Seventeenth and Eighteenth Centuries. The Oxford History of Western Music. Oxford University Press, 2010. ISBN 978-0-19-538482-6.</p> <p>Musical literature: scores of 17th-20th century music.</p> <p>Notes:</p> <p>In the case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 6						
A	ABS	B	C	D	E	FX
66,67	0,0	33,33	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde008/22	<b>Course title:</b> Music theory IV
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: 2 hours lecture/week, 22 hours total per semester, combined (primarily full-time) Student workload 22 hours of direct instruction, 16 hours of preparation for seminar work; 20 hours for midterm evaluation, 32 hours for exam, total of 90 hours of student work Teaching methods: combined (primarily face-to-face), monological, discussion of the material covered	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KHV/B-KHVde007/22 - Music theory III	
<b>Course requirements:</b> Course completion requirements: The student is evaluated continuously for demonstrating competence in the music-theoretical issues discussed. A total of 50 points may be earned for the continuous assessment. The course is completed by examination (with a score of 0-50 points). The overall grade is the sum of the interim assessment and the final examination grade. An A grade requires at least 91 points, a B grade requires at least 81 points, a C grade requires at least 73 points, a D grade requires at least 66 points and an E grade requires at least 60 points. Grades are awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A - excellent performance, the student knows the basic concepts of music-theoretical issues, can apply what he/she has learned in theory to practice; critically evaluates; B - excellent performance, the student masters basic concepts in the field of music-theoretical issues, however, slight deficiencies are observed in the application of knowledge to practice - the student solves model situations with minor hesitations; critical thinking is borderline; C - good performance, although the student has acquired knowledge in the field of music-theoretical problems, but he can only partially apply what he has learned to practice; he has problems with complex problem solving;	



<p>D - acceptable performance, the student has only partially mastered the knowledge in the field of music-theoretical problems, has significant deficiencies in the problem, cannot apply what he/she has learned in practice, has problems solving model situations; his/her term paper meets the minimum criteria;</p> <p>E - minimally acceptable performance, the student has acquired minimal knowledge in the field of music-theoretical issues, he/she is unable to transfer them adequately into practice;</p> <p>Fx - unacceptable performance, the student has not sufficiently mastered the knowledge in the field of music-theoretical issues, or has not fulfilled the conditions set by the teacher during the semester.</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes/ Objectives and learning outcomes:</p> <p>The student is introduced to the forms and types of musical art in a historical cross-section. The student is able to analyze simpler musical forms and shapes across a wide spectrum of musical development (from Gothic to contemporary). The student will become familiar with the basic principles of musical thought.</p> <p>Transferable competences:</p> <p>In addition to a comprehensive grasp of the subject matter, the student acquires basic analytical tools for practice, which he/she will apply in the following courses: music theory II-IV, music analysis, history of music, playing an instrument and singing. The ideal is to reach the standards required in the international ABRSM tests, the mastery of which enables the graduate to pursue a career in music education not only at home but also abroad.</p>
<p><b>Class syllabus:</b></p> <p>Course outcomes of subject (content):</p> <p>Musical units and their hierarchy. Building units of music and working with them. Musical shapes and forms and their typology in historical cross-section. Form analysis. Forms and types of musical art from the origins to the present. Musical thinking.</p>
<p><b>Recommended literature:</b></p> <p>Compulsory/Recommended readings:</p> <p>BURLAS, L. Formy a druhy hudobného umenia. 4. vydanie. Žilina: EDIS-Vydavateľstvo ŽU, 2006. ISBN 80-8070-522-4.</p> <p>FALTIN, P. Funkcia zvuku v hudobnej štruktúre. Bratislava: Štátne hudobné vydavateľstvo, 1966.</p> <p>KRESÁNEK, J. Základy hudobného myslenia. Bratislava: Opus, 1977.</p> <p>KRESÁNEK, J. Tonalita. Bratislava: Opus, 1982.</p> <p>KRESÁNEK, J. Tektonika. Bratislava: ASCO – Art &amp; Science, 1994. ISBN 80-901416-7-6.</p> <p>KÜHN, C. Analyse lernen. Bärenreiter, 1999. ISBN 3-7618-1154-3.</p> <p>RISINGER, K. Hierarchie hudebních celků v novodobé evropské hudbě. Praha: Panton, 1969</p> <p>Recommended readings:</p> <p>SCHÖNBERG, A. Fundamentals of Musical Composition. London: Faber, 1967. ISBN 0-571-09276-4.</p> <p>Remark:</p> <p>In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 6						
A	ABS	B	C	D	E	FX
66,67	0,0	33,33	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Andrej Šuba, PhD.						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde008/22	<b>Course title:</b> Music theory IV
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: 2 hours lecture/week, 22 hours total per semester, combined (primarily full-time) Student workload 22 hours of direct instruction, 16 hours of preparation for seminar work; 20 hours for midterm evaluation, 32 hours for exam, total of 90 hours of student work Teaching methods: combined (primarily face-to-face), monological, discussion of the material covered	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KHV/B-KHVde007/22 - Music theory III	
<b>Course requirements:</b> Course completion requirements: The student is evaluated continuously for demonstrating competence in the music-theoretical issues discussed. A total of 50 points may be earned for the continuous assessment. The course is completed by examination (with a score of 0-50 points). The overall grade is the sum of the interim assessment and the final examination grade. An A grade requires at least 91 points, a B grade requires at least 81 points, a C grade requires at least 73 points, a D grade requires at least 66 points and an E grade requires at least 60 points. Grades are awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A - excellent performance, the student knows the basic concepts of music-theoretical issues, can apply what he/she has learned in theory to practice; critically evaluates; B - excellent performance, the student masters basic concepts in the field of music-theoretical issues, however, slight deficiencies are observed in the application of knowledge to practice - the student solves model situations with minor hesitations; critical thinking is borderline; C - good performance, although the student has acquired knowledge in the field of music-theoretical problems, but he can only partially apply what he has learned to practice; he has problems with complex problem solving;	

<p>D - acceptable performance, the student has only partially mastered the knowledge in the field of music-theoretical problems, has significant deficiencies in the problem, cannot apply what he/she has learned in practice, has problems solving model situations; his/her term paper meets the minimum criteria;</p> <p>E - minimally acceptable performance, the student has acquired minimal knowledge in the field of music-theoretical issues, he/she is unable to transfer them adequately into practice;</p> <p>Fx - unacceptable performance, the student has not sufficiently mastered the knowledge in the field of music-theoretical issues, or has not fulfilled the conditions set by the teacher during the semester.</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes/ Objectives and learning outcomes:</p> <p>The student is introduced to the forms and types of musical art in a historical cross-section. The student is able to analyze simpler musical forms and shapes across a wide spectrum of musical development (from Gothic to contemporary). The student will become familiar with the basic principles of musical thought.</p> <p>Transferable competences:</p> <p>In addition to a comprehensive grasp of the subject matter, the student acquires basic analytical tools for practice, which he/she will apply in the following courses: music theory II-IV, music analysis, history of music, playing an instrument and singing. The ideal is to reach the standards required in the international ABRSM tests, the mastery of which enables the graduate to pursue a career in music education not only at home but also abroad.</p>
<p><b>Class syllabus:</b></p> <p>Course outcomes of subject (content):</p> <p>Musical units and their hierarchy. Building units of music and working with them. Musical shapes and forms and their typology in historical cross-section. Form analysis. Forms and types of musical art from the origins to the present. Musical thinking.</p>
<p><b>Recommended literature:</b></p> <p>Compulsory/Recommended readings:</p> <p>BURLAS, L. Formy a druhy hudobného umenia. 4. vydanie. Žilina: EDIS-Vydavateľstvo ŽU, 2006. ISBN 80-8070-522-4.</p> <p>FALTIN, P. Funkcia zvuku v hudobnej štruktúre. Bratislava: Štátne hudobné vydavateľstvo, 1966.</p> <p>KRESÁNEK, J. Základy hudobného myslenia. Bratislava: Opus, 1977.</p> <p>KRESÁNEK, J. Tonalita. Bratislava: Opus, 1982.</p> <p>KRESÁNEK, J. Tektonika. Bratislava: ASCO – Art &amp; Science, 1994. ISBN 80-901416-7-6.</p> <p>KÜHN, C. Analyse lernen. Bärenreiter, 1999. ISBN 3-7618-1154-3.</p> <p>RISINGER, K. Hierarchie hudebních celků v novodobé evropské hudbě. Praha: Panton, 1969</p> <p>Recommended readings:</p> <p>SCHÖNBERG, A. Fundamentals of Musical Composition. London: Faber, 1967. ISBN 0-571-09276-4.</p> <p>Remark:</p> <p>In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 6						
A	ABS	B	C	D	E	FX
66,67	0,0	33,33	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Andrej Šuba, PhD.						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde029/22	<b>Course title:</b> Music workshop I
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form Form of teaching: seminar, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly: 2 Over the study period: 22 Student workload: 11 x 2 hours of direct teaching = 22 hours, 26 hours of preparation for individual seminars, study of literature, 8 hours of preparation for the final output. Total 56 hours of student work. Learning methods: dialogical, practical, project-based, brainstorming, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The course concludes with a final presentation and written reflection. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points and a grade of E requires at least 60 points. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) Credit will not be awarded to a student who fails to complete any of the assigned topics. Fifty percent of the total points will be the midterm grade; 50 percent of the points will be the final presentation grade. The interim assessment consists of sub-assignments, assignments, and proposals. The examination consists of a presentation of the project (in public if possible) followed by a written reflection.	

A - excellent performance, the student knows the basic principles of creativity, creative thinking, designing own projects and project-based learning; can apply what he/she has learned to practice; thinks critically, evaluates;

B - excellent performance, the student masters the basic principles of creativity, creative thinking, creation of own projects and project teaching, however, when applying the knowledge to practice, slight deficiencies are observed - the student solves model situations with minor hesitations; critical thinking is borderline;

C - good performance, although the student has acquired knowledge in the field of creativity, creative thinking, creation of own projects and project teaching, but he can only partially apply what he has learned to practice; he has problems with complex problem solving;

D - acceptable performance, the student has only partially mastered the knowledge in the field of creativity, creative thinking, creation of own projects and project teaching, he has significant deficiencies in the problem, he cannot apply what he has learned in practice, he has problems solving model situations; his term paper meets the minimum criteria;

E - minimally acceptable performance, the student has acquired minimal knowledge in the field of creativity, creative thinking, creation of own projects and project teaching, he/she is unable to transfer them adequately into practice;

Fx - unacceptable performance, the student has not sufficiently mastered the knowledge of the basic principles of creativity, creative thinking, creation of own projects and project teaching, or has not fulfilled the conditions set by the teacher during the semester.

#### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

Learning objectives and outcomes:

The student is guided to develop his/her own creative thinking, music production activities, propose original solutions in the field of musical activities. The student works creatively with sounds and expressive means of music in various musical activities. The student acquires the skills of teamwork and organization of collective activities. The student will develop self-presentation and social communication skills.

#### **Class syllabus:**

Course outcomes of subject (content):

Musical activities in practice. Music-making skills. Musical-dramatic activities. Creation and realization of own musical, music-dramatic projects or workshops. The topic and type of output is chosen by the students in cooperation with the teacher.

#### **Recommended literature:**

Compulsory/Recommended readings:

The course does not work with compulsory literature, as it is focused on the creation of individual creations according to the creative potential of students and with the integration of knowledge and experience gained in professional subjects.

Recommended (of interest) readings:

BOROŠ, T. Baustenie – skladačky, cyklus modelov pre elementárnu kompozíciu a improvizáciu.

[online] Bratislava: ISCM, 2013. dostupné na: [www.newmusicforkids.org](http://www.newmusicforkids.org)

EBEN, P. – HURNÍK I. Česká Orffova škola. Praha: Supraphon, 1969.

JURKOVIČ, P. Instrumentální soubor na ZŠ. Praha: SPN, 1989.

ORFF, C. – KEETMAN G. Orff-Schulwerk-Musik für Kinder I-V. Mainz: Schott, 1952.

PAYNEOVÁ, H.. Kreativny pohyb a tanec. 1. vyd. Praha: Portál, 1999.

ISBN 80-7178-213-0.

PICA, R.. Experiences in Movement and Music. Wadsworth: Cengage Learning, 2010.

ISBN-13: 978-1-4283-9972-3.

WILSON, P. N. Hear and Now. Bratislava: Hudobné centrum, 2002. ISBN 80-8884-35-7. Remark: In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.						
<b>Languages necessary to complete the course:</b> Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 6						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde029/22	<b>Course title:</b> Music workshop I
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form Form of teaching: seminar, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly: 2 Over the study period: 22 Student workload: 11 x 2 hours of direct teaching = 22 hours, 26 hours of preparation for individual seminars, study of literature, 8 hours of preparation for the final output. Total 56 hours of student work. Learning methods: dialogical, practical, project-based, brainstorming, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The course concludes with a final presentation and written reflection. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points and a grade of E requires at least 60 points. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) Credit will not be awarded to a student who fails to complete any of the assigned topics. Fifty percent of the total points will be the midterm grade; 50 percent of the points will be the final presentation grade. The interim assessment consists of sub-assignments, assignments, and proposals. The examination consists of a presentation of the project (in public if possible) followed by a written reflection.	

A - excellent performance, the student knows the basic principles of creativity, creative thinking, designing own projects and project-based learning; can apply what he/she has learned to practice; thinks critically, evaluates;

B - excellent performance, the student masters the basic principles of creativity, creative thinking, creation of own projects and project teaching, however, when applying the knowledge to practice, slight deficiencies are observed - the student solves model situations with minor hesitations; critical thinking is borderline;

C - good performance, although the student has acquired knowledge in the field of creativity, creative thinking, creation of own projects and project teaching, but he can only partially apply what he has learned to practice; he has problems with complex problem solving;

D - acceptable performance, the student has only partially mastered the knowledge in the field of creativity, creative thinking, creation of own projects and project teaching, he has significant deficiencies in the problem, he cannot apply what he has learned in practice, he has problems solving model situations; his term paper meets the minimum criteria;

E - minimally acceptable performance, the student has acquired minimal knowledge in the field of creativity, creative thinking, creation of own projects and project teaching, he/she is unable to transfer them adequately into practice;

Fx - unacceptable performance, the student has not sufficiently mastered the knowledge of the basic principles of creativity, creative thinking, creation of own projects and project teaching, or has not fulfilled the conditions set by the teacher during the semester.

#### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

Learning objectives and outcomes:

The student is guided to develop his/her own creative thinking, music production activities, propose original solutions in the field of musical activities. The student works creatively with sounds and expressive means of music in various musical activities. The student acquires the skills of teamwork and organization of collective activities. The student will develop self-presentation and social communication skills.

#### **Class syllabus:**

Course outcomes of subject (content):

Musical activities in practice. Music-making skills. Musical-dramatic activities. Creation and realization of own musical, music-dramatic projects or workshops. The topic and type of output is chosen by the students in cooperation with the teacher.

#### **Recommended literature:**

Compulsory/Recommended readings:

The course does not work with compulsory literature, as it is focused on the creation of individual creations according to the creative potential of students and with the integration of knowledge and experience gained in professional subjects.

Recommended (of interest) readings:

BOROŠ, T. Baustenie – skladačky, cyklus modelov pre elementárnu kompozíciu a improvizáciu.

[online] Bratislava: ISCM, 2013. dostupné na: [www.newmusicforkids.org](http://www.newmusicforkids.org)

EBEN, P. – HURNÍK I. Česká Orffova škola. Praha: Supraphon, 1969.

JURKOVIČ, P. Instrumentální soubor na ZŠ. Praha: SPN, 1989.

ORFF, C. – KEETMAN G. Orff-Schulwerk-Musik für Kinder I-V. Mainz: Schott, 1952.

PAYNEOVÁ, H.. Kreativny pohyb a tanec. 1. vyd. Praha: Portál, 1999.

ISBN 80-7178-213-0.

PICA, R.. Experiences in Movement and Music. Wadsworth: Cengage Learning, 2010.

ISBN-13: 978-1-4283-9972-3.

WILSON, P. N. Hear and Now. Bratislava: Hudobné centrum, 2002. ISBN 80-8884-35-7. Remark: In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.						
<b>Languages necessary to complete the course:</b> Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 6						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde030/22	<b>Course title:</b> Music workshop II
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form Form of teaching: seminar, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly: 2 Over the study period: 22 Student workload: 11 x 2 hours of direct teaching = 22 hours, 26 hours of preparation for individual seminars, study of literature, 8 hours of preparation for the final output. Total 56 hours of student work. Learning methods: dialogical, practical, project-based, brainstorming, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The course is completed with a final presentation and written reflection. A minimum of 91 points is required for a grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) Credit will not be awarded to a student who fails to complete any of the assigned topics. Fifty percent of the total points will be the midterm grade; 50 percent of the points will be the final presentation grade. The interim assessment consists of sub-assignments, assignments, and proposals. The examination consists of a presentation of the project (in public if possible) followed by a written reflection.	

<p>A - excellent performance, the student knows the basic principles of creativity, creative thinking, designing own projects and project-based learning; can apply what he/she has learned to practice; thinks critically, evaluates;</p> <p>B - excellent performance, the student masters the basic principles of creativity, creative thinking, creation of own projects and project teaching, however, when applying the knowledge to practice, slight deficiencies are observed - the student solves model situations with minor hesitations; critical thinking is borderline;</p> <p>C - good performance, although the student has acquired knowledge in the field of creativity, creative thinking, creation of own projects and project teaching, but he can only partially apply what he has learned to practice; he has problems with complex problem solving;</p> <p>D - acceptable performance, the student has only partially mastered the knowledge in the field of creativity, creative thinking, creation of own projects and project teaching, he has significant deficiencies in the problem, he cannot apply what he has learned in practice, he has problems solving model situations; his term paper meets the minimum criteria;</p> <p>E - minimally acceptable performance, the student has acquired minimal knowledge in the field of creativity, creative thinking, creation of own projects and project teaching, he/she is unable to transfer them adequately into practice;</p> <p>Fx - unacceptable performance, the student has not sufficiently mastered the knowledge of the basic principles of creativity, creative thinking, creation of own projects and project teaching, or has not fulfilled the conditions set by the teacher during the semester.</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes/ Objectives and learning outcomes:</p> <p>The student will be able to think creatively and apply music production activities, designing and creating original solutions in the field of musical activities. The student is able to work creatively and independently with the sounds and expressive means of music in various musical activities. Gain spontaneous and relaxed expression. The student will acquire the skills of teamwork and organisation of collective activities. The student will develop and consolidate self-presentation and social communication skills.</p>
<p><b>Class syllabus:</b></p> <p>Course outcomes of subject (content):</p> <p>Musical activities in practice. Music-making skills. Musical-dramatic activities. Creation and realization of own musical, musical-dramatic projects or workshops. The topic and the type of performance are chosen by the students in cooperation with the teacher.</p>
<p><b>Recommended literature:</b></p> <p>Compulsory/Recommended readings:</p> <p>The course does not work with compulsory literature, as it is focused on the creation of individual creations according to the creative potential of students and with the integration of knowledge and experience gained in professional subjects.</p> <p>Recommended (of interest) readings:</p> <p>BOROŠ, T. Baustenie – skladačky, cyklus modelov pre elementárnu kompozíciu a improvizáciu. [online] Bratislava: ISCM, 2013. dostupné na: <a href="http://www.newmusicforkids.org">www.newmusicforkids.org</a></p> <p>EBEN, P. – HURNÍK I. Česká Orffova škola. Praha: Supraphon, 1969.</p> <p>JURKOVIČ, P. Instrumentální soubor na ZŠ. Praha: SPN, 1989.</p> <p>ORFF, C.- KEETMAN G. Orff-Schulwerk-Musik für Kinder I-V. Mainz: Schott, 1952.</p> <p>PAYNEOVÁ, H. Kreativny pohyb a tanec. 1. vyd. Praha: Portál, 1999.</p> <p>ISBN 80-7178-213-0.</p> <p>PICA, R. Experiences in Movement and Music. Wadsworth: Cengage Learning, 2010.</p> <p>ISBN-13: 978-1-4283-9972-3.</p>

WILSON, P. N. Hear and Now. Bratislava: Hudobné centrum, 2002. ISBN 80-8884-35-7. Remark: In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.						
<b>Languages necessary to complete the course:</b> Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 6						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde030/22	<b>Course title:</b> Music workshop II
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form Form of teaching: seminar, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly: 2 Over the study period: 22 Student workload: 11 x 2 hours of direct teaching = 22 hours, 26 hours of preparation for individual seminars, study of literature, 8 hours of preparation for the final output. Total 56 hours of student work. Learning methods: dialogical, practical, project-based, brainstorming, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The course is completed with a final presentation and written reflection. A minimum of 91 points is required for a grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) Credit will not be awarded to a student who fails to complete any of the assigned topics. Fifty percent of the total points will be the midterm grade; 50 percent of the points will be the final presentation grade. The interim assessment consists of sub-assignments, assignments, and proposals. The examination consists of a presentation of the project (in public if possible) followed by a written reflection.	

A - excellent performance, the student knows the basic principles of creativity, creative thinking, designing own projects and project-based learning; can apply what he/she has learned to practice; thinks critically, evaluates;

B - excellent performance, the student masters the basic principles of creativity, creative thinking, creation of own projects and project teaching, however, when applying the knowledge to practice, slight deficiencies are observed - the student solves model situations with minor hesitations; critical thinking is borderline;

C - good performance, although the student has acquired knowledge in the field of creativity, creative thinking, creation of own projects and project teaching, but he can only partially apply what he has learned to practice; he has problems with complex problem solving;

D - acceptable performance, the student has only partially mastered the knowledge in the field of creativity, creative thinking, creation of own projects and project teaching, he has significant deficiencies in the problem, he cannot apply what he has learned in practice, he has problems solving model situations; his term paper meets the minimum criteria;

E - minimally acceptable performance, the student has acquired minimal knowledge in the field of creativity, creative thinking, creation of own projects and project teaching, he/she is unable to transfer them adequately into practice;

Fx - unacceptable performance, the student has not sufficiently mastered the knowledge of the basic principles of creativity, creative thinking, creation of own projects and project teaching, or has not fulfilled the conditions set by the teacher during the semester.

#### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student will be able to think creatively and apply music production activities, designing and creating original solutions in the field of musical activities. The student is able to work creatively and independently with the sounds and expressive means of music in various musical activities. Gain spontaneous and relaxed expression. The student will acquire the skills of teamwork and organisation of collective activities. The student will develop and consolidate self-presentation and social communication skills.

#### **Class syllabus:**

Course outcomes of subject (content):

Musical activities in practice. Music-making skills. Musical-dramatic activities. Creation and realization of own musical, musical-dramatic projects or workshops. The topic and the type of performance are chosen by the students in cooperation with the teacher.

#### **Recommended literature:**

Compulsory/Recommended readings:

The course does not work with compulsory literature, as it is focused on the creation of individual creations according to the creative potential of students and with the integration of knowledge and experience gained in professional subjects.

Recommended (of interest) readings:

BOROŠ, T. Baustenie – skladačky, cyklus modelov pre elementárnu kompozíciu a improvizáciu.

[online] Bratislava: ISCM, 2013. dostupné na: [www.newmusicforkids.org](http://www.newmusicforkids.org)

EBEN, P. – HURNÍK I. Česká Orffova škola. Praha: Supraphon, 1969.

JURKOVIČ, P. Instrumentální soubor na ZŠ. Praha: SPN, 1989.

ORFF, C.- KEETMAN G. Orff-Schulwerk-Musik für Kinder I-V. Mainz: Schott, 1952.

PAYNEOVÁ, H. Kreativny pohyb a tanec. 1. vyd. Praha: Portál, 1999.

ISBN 80-7178-213-0.

PICA, R. Experiences in Movement and Music. Wadsworth: Cengage Learning, 2010.

ISBN-13: 978-1-4283-9972-3.



WILSON, P. N. Hear and Now. Bratislava: Hudobné centrum, 2002. ISBN 80-8884-35-7. Remark: In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.						
<b>Languages necessary to complete the course:</b> Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 6						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/B-VUZde020/22		<b>Course title:</b> Pathopsychology for teachers				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 3., 5.						
<b>Educational level:</b> I.						
<b>Prerequisites:</b> PdF.KPg/B-VUZde003/22 - Psychology for teachers 1						
<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: 149						
A	ABS	B	C	D	E	FX
52,35	0,0	34,9	5,37	0,0	1,34	6,04
<b>Lecturers:</b> doc. MUDr. Viacheslav Basaliukov, CSc., doc. PhDr. Marian Groma, PhD.						
<b>Last change:</b> 22.04.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/B-VUZde020/22		<b>Course title:</b> Pathopsychology for teachers				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2., 4., 6.						
<b>Educational level:</b> I.						
<b>Prerequisites:</b> PdF.KPg/B-VUZde003/22 - Psychology for teachers 1						
<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: 149						
A	ABS	B	C	D	E	FX
52,35	0,0	34,9	5,37	0,0	1,34	6,04
<b>Lecturers:</b> doc. MUDr. Viacheslav Basaliukov, CSc., doc. PhDr. Marian Groma, PhD.						
<b>Last change:</b> 22.04.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde028/22	<b>Course title:</b> Pedagogy of individuals with special educational needs
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points). The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor. A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of the course Pedagogy of Individuals with Special Educational Needs is to make available basic information about the specifics of educating individuals with special educational needs and to prepare the student for pedagogical work in the context of the diversity of the educated population. The student will be able to define the term special educational needs, categorize individuals with special educational needs (SEN) in relation to the current system of special education and in accordance with current legislation. Becomes familiar with basic terminology in special education. Is able to characterize the educational opportunities for individuals with SEN. Can explain the implications of a disability/impairment/threat and/or other SEN in the educational process. Knows and understands the specifics of educating individuals with SEND. Can name and justify selected support measures in the education of children and pupils with SEND. Explain the importance of the teacher's cooperation with other educational and professional staff of the school and the school counselling centre in the care of pupils with SEN included in mainstream education. Know the educational programmes for pupils with SEND and understand the Individual Education Programme document. The student is prepared to address the risks associated with the inclusion of a pupil with SEND in a classroom of able-bodied classmates.

Transferable competences developed during the students' work in the seminars: critical thinking skills, contextual reasoning, communication skills.

### **Class syllabus:**

Brief outline of the course:

General foundations and terminological definition of special education.

Definition of basic terms in special education.

Trends in education, current opportunities and legislative conditions in education of individuals with SEND (with a focus on inclusive education).

Specifics of education and support measures for children and pupils with SEN according to individual categories:

pupils with intellectual disabilities and cognitive impairment; pupils with autism spectrum disorder; pupils with physical disabilities, illnesses and disabilities; pupils with impaired communication skills; pupils with specific learning disabilities; pupils with behavioural disorders; pupils from socially disadvantaged backgrounds; gifted and exceptionally gifted pupils.

Educational programmes and individual educational programme for pupils with SEN.

The position of a pupil with SEN in a class group of intact classmates.

Cooperation of the teacher with other pedagogical and professional staff of the school and the school counselling centre in the care of SEN pupils (inclusive team).

**Recommended literature:**

Compulsory reading:

LECHTA, V. (eds.), (2016). Inkluzivní pedagogika. Praha: Portál, 600 s. ISBN 978-80-262-1123-5.

VAŠEK, Š. (2013). Základy špeciálnej pedagogiky. Bratislava: SAPIENTIA. 213 s. ISBN 978-80-89229-21-5. [http://www.specialnazs.sk/files/Stefan\\_Vasek\\_-\\_Zaklady\\_specialnej\\_pedagogiky.pdf](http://www.specialnazs.sk/files/Stefan_Vasek_-_Zaklady_specialnej_pedagogiky.pdf)

VLADOVÁ, K., a LECHTA, V., a kol., (2017). Aplikácia vzdelávacích programov pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním. Bratislava: ŠPÚ, 201 s. ISBN 978-80-8118-196-2. <https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevuhodnenim-vseobecny-intelektovym-nadanim/intelektove-nadanie.pdf>

Vzdelávacie programy pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním: Štátny pedagogický ústav

Zákon č. 245/2008 o výchove a vzdelávaní školský zákon a prislúchajúce vyhlášky

Recommended literature

BOOTH, T., AINSCOW, M., (2019). Index inklúzie: príručka na rozvoj škôl s dôrazom na inkluzívne hodnoty. Nadácia pre deti Slovenska, 224 s. ISBN 978-80-89403-19-6. <https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf>

HARČARÍKOVÁ, T. (eds.), 2020. Integrované/inkluzívne vzdelávanie žiakov so špeciálnymi výchovno-vzdelávacími potrebami (zborník vedeckých príspevkov), Bratislava: IRIS, 187 s. ISBN 978-80-8200-058-3.

FISCHER, S., ŠKODA, J. (2008). Speciální pedagogika. Praha: Triton, 206 s. ISBN 978-80-7387-014-0.

Katalogy podpůrných opatření pro žáky s potřebou podpory ve vzdělávání z důvodu zdravotního nebo sociálního znevýhodnění. Olomouc: Univerzita Palackého v Olomouci, 2015.

RENOTIÉROVÁ, M. a kol. (2006). Speciální pedagogika. Olomouc: UP, 313 s. ISBN 80-244-0873-2.

SLOWÍK, J. (2007). Speciální pedagogika. Praha: Portál, 160 s. ISBN 97-880-2471733-3.

ŠUHAJOVÁ, I. (2014). Termín špeciálne výchovno-vzdelávacie potreby versus dodatočné podporné opatrenia. In Efeta-otvor sa, 24(2), 2014.

TARCSIOVÁ, D.- JURÁNEKOVÁ, Z.- TOMÁŠKOVÁ, M. (2021). Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej škole. Bratislava: IRIS, 114 s. ISBN 978-80-8200-100-9.

VALENTA, M. at al. (2014). Přehled speciální pedagogiky. Praha: Portál, 224 s. ISBN 97-880-2620602-6.

ZEMANČÍKOVÁ, V. (2015). Rómske deti a ich vzdelanostný pokrok. In: Slovenská encyklopédia edukológie. Bratislava: Univerzita Komenského, 2015.

ZEMANČÍKOVÁ, V. (2014). Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov. In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 2014.

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 135						
A	ABS	B	C	D	E	FX
17,04	0,0	37,78	26,67	10,37	2,96	5,19
<b>Lecturers:</b> Mgr. Vladimíra Zemančíková, PhD., Mgr. Miroslava Tomášková, PhD.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde028/22	<b>Course title:</b> Pedagogy of individuals with special educational needs
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points). The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	



of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor. A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of the course Pedagogy of Individuals with Special Educational Needs is to make available basic information about the specifics of educating individuals with special educational needs and to prepare the student for pedagogical work in the context of the diversity of the educated population. The student will be able to define the term special educational needs, categorize individuals with special educational needs (SEN) in relation to the current system of special education and in accordance with current legislation. Becomes familiar with basic terminology in special education. Is able to characterize the educational opportunities for individuals with SEN. Can explain the implications of a disability/impairment/threat and/or other SEN in the educational process. Knows and understands the specifics of educating individuals with SEND. Can name and justify selected support measures in the education of children and pupils with SEND. Explain the importance of the teacher's cooperation with other educational and professional staff of the school and the school counselling centre in the care of pupils with SEN included in mainstream education. Know the educational programmes for pupils with SEND and understand the Individual Education Programme document. The student is prepared to address the risks associated with the inclusion of a pupil with SEND in a classroom of able-bodied classmates.

Transferable competences developed during the students' work in the seminars: critical thinking skills, contextual reasoning, communication skills.

### **Class syllabus:**

Brief outline of the course:

General foundations and terminological definition of special education.

Definition of basic terms in special education.

Trends in education, current opportunities and legislative conditions in education of individuals with SEND (with a focus on inclusive education).

Specifics of education and support measures for children and pupils with SEN according to individual categories:

pupils with intellectual disabilities and cognitive impairment; pupils with autism spectrum disorder; pupils with physical disabilities, illnesses and disabilities; pupils with impaired communication skills; pupils with specific learning disabilities; pupils with behavioural disorders; pupils from socially disadvantaged backgrounds; gifted and exceptionally gifted pupils.

Educational programmes and individual educational programme for pupils with SEN.

The position of a pupil with SEN in a class group of intact classmates.

Cooperation of the teacher with other pedagogical and professional staff of the school and the school counselling centre in the care of SEN pupils (inclusive team).

**Recommended literature:**

Compulsory reading:

LECHTA, V. (eds.), (2016). Inkluzivní pedagogika. Praha: Portál, 600 s. ISBN 978-80-262-1123-5.

VAŠEK, Š. (2013). Základy špeciálnej pedagogiky. Bratislava: SAPIENTIA. 213 s. ISBN 978-80-89229-21-5. [http://www.specialnazs.sk/files/Stefan\\_Vasek\\_-\\_Zaklady\\_specialnej\\_pedagogiky.pdf](http://www.specialnazs.sk/files/Stefan_Vasek_-_Zaklady_specialnej_pedagogiky.pdf)

VLADOVÁ, K., a LECHTA, V., a kol., (2017). Aplikácia vzdelávacích programov pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním. Bratislava: ŠPÚ, 201 s. ISBN 978-80-8118-196-2. <https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevychodnenim-vseobecny-intelektovym-nadanim/intelektove-nadanie.pdf>

Vzdelávacie programy pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním: Štátny pedagogický ústav

Zákon č. 245/2008 o výchove a vzdelávaní školský zákon a prislúchajúce vyhlášky

Recommended literature

BOOTH, T., AINSCOW, M., (2019). Index inklúzie: príručka na rozvoj škôl s dôrazom na inkluzívne hodnoty. Nadácia pre deti Slovenska, 224 s. ISBN 978-80-89403-19-6. <https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf>

HARČARÍKOVÁ, T. (eds.), 2020. Integrované/inkluzívne vzdelávanie žiakov so špeciálnymi výchovno-vzdelávacími potrebami (zborník vedeckých príspevkov), Bratislava: IRIS, 187 s. ISBN 978-80-8200-058-3.

FISCHER, S., ŠKODA, J. (2008). Speciální pedagogika. Praha: Triton, 206 s. ISBN 978-80-7387-014-0.

Katalogy podpůrných opatření pro žáky s potřebou podpory ve vzdělávání z důvodu zdravotního nebo sociálního znevýhodnění. Olomouc: Univerzita Palackého v Olomouci, 2015.

RENOTIÉROVÁ, M. a kol. (2006). Speciální pedagogika. Olomouc: UP, 313 s. ISBN 80-244-0873-2.

SLOWÍK, J. (2007). Speciální pedagogika. Praha: Portál, 160 s. ISBN 97-880-2471733-3.

ŠUHAJOVÁ, I. (2014). Termín špeciálne výchovno-vzdelávacie potreby versus dodatočné podporné opatrenia. In Efeta-otvor sa, 24(2), 2014.

TARCSIOVÁ, D.- JURÁNEKOVÁ, Z.- TOMÁŠKOVÁ, M. (2021). Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej škole. Bratislava: IRIS, 114 s. ISBN 978-80-8200-100-9.

VALENTA, M. at al. (2014). Přehled speciální pedagogiky. Praha: Portál, 224 s. ISBN 97-880-2620602-6.

ZEMANČÍKOVÁ, V. (2015). Rómske deti a ich vzdelanostný pokrok. In: Slovenská encyklopédia edukológie. Bratislava: Univerzita Komenského, 2015.

ZEMANČÍKOVÁ, V. (2014). Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov. In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 2014.

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 135						
A	ABS	B	C	D	E	FX
17,04	0,0	37,78	26,67	10,37	2,96	5,19
<b>Lecturers:</b> Mgr. Vladimíra Zemančíková, PhD., Mgr. Miroslava Tomášková, PhD.						
<b>Last change:</b> 09.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde027/22	<b>Course title:</b> Playing an obligatory instrument I
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 1 per level/semester: 14</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form Form of teaching: seminar, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly: 1 Over the study period: 11 Student workload: 11 x 1 hour of direct teaching = 11 hours, 26 hours of preparation for individual seminars, 3 hours of literature study, 10 hours of preparation for the final output. Total 50 hours of student work. Learning methods: monological, dialogical (discussion of the topic), practical, analytical-synthetic method, illustrative, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Student's systematic preparation for individual seminars worth 50 points. A final performance consisting of a selection of rehearsed repertoire up to 10 minutes, worth 50 points. The final output is internally assessed by the instructor. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points, and a grade of E requires at least 60 points. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student has mastered the basic theoretical concepts and technical elements based on individual musical ability and aptitude, and can apply what has been learned practically;	

B - excellent performance, the student masters the basic theoretical concepts and technical elements on the basis of individual musical abilities and aptitudes, but slight deficiencies are observed in practical performance;

C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to practice - the practical performance shows deficiencies;

D - acceptable performance, the student has only partially mastered the knowledge, he/she has more deficiencies, he/she cannot apply what he/she has learnt in practice - practical performance shows major deficiencies;

E - minimally acceptable performance, the student has acquired minimal knowledge, cannot apply it adequately

transfer to practice - significant deficiencies can be observed in practical performance;

Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student acquires elementary skills and habits of playing a musical instrument/song, mastering the technique of playing the instrument/song so that he/she can apply and use this musical instrument in the teaching process, also using it in other musical activities in school and extracurricular work. In lessons with an individual approach under the influence of the teacher, he/she creates his/her personality, acquires and strengthens interpersonal and communication skills. In the case of more advanced students, the improvement of the student's instrumental/singing skills is approached.

### **Class syllabus:**

Course outcomes of subject (content):

The student will gain practical experience of playing a musical instrument/singing, using the playing/singing apparatus correctly and effectively. In the case of a harmonic instrument, the student masters musical accompaniment, practically masters the procedures of classical harmony, plays with both hands, The selection of repertoire and circuits is designed according to the individual student's abilities so that the student is able to progress systematically. The intent is to expand their instrumental/vocal skills as an essential part of the professional portfolio of a future teacher of music related subjects.

Technical exercises, etudes, vocalises, folk songs

For more advanced students, the student's instrumental/vocal skills are honed.

### **Recommended literature:**

Compulsory/Recommended readings:

The choice of compositions is determined by the teacher according to the abilities of each student in individual study plans.

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

Slovak

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

### **Lecturers:**

<b>Last change:</b> 08.11.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde027/22	<b>Course title:</b> Playing an obligatory instrument I
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 1 per level/semester: 14</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form Form of teaching: seminar, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly: 1 Over the study period: 11 Student workload: 11 x 1 hour of direct teaching = 11 hours, 26 hours of preparation for individual seminars, 3 hours of literature study, 10 hours of preparation for the final output. Total 50 hours of student work. Learning methods: monological, dialogical (discussion of the topic), practical, analytical-synthetic method, illustrative, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Student's systematic preparation for individual seminars worth 50 points. A final performance consisting of a selection of rehearsed repertoire up to 10 minutes, worth 50 points. The final output is internally assessed by the instructor. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points, and a grade of E requires at least 60 points. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student has mastered the basic theoretical concepts and technical elements based on individual musical ability and aptitude, and can apply what has been learned practically;	

B - excellent performance, the student masters the basic theoretical concepts and technical elements on the basis of individual musical abilities and aptitudes, but slight deficiencies are observed in practical performance;

C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to practice - the practical performance shows deficiencies;

D - acceptable performance, the student has only partially mastered the knowledge, he/she has more deficiencies, he/she cannot apply what he/she has learnt in practice - practical performance shows major deficiencies;

E - minimally acceptable performance, the student has acquired minimal knowledge, cannot apply it adequately

transfer to practice - significant deficiencies can be observed in practical performance;

Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student acquires elementary skills and habits of playing a musical instrument/song, mastering the technique of playing the instrument/song so that he/she can apply and use this musical instrument in the teaching process, also using it in other musical activities in school and extracurricular work. In lessons with an individual approach under the influence of the teacher, he/she creates his/her personality, acquires and strengthens interpersonal and communication skills. In the case of more advanced students, the improvement of the student's instrumental/singing skills is approached.

### **Class syllabus:**

Course outcomes of subject (content):

The student will gain practical experience of playing a musical instrument/singing, using the playing/singing apparatus correctly and effectively. In the case of a harmonic instrument, the student masters musical accompaniment, practically masters the procedures of classical harmony, plays with both hands, The selection of repertoire and circuits is designed according to the individual student's abilities so that the student is able to progress systematically. The intent is to expand their instrumental/vocal skills as an essential part of the professional portfolio of a future teacher of music related subjects.

Technical exercises, etudes, vocalises, folk songs

For more advanced students, the student's instrumental/vocal skills are honed.

### **Recommended literature:**

Compulsory/Recommended readings:

The choice of compositions is determined by the teacher according to the abilities of each student in individual study plans.

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

Slovak

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

### **Lecturers:**



<b>Last change:</b> 08.11.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde028/22	<b>Course title:</b> Playing an obligatory instrument II
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 1 per level/semester: 14</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form Form of teaching: seminar, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly: 1 Over the study period: 11 Student workload: 11 x 1 hour of direct teaching = 11 hours, 26 hours of preparation for individual seminars, 4 hours of literature study, 9 hours of preparation for the final output. Total 50 hours of student work. Learning methods: monological, dialogical (discussion of the topic), practical, analytical-synthetic method, illustrative, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Student's systematic preparation for individual seminars worth 50 points. A final performance consisting of a selection of rehearsed repertoire up to 10 minutes, worth 50 points. The final output is internally assessed by the instructor. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points, and a grade of E requires at least 60 points. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student has mastered the basic theoretical concepts and technical elements based on individual musical ability and aptitude, and can apply what has been learned practically;	

B - excellent performance, the student masters the basic theoretical concepts and technical elements on the basis of individual musical abilities and aptitudes, but slight deficiencies are observed in practical performance;

C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learnt to practice - the practical performance shows deficiencies

D - acceptable performance, the student has only partially acquired the knowledge, there are major deficiencies in the subject matter, he/she cannot apply what he/she has learnt in practice - the practical performance shows major deficiencies;

E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately into practice - significant deficiencies are observed in practical performance;

Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student deepens the elementary skills and habits of playing a musical instrument/song, masters the technique of playing the instrument/song so that he/she can apply and use this musical instrument in the teaching process, also using it in other musical activities in school and extracurricular work. In lessons with an individual approach under the influence of the teacher, he/she creates his/her personality, acquires and strengthens interpersonal and communication skills. In the case of more advanced students, the improvement of the student's instrumental/singing skills is approached.

### **Class syllabus:**

Course outcomes of subject (content):

The student will gain practical experience of playing a musical instrument/singing, using the playing/singing apparatus correctly and effectively. Achieves optimum sonority of the instrument, plays/sings from musical notation and by ear. In the case of a harmony instrument, masters musical accompaniment, has a working knowledge of classical harmony techniques, plays with both hands, is able to improvise. Within the framework of music education, he/she masters rhythmic and melodic patterns and methods of their acquisition, deepens his/her own musical abilities. The selection of repertoire and circuits is designed according to the individual student's gifts so that the student is able to progress systematically. The intention is to expand one's instrumental/vocal skills as an essential part of the professional portfolio of a future teacher of music-related subjects.

Technical exercises, etudes, vocalises, folk songs

For more advanced students, the student's instrumental/vocal skills are honed.

### **Recommended literature:**

Compulsory/Recommended readings:

The choice of compositions is determined by the teacher according to the abilities of each student in individual study plans.

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

Slovak

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

<b>Lecturers:</b>
<b>Last change:</b> 08.11.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde028/22	<b>Course title:</b> Playing an obligatory instrument II
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 1 per level/semester: 14</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form Form of teaching: seminar, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly: 1 Over the study period: 11 Student workload: 11 x 1 hour of direct teaching = 11 hours, 26 hours of preparation for individual seminars, 4 hours of literature study, 9 hours of preparation for the final output. Total 50 hours of student work. Learning methods: monological, dialogical (discussion of the topic), practical, analytical-synthetic method, illustrative, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Student's systematic preparation for individual seminars worth 50 points. A final performance consisting of a selection of rehearsed repertoire up to 10 minutes, worth 50 points. The final output is internally assessed by the instructor. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points, and a grade of E requires at least 60 points. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student has mastered the basic theoretical concepts and technical elements based on individual musical ability and aptitude, and can apply what has been learned practically;	

B - excellent performance, the student masters the basic theoretical concepts and technical elements on the basis of individual musical abilities and aptitudes, but slight deficiencies are observed in practical performance;

C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learnt to practice - the practical performance shows deficiencies

D - acceptable performance, the student has only partially acquired the knowledge, there are major deficiencies in the subject matter, he/she cannot apply what he/she has learnt in practice - the practical performance shows major deficiencies;

E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately into practice - significant deficiencies are observed in practical performance;

Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student deepens the elementary skills and habits of playing a musical instrument/song, masters the technique of playing the instrument/song so that he/she can apply and use this musical instrument in the teaching process, also using it in other musical activities in school and extracurricular work. In lessons with an individual approach under the influence of the teacher, he/she creates his/her personality, acquires and strengthens interpersonal and communication skills. In the case of more advanced students, the improvement of the student's instrumental/singing skills is approached.

### **Class syllabus:**

Course outcomes of subject (content):

The student will gain practical experience of playing a musical instrument/singing, using the playing/singing apparatus correctly and effectively. Achieves optimum sonority of the instrument, plays/sings from musical notation and by ear. In the case of a harmony instrument, masters musical accompaniment, has a working knowledge of classical harmony techniques, plays with both hands, is able to improvise. Within the framework of music education, he/she masters rhythmic and melodic patterns and methods of their acquisition, deepens his/her own musical abilities. The selection of repertoire and circuits is designed according to the individual student's gifts so that the student is able to progress systematically. The intention is to expand one's instrumental/vocal skills as an essential part of the professional portfolio of a future teacher of music-related subjects.

Technical exercises, etudes, vocalises, folk songs

For more advanced students, the student's instrumental/vocal skills are honed.

### **Recommended literature:**

Compulsory/Recommended readings:

The choice of compositions is determined by the teacher according to the abilities of each student in individual study plans.

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

Slovak

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

<b>Lecturers:</b>
<b>Last change:</b> 08.11.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde017/22	<b>Course title:</b> Playing the main musical instrument I
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form Form of teaching: seminar, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly: 2 Over the study period: 22 Student workload: 11 x 2 hours of direct teaching = 22 hours, 26 hours of preparation for individual seminars, study of literature, 8 hours of preparation for the final output. Total 56 hours of student work. Learning methods: monological, dialogical (discussion of the topic), practical, analytical-synthetic method, illustrative, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Systematic preparation of the student for individual seminars, internal or public concerts and other performances worth 50 points. A final performance consisting of a selection of rehearsed repertoire of up to 15 minutes, worth 50 points. The final performance is internally assessed by the teacher. A minimum of 91 points is required for an A grade, a minimum of 81 points for a B grade, a minimum of 73 points for a C grade, a minimum of 66 points for a D grade, and a minimum of 60 points for an E grade. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required)	



A - excellent performance, the student has mastered the basic theoretical concepts and technical elements based on individual musical ability and aptitude, and can apply what has been learned practically;

B - excellent performance, the student masters the basic theoretical concepts and technical elements on the basis of individual musical abilities and aptitudes, but slight deficiencies are observed in practical performance;

C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to practice - the practical performance shows deficiencies;

D - acceptable performance, the student has only partially mastered the knowledge, he/she has more deficiencies, he/she cannot apply what he/she has learned in practice - practical performance shows major deficiencies;

E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately into practice - significant deficiencies are observed in practical performance;

Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student is able to play the instrument/song at the required level, taking into account his/her current abilities and level of maturity. Guiding the student to systematic preparation for individual seminars. The student acquires habits of regular improvement and perseverance. In classes with an individual approach under the influence of the teacher, the student creates his/her personality, acquires and strengthens interpersonal and communication skills and, last but not least, abstract-analytical and critical thinking.

### **Class syllabus:**

Course outcomes of subject (content):

Orientation in technical and expressive means in playing the instrument/song at the appropriate level. Study of etudes, sonatas/vocalises of songs, and recital compositions. Deepening of performance competence in playing the instrument/song. . According to the student's individual gifts, the selection of repertoire and circuits is taken into account so that the student is able to progress systematically. The intention is to cultivate instrumental/vocal skills as an essential part of the professional portfolio of the future teacher of music related subjects.

### **Recommended literature:**

Compulsory/Recommended readings:

The choice of compositions is determined by the teacher according to the abilities of each student in individual study plans.

A brief selection of recommended literature for the study of piano playing:

BACH, J.S. – Invencie, Prelúdiá a fúgy, Francúzske suity, HAYDN, J. – Sonáty, SCHUBERT, F. – Valčíky, Impromptus, SCHUMANN, R. – Detské scény, Album pre mládež, CHOPIN, F. – Valčíky, Mazurky, Prelúdiá, ČAJKOVSKIJ, P.I. – Detský album. Ročné doby, DEBUSSY, Cl. – Arabesky, Snenie, Prelúdiá, PROKOFIEV, S. – Hudba pre deti op. 62, Prchavé vidiny op. 62, BARTÓK, B. – Mikrokozmos. G. Kurtág – Hry, MARTINU, B. – Loutky. I. Hurník – Voršilská ulička, Džezík, CIKKER, J. - Čo mi deti rozprávali, SUCHOŇ, E. – Obrázky zo Slovenska, KARDOŠ, D. – Bagately, Klavírne skladby pre mládež op. 27. or other works of the piano repertoire according to the individual needs of the student.

A brief selection of recommended literature for the study of singing:

IFFERT, A. - Allgemeine Gesangschule. (1909) Leipzig: Breitkopf & Härtel , VACCAI, N. - Praktická škola italského zpěvu (1951) Praha: Národní hudební vydavatelství Orbis,

<p>SCHNEIDER-TRNAVSKÝ, M. - Slovenské ľudové spevy (1949) Zv. I. Turčiansky sv. Martin: Matica slovenská, NOVÁK, V. - Slovenské spevy, sešit I., II (1923) Praha,</p> <p>or other works of singing repertoire according to the individual needs of the student.</p> <p>A brief selection of recommended literature for studying the violin:</p> <p>ŠEVČÍK, O. - Husľová škola / výber/, KORÍNEK, V. - Husľová škola /výber /, MAZAS, F. 36 etud / výber/, KARDOŠ, D. - Bagately, BERIOT, CH. - Talianske melódie, VIVALDI, A. – Koncerty G-dur, A.mol, DVOŘÁK, A.- Sonatina, Romantické kusy, Balada d-mol, JUROVSKÝ, Š. - Romanca, CORELLI, A. - Sonáty / výber/, RIEDING, O. - Concertino, KOCIAN, J. - Melódia, HAENDEL, G. - Sonáty / výber/ or other works of the violin repertoire according to the individual needs of the student.</p> <p>A brief selection of recommended literature for studying the guitar:</p> <p>STACHAK, T. - Gitarová prvá trieda /výber/, STACHAK, T. - Gitarová extra trieda /výber/, JIRMAL, J. - Škola hry na Kytaru / výber/, TUKAČ, V. - Škola hry na kytaru / výber/, CARCASSI, M. - Etudy, op.60 /výber/, CARCASSI, M. - 6 Caprices, op. 26, SOR, F. - 24 Exercices très faciles, Op.35 / výber/, BROUVER, L. - Études Sencilos /výber/, DOWLAND, J. - Fortune , WEISS, L.S. – Fantasia, BACH, J. S. - Bouree zo suity BWV 996, TÁRREGA, F. – Lagrima, TÁRREGA, F. – Pavana, CARDOSO, J. - Suita de los Mita / výber/ or other works of the guitar repertoire according to the individual needs of the student.</p> <p>A brief selection of recommended literature for studying the clarinet/saxophone:</p> <p>ZÁKOSTELECKÝ, B. - Škola hry na klarinete 1. a 2. diel, DEMNITZ, F. - Elementary School for Clarinet, MÜLLER, J. - Etudy pre klarinet 1. a 2. diel. Košice: Terminal, 1992., BAERMANN, C. - Complete Method for Clarinet op.63. New York: C. Fischer, 1917., STAMITZ, C. - Koncert B dur.(ed. P. Gradewitz) Alfred Publishing, 1999, ISBN 0711978565., MENDELSSOHN- BARTHOLDY, F. - Sonáta Es dur pre klarinet a klavír. Bärenreiter, 1987. ISBN 9790006488971., VILEC, M.- Odpočinok pre klarinet a klavír, ROTHENSTEIN, E. - Škola hry na saxofóne, DEBUSSY, C.- Saxophone album, or other works of the clarinet/ saxophone repertoire according to the individual needs of the student.</p> <p>A brief selection of recommended literature for the study of the flute:</p> <p>DANIEL L. -Škola hry na zobcovú flautu 1. diel, ŠEBEK K. - Malá škola hry na zobcovou flétnu, HOŠEK M. - Zábavné etudy, Hrajeme doma- Staří mistři v úpravě pro flétnu a klavír I-IV díl., or other works of the flute repertoire according to the individual needs of the student.</p>
--

<b>Languages necessary to complete the course:</b>						
Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 21						
A	ABS	B	C	D	E	FX
80,95	0,0	9,52	9,52	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde018/22	<b>Course title:</b> Playing the main musical instrument II
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form Form of teaching: seminar, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly: 2 Over the study period: 22 Student workload: 11 x 2 hours of direct teaching = 22 hours, 26 hours of preparation for individual seminars, study of literature, 8 hours of preparation for the final output. Total 56 hours of student work. Learning methods: monological, dialogical (discussion of the topic), practical, analytical-synthetic method, illustrative, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KHV/B-KHVde017/22 - Playing the main musical instrument I	
<b>Course requirements:</b> Course completion requirements: Systematic preparation of the student for individual seminars, internal or public concerts and other performances worth 50 points. A final performance consisting of a selection of rehearsed repertoire of up to 15 minutes, worth 50 points. The final performance is internally assessed by the teacher. A minimum of 91 points is required for an A grade, a minimum of 81 points for a B grade, a minimum of 73 points for a C grade, a minimum of 66 points for a D grade, and a minimum of 60 points for an E grade. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required)	

A - excellent performance, the student has mastered the basic theoretical concepts and technical elements based on individual musical ability and aptitude, and can apply what has been learned practically;

B - excellent performance, the student masters the basic theoretical concepts and technical elements on the basis of individual musical abilities and aptitudes, but slight deficiencies are observed in practical performance;

C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to practice - the practical performance shows deficiencies;

D - acceptable performance, the student has only partially mastered the knowledge, he/she has more deficiencies, he/she cannot apply what he/she has learned in practice - practical performance shows major deficiencies;

E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately into practice - significant deficiencies are observed in practical performance;

Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student builds on the acquired skills from the previous semester to master the issues of playing the instrument. Acquire the technical and expressive means necessary to play through study and repertoire at an appropriate level. Individual consultation with the teacher.

The student will acquire habits of regular improvement and perseverance. In lessons with an individual approach, under the influence of the teacher, the student creates his/her personality, acquires and strengthens interpersonal and communication skills and, last but not least, abstract-analytical, and critical thinking.

### **Class syllabus:**

Course outcomes of subject (content):

Orientation in technical and expressive means in playing the instrument/song at the appropriate level. Study of etudes, sonatas/vocalizations, songs, and recitations. Deepening of performance competence in playing the instrument/song. . According to the individual student's gifts, the selection of repertoire and circuits is taken into account so that the student is able to progress systematically. The intention is to cultivate instrumental/vocal skills as an essential part of the professional portfolio of the future teacher of music related subjects.

### **Recommended literature:**

Compulsory/Recommended readings:

The choice of compositions is determined by the teacher according to the abilities of each student in individual study plans.

A brief selection of recommended literature for the study of piano playing:

BACH, J.S. – Invencie, Prelúdiá a fúgy, Francúzske suity, HAYDN, J. – Sonáty, SCHUBERT, F. – Valčíky, Impromptus, SCHUMANN, R. – Detské scény, Album pre mládež, CHOPIN, F. – Valčíky, Mazurky, Prelúdiá, ČAJKOVSKIJ, P.I. – Detský album. Ročné doby, DEBUSSY, Cl. – Arabesky, Snenie, Prelúdiá, PROKOFIEV, S. – Hudba pre deti op. 62, Prchavé vidiny op. 62, BARTÓK, B. – Mikrokozmos. G. Kurtág – Hry, MARTINU, B. – Loutky. I. Hurník – Voršilská ulička, Džezik, CIKKER, J. - Čo mi deti rozprávali, SUCHOŇ, E. – Obrázky zo Slovenska, KARDOŠ, D. – Bagately, Klavírne skladby pre mládež op. 27. or other works of the piano repertoire according to the individual needs of the student.

A brief selection of recommended literature for the study of singing:

IFFERT, A. - Allgemeine Gesangschule. (1909) Leipzig: Breitkopf & Härtel , VACCAI, N. - Praktická škola italského zpěvu (1951) Praha: Národní hudební vydavatelství Orbis, SCHNEIDER-TRNAVSKÝ, M. - Slovenské ľudové spevy (1949) Zv. I. Turčiansky sv. Martin: Matica slovenská, NOVÁK, V. - Slovenské spevy, sešit I., II (1923) Praha, or other works of the singing repertoire according to the individual needs of the student.

A brief selection of recommended literature for studying the violin:

ŠEVČÍK, O. - Husľová škola / výber/, KOŘÍNEK, V. - Husľová škola /výber /, MAZAS, F. 36 etud / výber/, Kardoš, D. - Bagately, BERIOT, CH. - Talianske melódie, VIVALDI, A. – Koncerty G-dur, A.mol, DVOŘÁK, A.- Sonatina, Romantické kusy, Balada d-mol, JUROVSKÝ, Š. - Romanca, CORELLI, A. - Sonáty / výber/, RIEDING, O. - Concertino, KOCIAN, J. - Melódia, HAENDEL, G. - Sonáty / výber/

or other works of the violin repertoire according to the individual needs of the student.

A brief selection of recommended literature for studying the guitar:

STACHAK, T. - Gitarová prvá trieda, STACHAK, T. - Gitarová extra trieda, JIRMAL, J. - Škola hry na Kytaru / výber/, TUKAČ, V. - Škola hry na kytaru / výber/, CARCASSI, M. - Etudy, op.60 /výber/, CARCASSI, M. - 6 Caprices, op. 26, SOR, F. - 24 Exercices très faciles, Op.35 / výber/, BROUVER, L. - Études Sencilos /výber/, DOWLAND, J. - Fortune , WEISS, L.S. – Fantasia, TÁRREGA, F. – Adelita, TÁRREGA, F. – Pavana, CARDOSO, J. - Suita de los Mita / výber/, MARTINČEK, D.- Skladby pre mladých gitaristov /výber/

or other works of the guitar repertoire according to the individual needs of the student.

A brief selection of recommended literature for the study of the clarinet/saxophone:

ZÁKOSTELECKÝ, B. - Škola hry na klarinete 1. a 2. diel, DEMNITZ, F. - Elementary School for Clarinet, MÜLLER, J. - Etudy pre klarinet 1. a 2. diel. Košice: Terminal, 1992., BAERMANN, C. - Complete Method for Clarinet op.63. New York: C. Fischer, 1917., STAMITZ, C. - Koncert Es dur „Darmstadtský“ pre klarinet a orchester(klavír), MENDELSSOHN- BARTHOLDY, F. - Sonáta Es dur pre klarinet a klavír. Bärenreiter, 1987. ISBN 9790006488971., VILEC, M.- Odpočinok pre klarinet a klavír, ROTHENSTEIN, E. - Škola hry na saxofóne, SCHUMANN, R. Fantasiestücke op. 73 or other works of the clarinet/ saxophone repertoire according to the individual needs of the student.

A brief selection of recommended literature for the study of flute playing:

DANIEL L. -Škola hry na zobcovú flautu 2. diel, CIARDI, C. -Škola hry na priečnu flautu, PLATONOV, N. - Etudy pre začiatčníkov, MOZART, W.A.-Andante C-dur pre flautu a klavír K.315, BLODEK, V. - Andante cantabile, Výber prednesových skladieb pre zobcovú flautu od rôznych autorov or other works of the flute repertoire according to the individual needs of the student.

#### Languages necessary to complete the course:

Slovak

#### Notes:

#### Past grade distribution

Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
83,33	0,0	16,67	0,0	0,0	0,0	0,0

#### Lecturers:

Last change: 08.11.2022

Approved by:

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde019/22	<b>Course title:</b> Playing the main musical instrument III
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form Form of teaching: seminar, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly: 2 Over the study period: 22 Student workload: 11 x 2 hours of direct teaching = 22 hours, 26 hours of preparation for individual seminars, study of literature, 8 hours of preparation for final output. Total 56 hours of student work. Learning methods: monological, dialogical (discussion of the topic), practical, analytical-synthetic method, illustrative, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KHV/B-KHVde018/22 - Playing the main musical instrument II	
<b>Course requirements:</b> Course completion requirements: Systematic preparation of the student for individual seminars, internal or public concerts and other performances worth 50 points. A final performance consisting of a selection of rehearsed repertoire of up to 15 minutes, worth 50 points. The final performance will be presented and evaluated in the form of an internal playback. A minimum of 91 points is required for an A grade, 81 points for a B grade, 73 points for a C grade, 66 points for a D grade and 60 points for an E grade. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student has mastered the basic theoretical concepts and technical elements based on individual musical ability and aptitude, and can apply what has been learned practically;	

B - excellent performance, the student masters the basic theoretical concepts and technical elements on the basis of individual musical abilities and aptitudes, but slight deficiencies are observed in practical performance;

C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to practice - the practical performance shows deficiencies;

D - acceptable performance, the student has only partially mastered the knowledge, he/she has more deficiencies, he/she cannot apply what he/she has learned in practice - practical performance shows major deficiencies;

E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately into practice - significant deficiencies are observed in practical performance;

Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student develops his/her performance skills through domestic and foreign musical and professional literature of various styles for a given instrument or vocal period.

The student will acquire habits of regular improvement and perseverance. In lessons with an individual approach under the influence of the teacher, the student creates his/her personality, acquires and strengthens interpersonal and communication skills and, last but not least, abstract-analytical, and critical thinking.

### **Class syllabus:**

Course outcomes of subject (content):

Orientation in technical and expressive means in playing the instrument/song at the appropriate level. Study of etudes, sonatas/vocalizations, songs, and recitations. Deepening of performance competence in playing the instrument/song. . According to the individual student's gifts, the selection of repertoire and circuits is taken into account so that the student is able to progress systematically. The intention is to cultivate instrumental/vocal skills as an essential part of the professional portfolio of the future teacher of music related subjects.

### **Recommended literature:**

Compulsory/Recommended readings:

The choice of compositions is determined by the teacher according to the abilities of each student in individual study plans.

A brief selection of recommended literature for the study of piano playing:

BACH, J.S. – Invencie, Prelúdiá a fúgy, Francúzske suity, HAYDN, J. – Sonáty, SCHUBERT, F. – Valčíky, Impromptus, SCHUMANN, R. – Detské scény, Album pre mládež, CHOPIN, F. – Valčíky, Mazurky, Prelúdiá, ČAJKOVSKIJ, P.I. – Detský album. Ročné doby, DEBUSSY, Cl. – Arabesky, Snenie, Prelúdiá, PROKOFIEV, S. – Hudba pre deti op. 62, Prchavé vidiny op. 62, BARTÓK, B. – Mikrokozmos. G. Kurtág – Hry, MARTINU, B. – Loutky. I. Hurník – Voršilská ulička, Džezík, CIKKER, J. - Čo mi deti rozprávali, SUCHOŇ, E. – Obrázky zo Slovenska, Kardoš, D. – Bagately, Klavírne skladby pre mládež op. 27.

or other works of the piano repertoire according to the individual needs of the student.

A brief selection of recommended literature for the study of singing:

IFFERT, A. - Allgemeine Gesangschule. (1909) Leipzig: Breitkopf & Härtel, VACCAI, N. - Praktická škola italského zpěvu (1951) Praha: Národní hudební vydavatelství Orbis, SCHNEIDER-TRNAVSKÝ, M. – Slovenské ľudové spevy. Zv. II., III. (1980) Bratislava: Slovenské hudobné vydavateľstvo, NOVÁK, V. – Slovenské spevy, sešit III. (1923) Praha, BELLA, J.L. - Piesne pre spev a klavír (2002) Bratislava: Hudobné centrum,

ISBN979-0-68503-002-7., CIKKER, J. - Päť ľudových piesní (1997) Bratislava: Hudobný fond, ISBN 80-8051-062-8, MARTINŮ, B. - Písničky na jednu stránku.(1948) Praha: Melantrich, SCHUMANN, R. - Selected songs for solo voice and piano (1981) New York: Dover publications, or other works of the vocal repertoire according to the individual needs of the student.

A brief selection of recommended literature for studying the violin:

ŠEVČÍK, O. - Husľová škola / výber/, KOŘÍNEK, V. - Husľová škola /výber /, MAZAS, F. 36 etud / výber/, KARDOS, D. - Bagately, BERIOT, CH. - Talianske melódie, VIVALDI, A. – Koncerty G-dur, A.mol, DVOŘÁK, A.- Sonatina, Romantické kusy, Balada d-mol, JUROVSKÝ, Š. - Romanca, CORELLI, A. - Sonáty / výber/, RIEDING, O. - Concertino, KOCIAN, J. - Melódia, HAENDEL, G. - Sonáty / výber/

or other works of the violin repertoire according to the individual needs of the student.

A brief selection of recommended literature for studying the guitar:

TUKAČ, V. - Škola hry na kytaru /výber/, VILLA – LOBOS, H. - Preludes, W419, VILLA – LOBOS, H. - 12 Estudios, W235/výber/, CARCASSI, M. - 6 Caprices, op. 26, SOR, F. - 24 Exercices très faciles, Op.35 / výber/, AGUADO, D. - Gitarová škola /výber/, BROUWER, L.- Études Sencilos /výber/, BACH, J.S.- Lutnové suity /výber/, TÁRREGA, F. – Prelúdia / výber/, DOWLAND, J. - Galiardy/výber/, CARDOSO, J. - 24 latinsko-amerických tancov/výber/, MARTINČEK, D.- Skladby pre mladých gitaristov /výber/

or other works of the guitar repertoire according to the individual needs of the student

A brief selection of recommended literature for the study of the clarinet/saxophone:

CAVALLINI, E. - 30 Capricci per Clarinetto. Milano: Ricordi, 1972., SAINT-SAËNS, C.- Sonáta pre klarinet a klavír Es dur op. 167. Paris: Durand, 1921, POULENC, F.- Sonáta pre dva klarinety. Masters Music Publications, 1945.

or other works of the clarinet/saxophone repertoire according to the individual needs of the student.

A brief selection of recommended literature for the study of flute playing:

GARIBOLDI, G. -Etudy a stupnice, PLATONOV, N. -24 etud, HAENDEL, G.F. - Sonaty pro flétnu a continuo1-4 5-7, MOZART, W.A. - Rondo pro flétnu a klavír K.184, EBEN, P. - Sonatina semplice or other works of the flute repertoire according to the individual needs of the student.

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

Slovak

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. art. Stanislava Maggioni, ArtD., prof. Mgr. Stanislav Zamborský, ArtD.

**Last change:** 08.11.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde020/22	<b>Course title:</b> Playing the main musical instrument IV
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form Form of teaching: seminar, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly: 2 Over the study period: 22 Student workload: 11 x 2 hours of direct teaching = 22 hours, 26 hours of preparation for individual seminars, study of literature, 8 hours of preparation for final output. Total 56 hours of student work. Learning methods: monological, dialogical (discussion of the topic), practical, analytical-synthetic method, illustrative, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KHV/B-KHVde019/22 - Playing the main musical instrument III	
<b>Course requirements:</b> Course completion requirements: Systematic preparation of the student for individual seminars, internal or public concerts and other performances worth 50 points. A final performance consisting of a selection of rehearsed repertoire of up to 15 minutes, worth 50 points. The final performance will be presented and evaluated in the form of an internal playback. A minimum of 91 points is required for an A grade, 81 points for a B grade, 73 points for a C grade, 66 points for a D grade and 60 points for an E grade. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student has mastered the basic theoretical concepts and technical elements based on individual musical ability and aptitude, and can apply what has been learned practically;	

B - excellent performance, the student masters the basic theoretical concepts and technical elements on the basis of individual musical abilities and aptitudes, but slight deficiencies are observed in practical performance;

C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to practice - the practical performance shows deficiencies;

D - acceptable performance, the student has only partially mastered the knowledge, he/she has more deficiencies, he/she cannot apply what he/she has learned in practice - practical performance shows major deficiencies;

E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately into practice - significant deficiencies are observed in practical performance;

Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student is able to orientate himself/herself in the issue of stylistic periods of music. His/her technical level enables him/her to master this subject practically.

The student acquires habits of regular improvement and perseverance. In lessons with an individual approach, under the influence of the teacher, he creates his personality, acquires and strengthens interpersonal and communication skills and, last but not least, abstract-analytical and critical thinking.

### **Class syllabus:**

Course outcomes of subject (content):

Orientation in technical and expressive means in playing the instrument/song at the appropriate level. Study of etudes, sonatas/vocalizations, songs, and recitations. Deepening of performance competence in playing the instrument/song. According to the individual student's gifts, the selection of repertoire and circuits is taken into account so that the student is able to progress systematically. The intention is to cultivate instrumental/vocal skills as an essential part of the professional portfolio of the future teacher of music-related subjects.

### **Recommended literature:**

Compulsory/Recommended readings:

The choice of compositions is determined by the teacher according to the abilities of each student in individual study plans.

A brief selection of recommended literature for the study of piano playing:

BACH, J.S. – Invencie, Prelúdiá a fúgy, Francúzske suity, HAYDN, J. – Sonáty, SCHUBERT, F. – Valčíky, Impromptus, SCHUMANN, R. – Detské scény, Album pre mládež, CHOPIN, F. – Valčíky, Mazurky, Prelúdiá, ČAJKOVSKIJ, P.I. – Detský album. Ročné doby, DEBUSSY, Cl. – Arabesky, Snenie, Prelúdiá, PROKOFIEV, S. – Hudba pre deti op. 62, Prchavé vidiny op. 62, BARTÓK, B. – Mikrokozmos. G. Kurtág – Hry, MARTINU, B. – Loutky. I. Hurník – Voršilská ulička, Džezík, CIKKER, J. – Čo mi deti rozprávali, SUCHOŇ, E. – Obrázky zo Slovenska, Kardoš, D. – Bagately, Klavírne skladby pre mládež op. 27.

or other works of the piano repertoire according to the individual needs of the student.

A brief selection of recommended literature for the study of singing:

IFFERT, A. - Allgemeine Gesangschule. (1909) Leipzig: Breitkopf & Härtel, VACCAI, N. - Praktická škola italského zpěvu (1951) Praha: Národní hudební vydavatelství Orbis, SCHNEIDER-TRNAVSKÝ, M. – Slovenské ľudové spevy. Zv. II., III. (1980) Bratislava: Slovenské hudobné vydavateľstvo, NOVÁK, V. – Slovenské spevy, sešit III. (1923) Praha, BELLA, J.L. - Piesne pre spev a klavír (2002) Bratislava: Hudobné centrum,

ISBN979-0-68503-002-7., CIKKER, J. - Päť ľudových piesní (1997) Bratislava: Hudobný fond, ISBN 80-8051-062-8, MARTINŮ, B. - Písničky na jednu stránku.(1948) Praha: Melantrich, SCHUMANN, R. - Selected songs for solo voice and piano (1981) New York: Dover publications, or other works of the vocal repertoire according to the individual needs of the student.

A brief selection of recommended literature for studying the violin:

ŠEVČÍK, O. - Husľová škola / výber/, KOŘÍNEK, V. - Husľová škola /výber /, MAZAS, F. 36 etud / výber/, KARDOS, D. - Bagately, BERIOT, CH. - Talianske melódie, VIVALDI, A. – Koncerty G-dur, A.mol, DVOŘÁK, A.- Sonatina, Romantické kusy, Balada d-mol, JUROVSKÝ, Š. - Romanca, CORELLI, A. - Sonáty / výber/, RIEDING, O. - Concertino, KOCIAN, J. - Melódia, HAENDEL, G. - Sonáty / výber/

or other works of the violin repertoire according to the individual needs of the student.

A brief selection of recommended literature for studying the guitar:

TUKAČ, V. - Škola hry na kytaru /výber/, VILLA – LOBOS, H. - Preludes, W419, VILLA – LOBOS, H. - 12 Estudios, W235/výber/, CARCASSI, M. - 6 Caprices, op. 26, SOR, F. - 24 Exercices très faciles, Op.35 / výber/, AGUADO, D. - Gitarová škola /výber/, BROUWER, L.- Études Sencilos /výber/, BACH, J.S.- Lutnové suity /výber/, TÁRREGA, F. – Prelúdia / výber/, DOWLAND, J. - Galiardy/výber/, CARDOSO, J. - 24 latinsko-amerických tancov/výber/, MARTINČEK, D.- Skladby pre mladých gitaristov /výber/

or other works of the guitar repertoire according to the individual needs of the student

A brief selection of recommended literature for the study of the clarinet/saxophone:

STUMP, P. a LINSHALM H.P. (eds.) - Clarinet Update. Doblinger: 2005. ISMN: M-012-19651-8., STRAVINSKY, I.- 3 Pieces for Clarinet Solo. London: Chester, 1920. POULENC, F.- Sonáta pre klarinet a klavír. London: Chester, 2006. ISBN 1846093961.

or other works of the clarinet/saxophone repertoire according to the individual needs of the student.

A brief selection of recommended literature for the study of flute playing:

GARIBOLDI, G. -Etudy a stupnice, PLATONOV, N. -24 etud, HAENDEL, G.F. - Sonaty pro flétnu a continuo1-4 5-7, MOZART, W.A. - Rondo pro flétnu a klavír K.184, EBEN, P. - Sonatina semplice

or other works of the flute repertoire according to the individual needs of the student.

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

Slovak

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. art. Stanislava Maggioni, ArtD., prof. Mgr. Stanislav Zamborský, ArtD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KH/B-HISde028/16			<b>Course title:</b> Practice in cultural institution			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 4.						
<b>Educational level:</b> I.						
<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: 15						
A	ABS	B	C	D	E	FX
93,33	0,0	0,0	0,0	0,0	0,0	6,67
<b>Lecturers:</b> Mgr. Pavol Makyna, PhD.						
<b>Last change:</b> 08.02.2018						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KH/B-HISde030/20			<b>Course title:</b> Project Activities			
<b>Educational activities:</b> <b>Type of activities:</b> internship <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 20s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 4.						
<b>Educational level:</b> I.						
<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: 4						
A	ABS	B	C	D	E	FX
75,0	0,0	0,0	0,0	0,0	0,0	25,0
<b>Lecturers:</b> PhDr. Anna Bocková, PhD.						
<b>Last change:</b> 09.02.2021						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde003/22	<b>Course title:</b> Psychology for teachers 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by examination, the weight of the interim and final assessment is 50/50 50% Intermediate assessment: includes a seminar paper (10 points), an intermediate test (40 points). 50% Final assessment: includes a reflective essay (5 points) and a final test (45 points). The student must score at least 50% on each test. For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For a grade of A, the student must be consistently outstanding, capable of independent study, and able to critically compare professional texts in psychology. The student is able to navigate a variety of literary sources, is proficient in the fundamentals of general and developmental psychology, understands the thinking, decision-making and emotional responses of children and adults, and can reflect critically on psychological knowledge. A grade of B indicates that the student has performed above average throughout the semester, has been able to study independently, has mastered basic information related to general and developmental psychology, understands how children and adults think, make decisions, and react emotionally, and reflects on psychological knowledge. A grade of C means that the student has performed standardly well during the semester, his/her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge or critically evaluate and compare individual psychological findings is lacking. A grade of D means that the student has been less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, cannot critically analyze information.	

A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails in critical thinking and application of theoretical knowledge to practice as well as theoretical knowledge.

Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of Psychology for Teachers 1 is to make available basic information about the general laws of human experience and behaviour so that they can form a platform for understanding the workings of the human psyche and to synthesize psychological knowledge, facts, theories, research approaches into a coherent view of the individual's psyche for the purposes of creative professional application in pedagogical practice. The student after completing the course

- knows the basic concepts of general, cognitive and developmental psychology, basic models and theories of developmental psychology, knows how to differentiate and classify them into individual categories,

- can apply knowledge of general, cognitive and developmental psychology in an educational context,

- knows the laws of psychic development, especially with regard to the needs of lower and upper secondary education,

- knows the laws of development of cognitive processes and their application in the educational process

- can read and understand professional text and psychological research, understand tables and graphs

- finds logical connections in opinions and thoughts

### **Class syllabus:**

Brief outline of the course:

Part of general and cognitive psychology:

1. Introduction to psychology: a brief history of psychology, psychology as a science, the subject of psychological inquiry, the formation of psychological knowledge and psychological methodology. Psychological processes and states.

2. Sensory processes. Perception - characteristics of the process, laws of perception and types of perception.

3. Imagination and attention. Fantasy and memory imagery. Types of ideas and their comparison. Illusions and hallucinations. Types and characteristics of attention.

4. Memory and learning. Theories of memory. Types of memory. Memory processes and information (remembering, retention, reproduction, retrieval). Forgetting, extremes and pathology in memory performance. Characteristics and some theories of learning, types, conditions and principles of learning

5. Thinking, intelligence and speech. Thought operations and forms of thought. Types of thinking. Thinking as problem solving. Thinking and intelligence. Relationship between thinking and language.

6. Dynamics of the psyche: motivation and emotions. Emotional states and feelings. Physiological bases of emotionality. Classification and characteristics of feelings and emotions. Stress, frustration and the experience of conflict. Characteristics and functions of motivation, principles of motivation, energetic basis of the organism, instincts, drives, needs, values, attitudes, aspirations, frustration, volition.

Part of developmental psychology:

7. The subject of investigation and methods of developmental psychology. Subject, aims of developmental psychology; interdisciplinary relations. Assessment of psychological development - basic methods of diagnosing developmental level, developmental screening and scales, psychological tests.
8. Mental development in general - developmental changes and laws, factors of development. Developmental changes and their classification, basic developmental processes. Factors of development - conditions of psychic development, external and internal factors of psychic development and their interrelations; maturation and learning, development and education. Developmental laws.
9. Theoretical models and concepts of psychological development. Periodization of development. Problems of unified classification of psychological development, classification systems. Critical or sensitive developmental stages, developmental crisis. Basic psychological characteristics of developmental phases.
10. The most important theoretical models of psychological development and their critical evaluation - psychoanalytic, humanistic, biodimensional model, Piaget's school, Vygotsky and the Russian school ai... Theoretical concepts of determination of psychological development - nativism and endogenistic theories, empiricism and exogenistic theories, interaction theoretical models.
11. Developmental roles of the different periods - prenatal development, newborn, infant, toddler, pre-school age, younger school age, adolescence, adulthood and old age.

#### **Recommended literature:**

Compulsory reading:

KUBÁNI, V., (2010). Všeobecná psychológia. Prešov: Prešovská univerzita. ISBN: 978-80-555-0172-7,

JURSOVÁ ZACHAROVÁ, Z. (2021). Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania. Bratislava: Univerzita Komenského v Bratislave. ISBN 978-80-223-5169-0.

Recommended reading:

LEMEŠOVÁ, M., SOKOLOVÁ, L., MINAROVÍČOVÁ, K. (2015). Psychológia (inter)aktívne. Univerzita Komenského

NAKONEČNÝ M. (2016). Obecná psychologie. Triton.

SOKOLOVÁ, L., BROZMANOVÁ, E. (2015). Psychológia trochu inak. Univerzita Komenského

ŠRAMOVÁ, B. (2008). Osobnosť v procese ontogenézy. Melius

Videos

SME. Manuál na mozog <https://www.youtube.com/watch?v=3PsH-ePp6AQ&list=PLX-qV3Lrf327HzNUMLIcCc-fZigzhap0G>

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

slovak, czech and english

#### **Notes:**

students of the psychology teaching (combined) programme do not enrol in the course

#### **Past grade distribution**

Total number of evaluated students: 1254

A	ABS	B	C	D	E	FX
14,99	0,0	23,92	22,01	16,67	13,4	9,01

**Lecturers:** doc. Mgr. Zlatica Zacharová, PhD., Mgr. Zuzana Štefanec, PhD.

**Last change:** 09.11.2022



**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde003/22	<b>Course title:</b> Psychology for teachers 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by examination, the weight of the interim and final assessment is 50/50 50% Intermediate assessment: includes a seminar paper (10 points), an intermediate test (40 points). 50% Final assessment: includes a reflective essay (5 points) and a final test (45 points). The student must score at least 50% on each test. For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For a grade of A, the student must be consistently outstanding, capable of independent study, and able to critically compare professional texts in psychology. The student is able to navigate a variety of literary sources, is proficient in the fundamentals of general and developmental psychology, understands the thinking, decision-making and emotional responses of children and adults, and can reflect critically on psychological knowledge. A grade of B indicates that the student has performed above average throughout the semester, has been able to study independently, has mastered basic information related to general and developmental psychology, understands how children and adults think, make decisions, and react emotionally, and reflects on psychological knowledge. A grade of C means that the student has performed standardly well during the semester, his/her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge or critically evaluate and compare individual psychological findings is lacking. A grade of D means that the student has been less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, cannot critically analyze information.	

A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails in critical thinking and application of theoretical knowledge to practice as well as theoretical knowledge.

Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of Psychology for Teachers 1 is to make available basic information about the general laws of human experience and behaviour so that they can form a platform for understanding the workings of the human psyche and to synthesize psychological knowledge, facts, theories, research approaches into a coherent view of the individual's psyche for the purposes of creative professional application in pedagogical practice. The student after completing the course

- knows the basic concepts of general, cognitive and developmental psychology, basic models and theories of developmental psychology, knows how to differentiate and classify them into individual categories,

- can apply knowledge of general, cognitive and developmental psychology in an educational context,

- knows the laws of psychic development, especially with regard to the needs of lower and upper secondary education,

- knows the laws of development of cognitive processes and their application in the educational process

- can read and understand professional text and psychological research, understand tables and graphs

- finds logical connections in opinions and thoughts

### **Class syllabus:**

Brief outline of the course:

Part of general and cognitive psychology:

1. Introduction to psychology: a brief history of psychology, psychology as a science, the subject of psychological inquiry, the formation of psychological knowledge and psychological methodology. Psychological processes and states.

2. Sensory processes. Perception - characteristics of the process, laws of perception and types of perception.

3. Imagination and attention. Fantasy and memory imagery. Types of ideas and their comparison. Illusions and hallucinations. Types and characteristics of attention.

4. Memory and learning. Theories of memory. Types of memory. Memory processes and information (remembering, retention, reproduction, retrieval). Forgetting, extremes and pathology in memory performance. Characteristics and some theories of learning, types, conditions and principles of learning

5. Thinking, intelligence and speech. Thought operations and forms of thought. Types of thinking. Thinking as problem solving. Thinking and intelligence. Relationship between thinking and language.

6. Dynamics of the psyche: motivation and emotions. Emotional states and feelings. Physiological bases of emotionality. Classification and characteristics of feelings and emotions. Stress, frustration and the experience of conflict. Characteristics and functions of motivation, principles of motivation, energetic basis of the organism, instincts, drives, needs, values, attitudes, aspirations, frustration, volition.

Part of developmental psychology:

7. The subject of investigation and methods of developmental psychology. Subject, aims of developmental psychology; interdisciplinary relations. Assessment of psychological development - basic methods of diagnosing developmental level, developmental screening and scales, psychological tests.
8. Mental development in general - developmental changes and laws, factors of development. Developmental changes and their classification, basic developmental processes. Factors of development - conditions of psychic development, external and internal factors of psychic development and their interrelations; maturation and learning, development and education. Developmental laws.
9. Theoretical models and concepts of psychological development. Periodization of development. Problems of unified classification of psychological development, classification systems. Critical or sensitive developmental stages, developmental crisis. Basic psychological characteristics of developmental phases.
10. The most important theoretical models of psychological development and their critical evaluation - psychoanalytic, humanistic, biodimensional model, Piaget's school, Vygotsky and the Russian school ai... Theoretical concepts of determination of psychological development - nativism and endogenistic theories, empiricism and exogenistic theories, interaction theoretical models.
11. Developmental roles of the different periods - prenatal development, newborn, infant, toddler, pre-school age, younger school age, adolescence, adulthood and old age.

#### **Recommended literature:**

Compulsory reading:

KUBÁNI, V., (2010). Všeobecná psychológia. Prešov: Prešovská univerzita. ISBN: 978-80-555-0172-7,

JURSOVÁ ZACHAROVÁ, Z. (2021). Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania. Bratislava: Univerzita Komenského v Bratislave. ISBN 978-80-223-5169-0.

Recommended reading:

LEMEŠOVÁ, M., SOKOLOVÁ, L., MINAROVÍČOVÁ, K. (2015). Psychológia (inter)aktívne. Univerzita Komenského

NAKONEČNÝ M. (2016). Obecná psychologie. Triton.

SOKOLOVÁ, L., BROZMANOVÁ, E. (2015). Psychológia trochu inak. Univerzita Komenského

ŠRAMOVÁ, B. (2008). Osobnosť v procese ontogenézy. Melius

Videos

SME. Manuál na mozog <https://www.youtube.com/watch?v=3PsH-ePp6AQ&list=PLX-qV3Lrf327HzNUMLIcCc-fZigzhap0G>

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

slovak, czech and english

#### **Notes:**

students of the psychology teaching (combined) programme do not enrol in the course

#### **Past grade distribution**

Total number of evaluated students: 1254

A	ABS	B	C	D	E	FX
14,99	0,0	23,92	22,01	16,67	13,4	9,01

**Lecturers:** PhDr. Romana Schunová, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde007/22	<b>Course title:</b> Psychology for teachers 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KPg/B-VUZde003/22 - Psychology for teachers 1	
<b>Course requirements:</b> Prerequisites: B-VUZde003 / Psychology for teachers 1 Prerequisites for successful completion of the course: The course is completed with an assessment, 100% of the continuous assessment, which includes continuous work - completion of a self-awareness test (15% of the assessment) and a seminar paper (20% of the assessment), completion of a continuous test in personality psychology (30% of the assessment), a reflective essay (5% of the assessment), and a final test (30% of the assessment). Credit will not be awarded to a student who scores less than 50% on any of the four written examinations. To pass the course, you must obtain a minimum of 60 % of the marks. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For an A grade, the student must have excellent theoretical knowledge, be able to evaluate and critically analyse it, and use the knowledge flexibly in practically set tasks. For a grade of B, the student must have excellent theoretical knowledge, be able to evaluate and critically analyze it, and have slight deficiencies in the use of knowledge in practically set tasks. For a grade of C, the student must have excellent theoretical knowledge, moderate deficiencies in its evaluation and critical analysis, moderate deficiencies in the use of knowledge in practically set tasks. For a grade D, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, moderate deficiencies in the use of knowledge in practically set tasks). For an E grade, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, and major deficiencies in the use of knowledge in practically set tasks.	

Scale of assessment (preliminary/final): 100/0
<p><b>Learning outcomes:</b></p> <p>Learning objectives and outcomes and transferable competences:</p> <p>The aim is</p> <ul style="list-style-type: none"> <li>- Know the principles of personality formation and use them to develop the cognitive, affective and competence of pupils and students;</li> <li>- to build and develop the individual components of the educational process in the context of the personalities of the pupils in the classroom;</li> <li>- in accordance with the personality of the pupils and students, choose an empathetic approach and encourage self-actualizing tendencies;</li> <li>- apply social and emotional competencies to promote their own psychological well-being;</li> <li>- to know the basic psychological problems of education and to be able to work effectively with them in the educational process,</li> <li>- be able to actively acquire information and use it to solve practical tasks in the field.</li> </ul>
<p><b>Class syllabus:</b></p> <p>Brief outline of the course:</p> <p>Psychology of personality</p> <ol style="list-style-type: none"> <li>1. Basic definition and concepts of personality psychology - structure, dynamics.</li> <li>2. Concepts of the psychoanalytic approach - the structure of personality according to S. Freud, defence mechanisms of A. Freud and their relationship to psychological difficulties in the educational environment (burnout syndrome, depression, etc.).</li> <li>3. Concepts of individual and analytical psychology - the need for power A. Adler, the need for power in pupils in the educational environment; archetypes of C. Jung, the acceptance of archetypal tendencies and their relation to the educational process.</li> <li>4. Behaviorism and neobehaviorism - the concept of behaviorism E. Thorndike, J. Watson, operant conditioning B. Skinner in teacher-pupil relationship, social learning of A. Bandura - teacher as a role model.</li> <li>5. Humanistic psychology - concepts of A. Maslow, V. Frankl, C. Rogers, self-actualization and the promotion of the self-actualizing instinct as the goal of the educational process.</li> </ol> <p>Educational psychology</p> <ol style="list-style-type: none"> <li>6. Basic definition and concepts of educational psychology.</li> <li>7. Approach to pupils with special educational needs (specific focus on the intellectually gifted, pupils with Asperger's syndrome, ADHD).</li> <li>8. Psychohygiene of teachers in educational settings - stress management, attitudes, assertiveness and assertive techniques, teachers' attitudes and biases.</li> <li>9. Psychological problems in pupils and students - perfectionism, hypersensitivity, stress and anxiety.</li> <li>10. Psychological aspects of education - intrinsic and extrinsic motivation of pupils, assessment.</li> <li>11. Psychological aspects of working with gifted individuals in the classroom.</li> </ol>
<p><b>Recommended literature:</b></p> <p>Compulsory reading:</p> <p>DRAPELA, V. J. (2011). Přehled teorií osobnosti. Praha: Portál. ISBN 8071787663</p> <p>FÁBIK, D. (2019). Psychológia intelektovo nadaných žiakov. Košice: Equilibria. 328 s. ISBN 9788081432521</p> <p>Recommended reading:</p> <p>FÁBIK, D. (2021). Obranné mechanizmy v sne. Psychoterapie. 15(2), 122-133. ISSN 1802-3983</p>

<p>FÁBIK, D., &amp; FÁBIKOVÁ, J. (2021). Humanistická psychoanalýza Ericha Fromma: základné princípy v komparácii s klasickou psychoanalýzou. <i>Psychiatria - Psychoterapia - Psychosomatika</i>. 28(1), 30-37.</p> <p>HALL, C.S., &amp; LINDZEY, G. (1997). <i>Psychológia osobnosti</i>. Bratislava: SPN.</p> <p>JURSOVÁ ZACHAROVÁ, Z., LEMEŠOVÁ, M., MIŠKOLCI, J., CABANOVÁ, K., HORVÁTHOVÁ, Ľ., SOKOLOVÁ, L. (2019). <i>Postoje, inklúzia a predsudky v slovenských školách</i>. Bratislava: Univerzita Komenského, s. 199. ISBN: 978-80-223-4814-0</p> <p>JURSOVÁ ZACHAROVÁ, Z. (2015). Osobnosť začínajúcich učiteľov a učiteliek. In <i>Osobnosť a sociálno-psychologické kompetencie učiteľov a učiteliek</i>. Bratislava: Univerzita Komenského, s. 102-112. ISBN 978-80-223-3950-6.</p> <p>JURSOVÁ ZACHAROVÁ, Z. (2015). Akí sú študenti učiteľstva na začiatku svojej kariéry? Motivácia a osobnosť začínajúcich študentov voliacich si učiteľskú profesiu. <i>Ecoletra.com</i> [elektronický zdroj]. - roč. 1, č. 1, s. 68-83.</p>																				
<p><b>Languages necessary to complete the course:</b> slovak and czech</p>																				
<p><b>Notes:</b> Notes: students of the psychology teaching (combined) programme do not enrol in the course</p>																				
<p><b>Past grade distribution</b> Total number of evaluated students: 897</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>38,57</td><td>0,0</td><td>25,98</td><td>17,84</td><td>7,13</td><td>6,13</td><td>4,35</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	38,57	0,0	25,98	17,84	7,13	6,13	4,35
A	ABS	B	C	D	E	FX														
38,57	0,0	25,98	17,84	7,13	6,13	4,35														
<p><b>Lecturers:</b> PhDr. Romana Schunová, PhD.</p>																				
<p><b>Last change:</b> 09.11.2022</p>																				
<p><b>Approved by:</b></p>																				



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde007/22	<b>Course title:</b> Psychology for teachers 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KPg/B-VUZde003/22 - Psychology for teachers 1	
<b>Course requirements:</b> Prerequisites: B-VUZde003 / Psychology for teachers 1 Prerequisites for successful completion of the course: The course is completed with an assessment, 100% of the continuous assessment, which includes continuous work - completion of a self-awareness test (15% of the assessment) and a seminar paper (20% of the assessment), completion of a continuous test in personality psychology (30% of the assessment), a reflective essay (5% of the assessment), and a final test (30% of the assessment). Credit will not be awarded to a student who scores less than 50% on any of the four written examinations. To pass the course, you must obtain a minimum of 60 % of the marks. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For an A grade, the student must have excellent theoretical knowledge, be able to evaluate and critically analyse it, and use the knowledge flexibly in practically set tasks. For a grade of B, the student must have excellent theoretical knowledge, be able to evaluate and critically analyze it, and have slight deficiencies in the use of knowledge in practically set tasks. For a grade of C, the student must have excellent theoretical knowledge, moderate deficiencies in its evaluation and critical analysis, moderate deficiencies in the use of knowledge in practically set tasks. For a grade D, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, moderate deficiencies in the use of knowledge in practically set tasks). For an E grade, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, and major deficiencies in the use of knowledge in practically set tasks.	

Scale of assessment (preliminary/final): 100/0
<p><b>Learning outcomes:</b></p> <p>Learning objectives and outcomes and transferable competences:</p> <p>The aim is</p> <ul style="list-style-type: none"> <li>- Know the principles of personality formation and use them to develop the cognitive, affective and competence of pupils and students;</li> <li>- to build and develop the individual components of the educational process in the context of the personalities of the pupils in the classroom;</li> <li>- in accordance with the personality of the pupils and students, choose an empathetic approach and encourage self-actualizing tendencies;</li> <li>- apply social and emotional competencies to promote their own psychological well-being;</li> <li>- to know the basic psychological problems of education and to be able to work effectively with them in the educational process,</li> <li>- be able to actively acquire information and use it to solve practical tasks in the field.</li> </ul>
<p><b>Class syllabus:</b></p> <p>Brief outline of the course:</p> <p>Psychology of personality</p> <ol style="list-style-type: none"> <li>1. Basic definition and concepts of personality psychology - structure, dynamics.</li> <li>2. Concepts of the psychoanalytic approach - the structure of personality according to S. Freud, defence mechanisms of A. Freud and their relationship to psychological difficulties in the educational environment (burnout syndrome, depression, etc.).</li> <li>3. Concepts of individual and analytical psychology - the need for power A. Adler, the need for power in pupils in the educational environment; archetypes of C. Jung, the acceptance of archetypal tendencies and their relation to the educational process.</li> <li>4. Behaviorism and neobehaviorism - the concept of behaviorism E. Thorndike, J. Watson, operant conditioning B. Skinner in teacher-pupil relationship, social learning of A. Bandura - teacher as a role model.</li> <li>5. Humanistic psychology - concepts of A. Maslow, V. Frankl, C. Rogers, self-actualization and the promotion of the self-actualizing instinct as the goal of the educational process.</li> </ol> <p>Educational psychology</p> <ol style="list-style-type: none"> <li>6. Basic definition and concepts of educational psychology.</li> <li>7. Approach to pupils with special educational needs (specific focus on the intellectually gifted, pupils with Asperger's syndrome, ADHD).</li> <li>8. Psychohygiene of teachers in educational settings - stress management, attitudes, assertiveness and assertive techniques, teachers' attitudes and biases.</li> <li>9. Psychological problems in pupils and students - perfectionism, hypersensitivity, stress and anxiety.</li> <li>10. Psychological aspects of education - intrinsic and extrinsic motivation of pupils, assessment.</li> <li>11. Psychological aspects of working with gifted individuals in the classroom.</li> </ol>
<p><b>Recommended literature:</b></p> <p>Compulsory reading:</p> <p>DRAPELA, V. J. (2011). Přehled teorií osobnosti. Praha: Portál. ISBN 8071787663</p> <p>FÁBIK, D. (2019). Psychológia intelektovo nadaných žiakov. Košice: Equilibria. 328 s. ISBN 9788081432521</p> <p>Recommended reading:</p> <p>FÁBIK, D. (2021). Obranné mechanizmy v sne. Psychoterapie. 15(2), 122-133. ISSN 1802-3983</p>

<p>FÁBIK, D., &amp; FÁBIKOVÁ, J. (2021). Humanistická psychoanalýza Ericha Fromma: základné princípy v komparácii s klasickou psychoanalýzou. Psychiatria - Psychoterapia - Psychosomatika. 28(1), 30-37.</p> <p>HALL, C.S., &amp; LINDZEY, G. (1997). Psychológia osobnosti. Bratislava: SPN.</p> <p>JURSOVÁ ZACHAROVÁ, Z., LEMEŠOVÁ, M., MIŠKOLCI, J., CABANOVÁ, K., HORVÁTHOVÁ, Ľ., SOKOLOVÁ, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Bratislava: Univerzita Komenského, s. 199. ISBN: 978-80-223-4814-0</p> <p>JURSOVÁ ZACHAROVÁ, Z. (2015). Osobnosť začínajúcich učiteľov a učiteliek. In Osobnosť a sociálno-psychologické kompetencie učiteľov a učiteliek. Bratislava: Univerzita Komenského, s. 102-112. ISBN 978-80-223-3950-6.</p> <p>JURSOVÁ ZACHAROVÁ, Z. (2015). Akí sú študenti učiteľstva na začiatku svojej kariéry? Motivácia a osobnosť začínajúcich študentov voliacich si učiteľskú profesiu. Ecoletra.com [elektronický zdroj]. - roč. 1, č. 1, s. 68-83.</p>																				
<p><b>Languages necessary to complete the course:</b> slovak and czech</p>																				
<p><b>Notes:</b> Notes: students of the psychology teaching (combined) programme do not enrol in the course</p>																				
<p><b>Past grade distribution</b> Total number of evaluated students: 897</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>38,57</td><td>0,0</td><td>25,98</td><td>17,84</td><td>7,13</td><td>6,13</td><td>4,35</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	38,57	0,0	25,98	17,84	7,13	6,13	4,35
A	ABS	B	C	D	E	FX														
38,57	0,0	25,98	17,84	7,13	6,13	4,35														
<p><b>Lecturers:</b> PhDr. Romana Schunová, PhD.</p>																				
<p><b>Last change:</b> 09.11.2022</p>																				
<p><b>Approved by:</b></p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde012/22	<b>Course title:</b> Regional history of Slovakia
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours seminar/week; 22 hours total per semester, combined; (primarily full-time) Student workload: 2S (2 credits): 11 x 2 hours of direct instruction = 22 hours; 20 hours of continuous seminar work on the topics covered; 10 hours of class preparation and field learning; 10 hours of discussion; 15 hours of final presentation and defense of a thesis (project) on a free topic in regional history. A total of 77 hours of student work. Educational methods: E-U-R (evocation-awareness-reflection); analysis of historical sources; walk; group work; role-play method; structured staging; project method; discussion/colloquium on the subject; SWOT analysis	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100 % of the intermediate verbal and scored marks. During the semester, the student analyses and reflects verbally, in writing and in pictures the content of the course's thematic focus. The student applies the E-U-R method, discussion, and group work in solving the tasks assigned on an ongoing basis (also in the field during field trips). The output of the final seminar work is presented to a team and is verbally evaluated. The overall assessment is concluded with a discussion/colloquium, a summary of the scores obtained and the application of SWOT analysis. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. Credit will not be awarded to students who obtain less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - excellent results, the student demonstrates the required results in the application of transferable knowledge in the field of the discipline and related sciences, can apply them in theoretical and practical contexts and in the contexts of local, national, and Central European history. He/she is oriented in the current state of knowledge of borderline scientific disciplines, thinks conceptually, can decipher historical sources, actively obtain information and creatively apply it in solving problem tasks, actively expands his/her knowledge and critically evaluates it and considers the suitability of its application for pedagogical and historical practice),	

B (90-81%, very good - above average standard, the student is oriented in the issue, knows it, can independently acquire new knowledge, and solve professional tasks, but his critical, constructive thinking is borderline when analysing and assessing the planes of normative and reflective didactics),

C (80-73%, good - normal reliable work, although the student can orient himself in the problem, independently search and analyse information, can learn, but he cannot think critically and constructively enough, evaluate the solved problems, and apply the acquired knowledge creatively and conceptually in broader theoretical and practical contexts),

D (72-66%, satisfactory - acceptable results, the student is able to orientate himself in the problem at a basic level, his knowledge is fragmented and incomplete, and at a lower level of satisfaction, he also applies transferable knowledge of the field and related disciplines, in the area of factual, conceptual, procedural and metacognitive knowledge he shows more serious deficiencies),

E (65-60%, sufficient - the results meet the minimum criteria, the student is able to orient himself in the problem only with great difficulty, he knows only the most basic knowledge, he does not demonstrate the ability to think critically and does not apply the acquired knowledge in a systematic way to the solution of practical tasks),

Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the problem, does not master the most basic knowledge, and does not demonstrate the ability to argue and think critically).

#### **Learning outcomes:**

The graduate of the course can work with any material of regional "microhistory", understands the necessity of linking local and national history in the study of history, as well as interdisciplinary connections, and can reflect on the importance of regional research - whether historical, ethnographic, sociological, which provides contextual links to the teaching of history. Demonstrates basic skills in processing regional source material and knows the methodology of creating didactic, educational aids for popularising regional history. In addition to applying the cognitive function of history, he/she can also use the educational and deleterious function.

#### **Class syllabus:**

The student will become familiar with selected problems of teaching regional history, identify the requirements placed on the education of teachers and pupils in the field of cultural and natural heritage, acquiring knowledge about the application of methods and strategies recommended for learning the "timeless" values of (not only) local history. He/she will experience implementing teamwork in the so-called "revival" of history.

The course content focuses on the following core themes:

- History outdoors - deciphering history in the field in Spatio-temporal coordinates.
- "Reviving" history textbooks in the city of Bratislava. Three walks with a map and a timeline in hand. The importance of object didactics in educational practice.
- Model situations (frameworks) of historical and procedural cognition. Model examples of processing selected topics of regional history.
- Cognition of historical regions of Slovakia, specifics of their development and perspectives.
- Historical and symbolic paths through the regions of Slovakia, regional history in the context of national and Central European history.
- Active perception of interdisciplinary connections in transferable topics of regional history.
- Places of memory; what do the preserved monuments commemorate?
- The place of regional history in the preparation of future history teachers.
- Creation of projects popularising artefacts of regional (local) history.

#### **Recommended literature:**

Required reading:

BOCKOVÁ, A.: Kultúrne a prírodné dedičstvo Slovenska – spoločné dedičstvo ľudstva. In: Verbum historiae 2/2019.

BOCKOVÁ, A.: Pamäť miest stredoeurópskeho regiónu (neformálna výučba histórie v teréne). In : Verbum historiae 1/2021.

BOCKOVÁ, A. – GÁPA, M.: Možnosti transferu historických poznatkov (múzejných zbierok) do edukačného procesu. In: Muzeológia a kultúrne dedičstvo I. 6/2018.

KAČÍREK, Ľ.: Kultúrne dedičstvo Slovenska. Vysokoškolské skriptá. Bratislava : Univerzita Komenského, 2016.

Recommended reading:

BOCKOVÁ, A.: Regionálne dejiny v súvislosti s výchovou a vzdelávaním v oblasti kultúrneho a prírodného dedičstva. In : Regionální dějiny v dějepisném vyučování na českých a slovenských školách. Ústí nad Labem, UJEP, 2006.

BOJKOVÁ, A.: Dejepis globálne. In : Rozvojové vzdelávanie. Témy a metódy IV. Bratislava : Portis 2018.

Monografie miest a obcí (podľa tematického výberu).

ŠTEFÁNIK, M. – LUKÁČKA, J. a kol.: Lexikón stredovekých miest na Slovensku. Bratislava : HÚ SAV, 2010.

ZDECHOVANOVA, D.-BOCKOVÁ, A. (eds.): Kultúrne dedičstvo inovatívnou formou (e-learning). Výukové CD. Bratislava : Strom života, 2012.

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

**Past grade distribution**

Total number of evaluated students: 238

A	ABS	B	C	D	E	FX
48,32	0,0	28,57	17,65	1,68	0,42	3,36

**Lecturers:** PhDr. Anna Bocková, PhD.

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde034/22	<b>Course title:</b> Rhetoric and communication
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KPg/B-VUZde005/22 - Communication in education	
<b>Course requirements:</b> Prerequisites: B-VUZde005 / Communication in education Prerequisites for successful completion of the course: the course is completed with an evaluation, 100% of the continuous evaluation. Assessment: consists of 2 intermediate assessments (60+40, total 100 points). Interim assessment 1: consists of the development of a semester cooperative work and its oral presentation or practical application in class. This is a prepared micro-team output: the creation of a student conference. Semester work: consists of a creative assignment for 60p (30+30). It includes the preparation of a group simulation of a student conference (30b) together with a professional paper on a selected topic (30b) for approximately 45 minutes. Intermediate assessment 2: consists of the creation of documents for the student conference (40b): poster, invitation, programme, etc. in an electronic environment (web development). Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above	

average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

### **Learning outcomes:**

Learning objectives and outcomes:

By completing the Rhetoric and Communication course, the student should:

- be able to select information, identify relevant sources on the selected topic,
- be able to justify the choice of specialist sources for the semester thesis,
- understand the importance of selection and analysis of information and information sources,
- be able to work in a team, organise activities to accomplish sub-tasks,
- be able to present intermediate tasks to the group,
- be able to justify and discuss in a group various social topics related to education and training,
- acquire presentation and communication skills and be able to apply them through creative activities in the classroom,
- Know methods for Developing of critical thinking and good reasoning,
- should be able to identify manipulative behaviour.

Transferable competences: the student strengthens soft skills such as communication skills, analytical thinking in evaluating information and working with text, critical thinking and thinking in context in the development of arguments and their application in discussion, interpersonal skills within the group - activation and taking initiative and responsibility, also creative work with e-portfolio (ability to create an interesting website) through creative tasks in the course.

### **Class syllabus:**

Brief outline of the course:

The aim of the course is the practical application of knowledge about effective communication through practicing rhetorical outcomes and teamwork, i.e. through cooperative methods and interactive activities. Using various activating methods and problem-based tasks, students will actively participate in the learning process and create their own course content, in which they will use their own potential and develop the intra and interpersonal aspects of their own personality. An important part of this is a semester-long group project through which students will learn how to organize major events, while developing proper communication and rhetorical skills.

Topics:

Rhetoric - types of speech, practicing presentation skills through micro performances. Content/form/communication skills (verbal and non-verbal) of oral presentation and analysis of speakers.  
Presentation - structure and organization of speech/speech/lecture. Evaluating information and



finding relevant sources. Simulating a debate. Organisation of time and group cooperation. Visualisation and generating interest in the listener. Argumentation - types of arguments and logical fallacies. Manipulation and manipulation techniques, assertiveness. Types of conversation, discussion - how to conduct a conversation, structuring a conversation. Division of discussion methods. Feedback - self-evaluation and self-reflection. Creating a website and e-portfolio with student outputs. Implementation of student conference - simulation/workshop.

**Recommended literature:**

Compulsory reading:

ALLHOFF, D.-W. (2008). Rétorika a komunikace. Praha: Grada publishing, 200 s.. ISBN 978-80-247-2283-2

KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing, 256 s. ISBN 978-80247-2652-6

Recommended reading:

JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení, 45-56s. ISBN 978-80-87952-29-0

JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava : Univerzita Komenského v Bratislave, 37-45s. ISBN 978-80-223-4847-8

KURUC, M. (2018). Rozvoj sebaregulácie a motivácie ako faktor úspechu slovenských žiakov v kontexte teórie sebaurčenia. Bratislava: Univerzita Komenského v Bratislave, 143-160s. ISBN 978-80-223-4661-0

ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

smaller groups, up to a maximum of 25 students, are required for the course for effective classroom interaction

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** Mgr. Barbora Jaslovská, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde034/22	<b>Course title:</b> Rhetoric and communication
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KPg/B-VUZde005/22 - Communication in education	
<b>Course requirements:</b> Prerequisites: B-VUZde005 / Communication in education Prerequisites for successful completion of the course: the course is completed with an evaluation, 100% of the continuous evaluation. Assessment: consists of 2 intermediate assessments (60+40, total 100 points). Interim assessment 1: consists of the development of a semester cooperative work and its oral presentation or practical application in class. This is a prepared micro-team output: the creation of a student conference. Semester work: consists of a creative assignment for 60p (30+30). It includes the preparation of a group simulation of a student conference (30b) together with a professional paper on a selected topic (30b) for approximately 45 minutes. Intermediate assessment 2: consists of the creation of documents for the student conference (40b): poster, invitation, programme, etc. in an electronic environment (web development). Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above	

average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

### **Learning outcomes:**

Learning objectives and outcomes:

By completing the Rhetoric and Communication course, the student should:

- be able to select information, identify relevant sources on the selected topic,
- be able to justify the choice of specialist sources for the semester thesis,
- understand the importance of selection and analysis of information and information sources,
- be able to work in a team, organise activities to accomplish sub-tasks,
- be able to present intermediate tasks to the group,
- be able to justify and discuss in a group various social topics related to education and training,
- acquire presentation and communication skills and be able to apply them through creative activities in the classroom,
- Know methods for Developing of critical thinking and good reasoning,
- should be able to identify manipulative behaviour.

Transferable competences: the student strengthens soft skills such as communication skills, analytical thinking in evaluating information and working with text, critical thinking and thinking in context in the development of arguments and their application in discussion, interpersonal skills within the group - activation and taking initiative and responsibility, also creative work with e-portfolio (ability to create an interesting website) through creative tasks in the course.

### **Class syllabus:**

Brief outline of the course:

The aim of the course is the practical application of knowledge about effective communication through practicing rhetorical outcomes and teamwork, i.e. through cooperative methods and interactive activities. Using various activating methods and problem-based tasks, students will actively participate in the learning process and create their own course content, in which they will use their own potential and develop the intra and interpersonal aspects of their own personality. An important part of this is a semester-long group project through which students will learn how to organize major events, while developing proper communication and rhetorical skills.

Topics:

Rhetoric - types of speech, practicing presentation skills through micro performances. Content/form/communication skills (verbal and non-verbal) of oral presentation and analysis of speakers. Presentation - structure and organization of speech/speech/lecture. Evaluating information and

finding relevant sources. Simulating a debate. Organisation of time and group cooperation. Visualisation and generating interest in the listener. Argumentation - types of arguments and logical fallacies. Manipulation and manipulation techniques, assertiveness. Types of conversation, discussion - how to conduct a conversation, structuring a conversation. Division of discussion methods. Feedback - self-evaluation and self-reflection. Creating a website and e-portfolio with student outputs. Implementation of student conference - simulation/workshop.

**Recommended literature:**

Compulsory reading:

ALLHOFF, D.-W. (2008). Rétorika a komunikace. Praha: Grada publishing, 200 s.. ISBN 978-80-247-2283-2

KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing, 256 s. ISBN 978-80247-2652-6

Recommended reading:

JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení, 45-56s. ISBN 978-80-87952-29-0

JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava : Univerzita Komenského v Bratislave, 37-45s. ISBN 978-80-223-4847-8

KURUC, M. (2018). Rozvoj sebaregulácie a motivácie ako faktor úspechu slovenských žiakov v kontexte teórie sebaurčenia. Bratislava: Univerzita Komenského v Bratislave, 143-160s. ISBN 978-80-223-4661-0

ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

smaller groups, up to a maximum of 25 students, are required for the course for effective classroom interaction

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** Mgr. Barbora Jaslovská, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde036/22	<b>Course title:</b> School management
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of continuous assessment Assessment: consists of an interim and a final assessment (30+40, 70 points in total). Interim assessment: consists of a 30-item knowledge test to be given in week 6 of the interim course. A written examination/test, consisting of theoretical preparation for the teaching of the individual topics of the teaching units, which will be carried out by the 6th week of continuous teaching and the study of the literature. The final assessment consists of: the semester project and its oral presentation. The semester project consists of: the creation of a project according to a set structure for 40b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students (creators of the semester project) in the 11th week of continuous teaching. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 64 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 57 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above	

average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 51 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 46 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 42 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

- to know the content of school management as a scientific discipline: the essence of school management in the Slovak Republic at all levels of school management with an emphasis on internal school management and in the context of managerial functions
- be familiar with the basic legal documents and be able to correctly interpret the meanings given in these legal documents that regulate the activities of primary and secondary schools, with an emphasis on the needs of the work of the teaching staff,
- be able to apply the acquired knowledge and knowledge from other disciplines in the focus area: school image, culture and climate, in the area of cooperation with the school management and legal representatives of children/pupils in solving standard, specific and problematic tasks and situations and in the framework of school development,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.

Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course.

### **Class syllabus:**

Basic terminology, options for studying school management, sources of study. Schools and concepts of management. Specifics of school management. The system of school management in the Slovak Republic and the system of internal school management in the context of managerial functions. Legal regulations governing the activities of primary and secondary schools (laws, decrees, working regulations, pedagogical-organisational guidelines). Personality of the head of teaching staff - legal and personality requirements. School image, school culture. School climate.

### **Recommended literature:**

Compulsory reading:

PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu vedúcich pedagogických zamestnancov. Bratislava : Univerzita Komenského, 2014. 227 s. ISBN 978-80-223-3621-5

[https://www.fedu.uniba.sk/uploads/media/Skolsky\\_manazment.pdf](https://www.fedu.uniba.sk/uploads/media/Skolsky_manazment.pdf)

Pisoňová, M. a kol. 2017. Školský manažment terminologický a výkladový slovník. Bratislava : Wolters Kluwer, 2017, 1. vyd., 167 s., ISBN 978-80-8168-660-3  
<https://moodle.uniba.sk/mod/quiz/view.php?id=57866>  
 Učebný zdroj: ŠKOLSKÝ MANAŽMENT (moodle):  
<https://moodle.uniba.sk/course/view.php?id=162>  
 Constitution of the Slovak Republic.  
 Current legislative norms related to the establishment and activities of primary schools, secondary schools in the Slovak Republic.  
 Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.  
 Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov.  
 Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.  
 Zákon č. 597/2003 Z. z. o financovaní základných škôl, stredných škôl a školských zariadení.  
 Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov.  
 Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

students of the Teacher Education (combined) programme do not enrol in the course

**Past grade distribution**

Total number of evaluated students: 882

A	ABS	B	C	D	E	FX
31,86	0,0	33,45	14,29	9,18	4,99	6,24

**Lecturers:** Mgr. Adriana Poliaková, PhD., Ing. Eva Tóblová, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde036/22	<b>Course title:</b> School management
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of continuous assessment Assessment: consists of an interim and a final assessment (30+40, 70 points in total). Interim assessment: consists of a 30-item knowledge test to be given in week 6 of the interim course. A written examination/test, consisting of theoretical preparation for the teaching of the individual topics of the teaching units, which will be carried out by the 6th week of continuous teaching and the study of the literature. The final assessment consists of: the semester project and its oral presentation. The semester project consists of: the creation of a project according to a set structure for 40b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students (creators of the semester project) in the 11th week of continuous teaching. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 64 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 57 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above	



average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 51 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 46 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 42 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Scale of assessment (preliminary/final): 100/0

#### **Learning outcomes:**

- to know the content of school management as a scientific discipline: the essence of school management in the Slovak Republic at all levels of school management with an emphasis on internal school management and in the context of managerial functions
- be familiar with the basic legal documents and be able to correctly interpret the meanings given in these legal documents that regulate the activities of primary and secondary schools, with an emphasis on the needs of the work of the teaching staff,
- be able to apply the acquired knowledge and knowledge from other disciplines in the focus area: school image, culture and climate, in the area of cooperation with the school management and legal representatives of children/pupils in solving standard, specific and problematic tasks and situations and in the framework of school development,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.

Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course.

#### **Class syllabus:**

Basic terminology, options for studying school management, sources of study. Schools and concepts of management. Specifics of school management. The system of school management in the Slovak Republic and the system of internal school management in the context of managerial functions. Legal regulations governing the activities of primary and secondary schools (laws, decrees, working regulations, pedagogical-organisational guidelines). Personality of the head of teaching staff - legal and personality requirements. School image, school culture. School climate.

#### **Recommended literature:**

Compulsory reading:

PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu vedúcich pedagogických zamestnancov. Bratislava : Univerzita Komenského, 2014. 227 s. ISBN 978-80-223-3621-5

[https://www.fedu.uniba.sk/uploads/media/Skolsky\\_manazment.pdf](https://www.fedu.uniba.sk/uploads/media/Skolsky_manazment.pdf)

Pisoňová, M. a kol. 2017. Školský manažment terminologický a výkladový slovník. Bratislava : Wolters Kluwer, 2017, 1. vyd., 167 s., ISBN 978-80-8168-660-3  
<https://moodle.uniba.sk/mod/quiz/view.php?id=57866>  
 Učebný zdroj: ŠKOLSKÝ MANAŽMENT (moodle):  
<https://moodle.uniba.sk/course/view.php?id=162>  
 Constitution of the Slovak Republic.  
 Current legislative norms related to the establishment and activities of primary schools, secondary schools in the Slovak Republic.  
 Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.  
 Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov.  
 Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.  
 Zákon č. 597/2003 Z. z. o financovaní základných škôl, stredných škôl a školských zariadení.  
 Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov.  
 Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

students of the Teacher Education (combined) programme do not enrol in the course

**Past grade distribution**

Total number of evaluated students: 882

A	ABS	B	C	D	E	FX
31,86	0,0	33,45	14,29	9,18	4,99	6,24

**Lecturers:** Mgr. Adriana Poliaková, PhD., Ing. Eva Tóblová, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde025/22	<b>Course title:</b> Seminar in Ethnomusicology
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form Student workload: 11 x 2 hours of direct teaching (total: 22 hours); 14 hours preparation of seminar work; 40 hours preparation for continuous assessment. Total 76 hours of student work. Teaching methods: Combination of monological methods (instruction), situational methods (case studies), dialogical methods (interview, discussion), and practical methods (musical and textual transcription, analysis).	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: There will be two written term papers of 50 points each during the semester. Students may earn 50 points for each seminar paper. The final grade will be the sum of the points earned on both term papers. A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who obtains less than 25 points in either of the two written examinations. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required) A - excellent performance, the student knows the basic concepts of ethnomusicology, can apply what he/she has learned in theory to practice; critically evaluates;	

B - excellent performance, the student masters the basic concepts of ethnomusicology, but slight deficiencies are observed in the application of the knowledge to practice - the student solves model situations with minor hesitations; critical thinking is borderline;

C - good performance, although the student has acquired knowledge in the field of ethnomusicology, but he can only partially apply what he has learned to practice; he has problems with complex problem solving;

D - acceptable performance, the student has only partially mastered the knowledge in the field of ethnomusicology, he/she has significant deficiencies in the problem, he/she cannot apply what he/she has learned in practice, he/she has problems solving model situations; his/her term paper meets the minimum criteria;

E - minimally acceptable performance, the student has acquired minimal knowledge in the field of ethnomusicology, he/she is unable to transfer it adequately into practice;

Fx - unacceptable performance, the student has not sufficiently mastered the knowledge in the field of ethnomusicology, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student will deepen and practically verify the theoretical knowledge acquired in the course Introduction to Ethnomusicology in the application to Slovak folk music culture and traditional musical cultures of ethnic minorities in Slovakia. The student will gain an overview of the historical sources of Slovak musical folklore, or musical folklore in Slovakia (including ethnic minorities) and a basic orientation in Slovak folk vocal music, instrumental music and dance. Using specific musical material, it develops basic skills in working with folk song and music, with possibilities for use in pedagogical practice.

### **Class syllabus:**

Course outcomes of subject (content):

Selected topics:

History of documentation and reflection of Slovak folk song and music. Historical sources of Slovak folk song. Musical and stylistic layers of Slovak folk music. Song types and genres of Slovak folk music culture. Folk vocal music in Slovakia. Folk musical instruments and their systematics, solo and ensemble instrumental music (instrumental associations), dance. Regions of Slovak folk music. Ethnic minorities in Slovakia, their history, cultural tradition and specifics, the place of ethnic minorities in the traditional musical culture of the regions of Slovakia.

### **Recommended literature:**

Compulsory/Recommended readings:

Compulsory:

DÚŽEK, S. – GARAJ, B. Slovenské ľudové tance a hudba. Bratislava: Ústav hudobnej vedy SAV, 2001. ISBN 80-968279-3-6.

ELSCHEKOVÁ, A. – ELSCEK, O. Úvod do štúdia slovenskej ľudovej hudby. 3. vyd. Bratislava: Hudobné centrum, 2005. ISBN 80-88884-69-1.

ELSCHEKOVÁ, A. – ELSCEK, O. Slovenské ľudové piesne a nástrojová hudba. Antológia. Bratislava: Osvetový ústav, 1980. (Dotlač: 1982)

LENG, L. Slovenské ľudové hudobné nástroje. Bratislava: Veda, 1967.

Recommended (of interest):

BOTÍK, J. Etnická história Slovenska. K problematike etnicity, etnickej identity, multietnického Slovenska a zahraničných Slovákov. Bratislava – Martin – Nitra: Lúč, 2007. ISBN 978-80-7114-650-6.

BURLASOVÁ, S. Kapitoly o slovenskej ľudovej piesni. Ed. Hana Urbancová. Bratislava: Ústav hudobnej vedy SAV, 2013. ISBN 978-80-89135-30-1.

BURLASOVÁ, S. Vojenské a regrútske piesne. Bratislava: Vydavateľstvo Veda, 1991. ISBN 80-224-0095-5.

BURLASOVÁ, S. Slovenské ľudové balady. Bratislava: Scriptorium musicum, 2002. ISBN 80-88737-34-6.

DEMO, O. – HRABALOVA, Olga. Žatevné a dožinkové piesne. 1. vyd. Bratislava: Opus, 1969; 2. vyd. Bratislava: Veda, 1971.

ELSCHEK, O. Slovenské ľudové píšťaly a ďalšie aerofóny. Bratislava: Vydavateľstvo Veda, 1991. ISBN 80-224-0096-3.

GARAJ, B. Gajdy a gajdošská tradícia na Slovensku. Bratislava: ASCO, 1995. ISBN 80-901416-6-8.

MÁZOROVÁ, M. – ONDREJKA, K. a kol. Slovenské ľudové tance. Bratislava: SPN, 1991. ISBN 80-08-00322-7.

URBANCOVÁ, H. Trávnice – lúčne piesne na Slovensku. Bratislava: AEPress, 2005. ISBN 80-88880-67-X.

URBANCOVÁ, H. Jánske piesne na Slovensku. Bratislava: AEPress, 2010. ISBN 978-80-88880-90-5.

URBANCOVÁ, H. Vybrané kapitoly z dejín slovenskej etnomuzikológie. Bratislava: Ústav hudobnej vedy SAV, 2016. ISBN 978-80-89135-37-0.

URBANCOVÁ, H. (ed.). Piesňová tradícia etnických menšín v období Vianoc. Bratislava: Ústav hudobnej vedy SAV; AEPress, 2006. ISBN 80-89135-11-0.

Sources of traditional music (written, visual, audio, audiovisual).

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:**

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde023/22	<b>Course title:</b> Seminar in Music Theory I
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: 2 hours seminar/week, 22 hours total per semester, combined (primarily full-time) Student workload: 11 x 2 hours = 22 hours of direct instruction, 19 hours of final test preparation; 19 hours of continuous assessment, total of 60 hours of student work Teaching methods: small group work, discussion of the material covered	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student will be evaluated at the end of the course on the basis of a test. A minimum of 91 points is required for a grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A - excellent performance, the student knows the basic concepts of music-theoretical issues, can apply what he/she has learned in theory to practice; critically evaluates; B - excellent performance, the student masters basic concepts in the field of music-theoretical issues, however, slight deficiencies are observed in the application of knowledge to practice - the student solves model situations with minor hesitations; critical thinking is borderline; C - good performance, although the student has acquired knowledge in the field of music-theoretical problems, but he can only partially apply what he has learned to practice; he has problems with complex problem solving; D - acceptable performance, the student has only partially mastered the knowledge in the field of music-theoretical problems, has significant deficiencies in the problem, cannot apply what he/	

<p>she has learned in practice, has problems solving model situations; his/her term paper meets the minimum criteria;</p> <p>E - minimally acceptable performance, the student has acquired minimal knowledge in the field of music-theoretical issues, he/she is unable to transfer them adequately into practice;</p> <p>Fx - unacceptable performance, the student has not sufficiently mastered the knowledge in the field of music-theoretical issues, or has not fulfilled the conditions set by the teacher during the semester.</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes/ Objectives and learning outcomes:</p> <p>In the seminar, the student deepens and practically verifies the knowledge acquired in the course and confronts it in the context of examples from composition practice.</p> <p>Transferable competencies:</p> <p>The course strengthens competencies to verbalize musical knowledge and experiences in words and writing for the needs of different levels of arts education, directed towards pedagogical outcomes.</p>
<p><b>Class syllabus:</b></p> <p>Course outcomes of subject (content):</p> <p>Practicum on the selected topic: the quintacord as a vertical unit. Cadences. Fundamentals of tonal functional harmony. Harmonic thinking in the 17th-19th centuries. Selected problems of harmony in the space of extended tonality in the 20th century. Chords of the higher third system, chordal complexes. Harmonic analysis. Modulations. Practical practice of harmonization, modulations, realization of vocal and instrumental multiphonics. Viachlas. Bourdon. Heterophony. Polyphony, its development and types. Counterpoint techniques. Imitation, permutation. Counterpoint analysis.</p>
<p><b>Recommended literature:</b></p> <p>Compulsory/Recommended readings:</p> <p>Compulsory readings:</p> <p>BENEŠ, J. O harmónii. Bratislava: Hudobné centrum, 2003. ISBN 80-88884-40-3.</p> <p>FILIP, M. Vývinové zákonitosti klasickej harmónie. Bratislava: Národné hudobné centrum, 1997. ISBN 80-967799-5-8.</p> <p>HŮLA, Z. Nauka o kontrapunktu. Praha: 1965.</p> <p>RIESINGER, K. Nauka o kontrapunktu 20. století. Praha: Panton, 1984.</p> <p>Hudobná literatúra: partitúry hudby 17. – 20. storočia.</p> <p>Recommended readings :</p> <p>JEPPESEN, K. Kontrapunkt. Leipzig: VEB Breitkopf und Härtel, 1978.</p> <p>MOTTE de la, D. Harmonielehre. Bärenreiter, 1999. ISBN 3-7618-4183-3.</p> <p>MOTTE de la, D. Kontrapunkt. Ein Lese- und Arbeitsbuch. Bärenreiter, 1981. ISBN 3-7618-4371-2.</p> <p>KAISER, U. Gehörbildung. Satzlehre, Improvisation, Höranalyse. Ein Lehrgang mit historischen Beispielen. Bärenreiter, 1989. ISBN 3-7618-1159-4.</p> <p>Remark:</p> <p>In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde024/22	<b>Course title:</b> Seminar in Music Theory II
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: 2 hours seminar/week, 22 hours total per semester, combined (primarily full-time) Student workload 11 x 2 hours = 22 hours of direct instruction, 19 hours of preparation for seminar work and research; 19 hours for continuous assessment, total of 60 hours of student work Teaching methods: small group work, discussion of the material covered	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student will be evaluated at the end of the course on the basis of a test. A grade of A requires a minimum of 91 points, a grade of B requires a minimum of 81 points, a grade of C requires a minimum of 73 points, a grade of D requires a minimum of 66 points, and a grade of E requires a minimum of 60 points. Grades are awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A - excellent performance, the student knows the basic concepts of music-theoretical issues, can apply what he/she has learned in theory to practice; critically evaluates; B - excellent performance, the student masters basic concepts in the field of music-theoretical issues, however, slight deficiencies are observed in the application of knowledge to practice - the student solves model situations with minor hesitations; critical thinking is borderline; C - good performance, although the student has acquired knowledge in the field of music-theoretical problems, but he can only partially apply what he has learned to practice; he has problems with complex problem solving; D - acceptable performance, the student has only partially mastered the knowledge in the field of music-theoretical problems, has significant deficiencies in the problem, cannot apply what he/	

<p>she has learned in practice, has problems solving model situations; his/her term paper meets the minimum criteria;</p> <p>E - minimally acceptable performance, the student has acquired minimal knowledge in the field of music-theoretical issues, he/she is unable to transfer them adequately into practice;</p> <p>Fx - unacceptable performance, the student has not sufficiently mastered the knowledge in the field of music-theoretical issues, or has not fulfilled the conditions set by the teacher during the semester.</p>																				
<p><b>Learning outcomes:</b></p> <p>Learning outcomes/ Objectives and learning outcomes:</p> <p>In the seminar, the student deepens and practically verifies the knowledge acquired in the course and confronts it in the context of examples from composition practice.</p> <p>Transferable competencies:</p> <p>The course leads to independent work with literature and information sources, strengthens the competence to verbalize musical knowledge</p>																				
<p><b>Class syllabus:</b></p> <p>Course outcomes of subject (content):</p> <p>Practical study of selected issues:</p> <p>Musical thinking. Forms and types of musical art from the beginnings to the present. Musical units and their hierarchy. Building units of music and working with them. Musical shapes and forms and their typology in historical cross-section. Form analysis.</p>																				
<p><b>Recommended literature:</b></p> <p>Compulsory readings:</p> <p>BURLAS, L. Formy a druhy hudobného umenia. 4. vydanie. Žilina: EDIS-Vydavateľstvo ŽU, 2006. ISBN 80-8070-522-4.</p> <p>FALTIN, P. Funkcia zvuku v hudobnej štruktúre. Bratislava: Štátne hudobné vydavateľstvo, 1966.</p> <p>KRESÁNEK, J. Základy hudobného myslenia. Bratislava: Opus, 1977.</p> <p>KRESÁNEK, J. Tonalita. Bratislava: Opus, 1982.</p> <p>KRESÁNEK, J. Tektonika. Bratislava: Asco – Art &amp; Science, 1994. ISBN 80-901416-7-6.</p> <p>KÜHN, C. Analyse lernen. Bärenreiter, 1999. ISBN 3-7618-1154-3.</p> <p>RISINGER, K. Hierarchie hudebních celků v novodobé evropské hudbě. Praha: Panton, 1969</p> <p>Recommended readings:</p> <p>SCHÖNBERG, A. Fundamentals of Musical Composition. London: Faber, 1967.</p> <p>ISBN 0-571-09276-4.</p> <p>Remark:</p> <p>In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak</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>ABS</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><td>0,0</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	0,0	0,0	0,0	0,0	0,0	0,0	0,0
A	ABS	B	C	D	E	FX														
0,0	0,0	0,0	0,0	0,0	0,0	0,0														
<p><b>Lecturers:</b></p>																				
<p><b>Last change:</b> 08.11.2022</p>																				

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde021/22	<b>Course title:</b> Seminar in the History of Music I
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: 2 hours seminar/week, 22 hours total per semester, combined (primarily full-time) Student workload 11 x 2 hours = 22 hours of direct instruction, 19 hours of preparation for seminar work and research; 19 hours for continuous assessment, total of 60 hours of student work Teaching methods: small group work, discussion of the material covered	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: During the semester, the student will prepare and present three literature searches (each with a score of 0 - 15) and one term paper (with a score of 0 - 55). The total grade for the semester is the sum of the points earned for the research and the term paper. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A - excellent performance, the student knows the basic concepts of music history, can apply what he/she has learned in theory to practice; the term paper and research meet all the criteria; critically evaluated; B - excellent performance, the student knows the basic concepts, but in the application of knowledge to practice there are slight deficiencies - he/she solves model situations with minor hesitations; in the term paper and research there are slight deficiencies; critical thinking is borderline; C - good performance, although the student has acquired the knowledge, but he/she can only partially apply what he/she has learned to practice; he/she has problems with complex problem solving, term paper and research are deficient;	

<p>D - acceptable performance, the student has acquired knowledge only partially, has significant deficiencies in the problem, cannot apply what he/she has learned in practice, has problems solving model situations; his/her term paper and research meet the minimum criteria;</p> <p>E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately into practice;</p> <p>Fx - unacceptable performance, the student has not sufficiently mastered the content of the education, or has not fulfilled the conditions set by the teacher during the semester.</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes/ Objectives and learning outcomes:</p> <p>During the seminar, the student will deepen his/her knowledge of the periods covered through group discussions, individual consultations, study of recommended literature, listening to music, analytical work with notated material and practical exercises.</p> <p>Transferable competences:</p> <p>The course leads to independent work with literature and information sources, strengthens competences to verbalize musical knowledge and experiences in words and writing for the needs of different levels of artistic education, and leads to pedagogical outcomes.</p>
<p><b>Class syllabus:</b></p> <p>Course outcomes of subject (content):</p> <p>Study of literature, sheet music, recordings and practical exercises to broaden your knowledge of medieval, Renaissance and Baroque music,</p>
<p><b>Recommended literature:</b></p> <p>Compulsory/Recommended readings:</p> <p>Compulsory readings:</p> <p>ABRAHAM, G. Stručné dejiny hudby. Bratislava: Hudobné centrum, 2003. ISBN 80-88884-58-6.</p> <p>BUKOFZER, M. Hudba v období baroka. Bratislava: Opus, 1986.</p> <p>HRČKOVÁ, N. Dejiny hudby I. Európsky stredovek. Bratislava: Orman, 2003. ISBN 80-968773-3-X.</p> <p>HRČKOVÁ, N. Dejiny hudby II. Renesancia. Bratislava: Ikar, 2004. ISBN 80-551-0927-3.</p> <p>GEIST, B. Původ hudby. Praha: Supraphon, 1970.</p> <p>Recommended (of interest) readings:</p> <p>TARUSKIN, R. Music from the Earliest Notation to the Sixteenth Century. The Oxford History of Western Music. Oxford University Press, 2010. ISBN 978-0-19-538481-9.</p> <p>TARUSKIN, R. Music in the Seventeenth and Eighteenth Centuries. The Oxford History of Western Music. Oxford University Press, 2010. ISBN 978-0-19-538482-6.</p> <p>EGGEBRECHT, H. H. Musik im Abendland. Mnichov: Piper Verlag, 1996. ISBN 978-3-492-22301-0.</p> <p>MOTTE de la, D. Kontrapunkt. Ein Lese- und Arbeitsbuch. Bärenreiter, 1981. ISBN 3-7618-4371-2.</p> <p>Remark:</p> <p>In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 4						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde021/22	<b>Course title:</b> Seminar in the History of Music I
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: 2 hours seminar/week, 22 hours total per semester, combined (primarily full-time) Student workload 11 x 2 hours = 22 hours of direct instruction, 19 hours of preparation for seminar work and research; 19 hours for continuous assessment, total of 60 hours of student work Teaching methods: small group work, discussion of the material covered	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: During the semester, the student will prepare and present three literature searches (each with a score of 0 - 15) and one term paper (with a score of 0 - 55). The total grade for the semester is the sum of the points earned for the research and the term paper. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A - excellent performance, the student knows the basic concepts of music history, can apply what he/she has learned in theory to practice; the term paper and research meet all the criteria; critically evaluated; B - excellent performance, the student knows the basic concepts, but in the application of knowledge to practice there are slight deficiencies - he/she solves model situations with minor hesitations; in the term paper and research there are slight deficiencies; critical thinking is borderline; C - good performance, although the student has acquired the knowledge, but he/she can only partially apply what he/she has learned to practice; he/she has problems with complex problem solving, term paper and research are deficient;	

<p>D - acceptable performance, the student has acquired knowledge only partially, has significant deficiencies in the problem, cannot apply what he/she has learned in practice, has problems solving model situations; his/her term paper and research meet the minimum criteria;</p> <p>E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately into practice;</p> <p>Fx - unacceptable performance, the student has not sufficiently mastered the content of the education, or has not fulfilled the conditions set by the teacher during the semester.</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes/ Objectives and learning outcomes:</p> <p>During the seminar, the student will deepen his/her knowledge of the periods covered through group discussions, individual consultations, study of recommended literature, listening to music, analytical work with notated material and practical exercises.</p> <p>Transferable competences:</p> <p>The course leads to independent work with literature and information sources, strengthens competences to verbalize musical knowledge and experiences in words and writing for the needs of different levels of artistic education, and leads to pedagogical outcomes.</p>
<p><b>Class syllabus:</b></p> <p>Course outcomes of subject (content):</p> <p>Study of literature, sheet music, recordings and practical exercises to broaden your knowledge of medieval, Renaissance and Baroque music,</p>
<p><b>Recommended literature:</b></p> <p>Compulsory/Recommended readings:</p> <p>Compulsory readings:</p> <p>ABRAHAM, G. Stručné dejiny hudby. Bratislava: Hudobné centrum, 2003. ISBN 80-88884-58-6.</p> <p>BUKOFZER, M. Hudba v období baroka. Bratislava: Opus, 1986.</p> <p>HRČKOVÁ, N. Dejiny hudby I. Európsky stredovek. Bratislava: Orman, 2003. ISBN 80-968773-3-X.</p> <p>HRČKOVÁ, N. Dejiny hudby II. Renesancia. Bratislava: Ikar, 2004. ISBN 80-551-0927-3.</p> <p>GEIST, B. Původ hudby. Praha: Supraphon, 1970.</p> <p>Recommended (of interest) readings:</p> <p>TARUSKIN, R. Music from the Earliest Notation to the Sixteenth Century. The Oxford History of Western Music. Oxford University Press, 2010. ISBN 978-0-19-538481-9.</p> <p>TARUSKIN, R. Music in the Seventeenth and Eighteenth Centuries. The Oxford History of Western Music. Oxford University Press, 2010. ISBN 978-0-19-538482-6.</p> <p>EGGEBRECHT, H. H. Musik im Abendland. Mnichov: Piper Verlag, 1996. ISBN 978-3-492-22301-0.</p> <p>MOTTE de la, D. Kontrapunkt. Ein Lese- und Arbeitsbuch. Bärenreiter, 1981. ISBN 3-7618-4371-2.</p> <p>Remark:</p> <p>In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak</p>
<p><b>Notes:</b></p>



<b>Past grade distribution</b>						
Total number of evaluated students: 4						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde022/22	<b>Course title:</b> Seminar in the History of Music II
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: 2 hours seminar/week, 22 hours total per semester, combined (primarily full-time) Student workload 11 x 2 hours = 22 hours of direct instruction, 19 hours of preparation for seminar work and research; 19 hours for continuous assessment, total of 60 hours of student work Teaching methods: small group work, discussion of the material covered	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: During the semester, the student will prepare and present three literature searches (each with a score of 0 - 15) and one term paper (with a score of 0 - 55). The total grade for the semester is the sum of the points obtained for the research and the term paper. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points, and a grade of E requires at least 60 points. Grades are awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required) A - excellent performance, student knows the basic concepts of music history, can apply what he/she has learned in theory to practice; term paper and research meet all criteria; critically evaluated; B - excellent performance, the student knows the basic concepts, but in the application of knowledge to practice there are slight deficiencies - he/she solves model situations with minor hesitations; in the term paper and research there are slight deficiencies; critical thinking is borderline; C - good performance, although the student has acquired the knowledge, but he/she can only partially apply what he/she has learned to practice; he/she has problems with complex problem solving, term paper and research are deficient;	

D - acceptable performance, the student has acquired knowledge only partially, has significant deficiencies in the problem, cannot apply what he/she has learned in practice, has problems solving model situations; his/her term paper and research meet the minimum criteria;  
 E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately into practice;  
 Fx - unacceptable performance, the student has not sufficiently mastered the content of the education, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

During the seminar, the student will deepen his/her knowledge of the periods covered through group discussions, individual consultations, study of recommended literature, listening to music, analytical work with notated material and practical exercises.

Transferable competences:

The course leads to independent work with literature and information sources, strengthens competences to verbalize musical knowledge and experiences in words and writing for the needs of different levels of artistic education, and leads to pedagogical outcomes.

### **Class syllabus:**

Course outcomes of subject (content):

Study of literature, sheet music, recordings and practical exercises to broaden your knowledge of the history of Slovak music.

### **Recommended literature:**

Compulsory readings:

ALBRECHT, A. Túžby a spomienky. Bratislava: Hudobné centrum, 2008.

ISBN 978-80-88884-98-9.

BUGALOVÁ, E. Hudobná Trnava a Mikuláš Schneider-Trnavský. Trnava: Spolok sv. Vojtecha, 2011. ISBN: 978-80-7162-891-0.

BURLAS, L. Slovenská hudobná moderna. Bratislava: Obzor, 1983.

ELSCHEK, O. (ed.). Dejiny slovenskej hudby. Bratislava: Ústav hudobnej vedy SAV – ASCO, 1996. ISBN 80-88820-04-9.

HRUŠOVSKÝ, I. Slovenská hudba v profiloch a rozboroch. Bratislava: ŠHV, 1964.

JURÍK, M. – ZAGAR M.. 100 slovenských skladateľov. Bratislava: Národné hudobné centrum, 1998. ISBN 80-967799-6-6.

CHALUPKA, Ľ. Slovenská hudobná avantgarda. Bratislava: Univerzita Komenského, Filozofická fakulta, Katedra hudobnej vedy, 2011. ISBN 80-223-3115-9.

Recommended readings:

CHALUPKA, Ľ. Cestami k tvorivej profesionalite. Sprievodca slovenskou hudbou 20.

storočia I (1901 – 1950). Bratislava : Univerzita Komenského, Filozofická fakulta, 2015. ISBN 978-80-8127-091-8.

KAČIC, L. Dejiny hudby III. Barok. Bratislava: Ikar, 2008. ISBN 978-80-551-1510-8.

LENGOVÁ, J. Antológia klavírnej hudby na Slovensku (1830 – 1918. Pramenná edícia s úvodnou štúdiou. Bratislava: Ústav hudobnej vedy SAV, 2015. ISBN 978-80-89135-35-6.

MÚDRA, D. Dejiny hudobnej kultúry na Slovensku II. Klasicismus. Bratislava: Vydavateľstvo Slovenského hudobného fondu, 1993. ISBN 80-966995-3-9.

MÚDRA, D. Hudobný klasicizmus na Slovensku v dobových dokumentoch. Bratislava: Ister Science, 1996. ISBN 80-88683-15-7.

RUŠČIN, P. Cantus Catholici a tradícia duchovného spevu na Slovensku. Bratislava: Ústav hudobnej vedy SAV, 2012. ISBN 978-80-89135-29-5.

RYBARIČ, R. Dejiny hudobnej kultúry na Slovensku I. Stredovek, renesancia, barok. Bratislava: Opus, 1984.  
 VESELOVSKÁ, E. – ADAMKO, R. – BEDNÁRIKOVÁ, J. Stredoveké pramene cirkevnej hudby na Slovensku. Bratislava: Slovenská muzikologická spoločnosť – Ústav hudobnej vedy SAV, 2017. ISBN 978-80-89135-38-7.  
 ZAVARSKÝ, E. Ján Levoslav Bella. Život a dielo. Bratislava: SAV, 1955.  
 Studies and articles published in the periodicals Musical Life, Slovak Music, Musicologica Slovaca, Musicologica Istropolitana.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 2

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Andrej Šuba, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde022/22	<b>Course title:</b> Seminar in the History of Music II
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: 2 hours seminar/week, 22 hours total per semester, combined (primarily full-time) Student workload 11 x 2 hours = 22 hours of direct instruction, 19 hours of preparation for seminar work and research; 19 hours for continuous assessment, total of 60 hours of student work Teaching methods: small group work, discussion of the material covered	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: During the semester, the student will prepare and present three literature searches (each with a score of 0 - 15) and one term paper (with a score of 0 - 55). The total grade for the semester is the sum of the points obtained for the research and the term paper. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points, and a grade of E requires at least 60 points. Grades are awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required) A - excellent performance, student knows the basic concepts of music history, can apply what he/she has learned in theory to practice; term paper and research meet all criteria; critically evaluated; B - excellent performance, the student knows the basic concepts, but in the application of knowledge to practice there are slight deficiencies - he/she solves model situations with minor hesitations; in the term paper and research there are slight deficiencies; critical thinking is borderline; C - good performance, although the student has acquired the knowledge, but he/she can only partially apply what he/she has learned to practice; he/she has problems with complex problem solving, term paper and research are deficient;	

D - acceptable performance, the student has acquired knowledge only partially, has significant deficiencies in the problem, cannot apply what he/she has learned in practice, has problems solving model situations; his/her term paper and research meet the minimum criteria;  
 E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately into practice;  
 Fx - unacceptable performance, the student has not sufficiently mastered the content of the education, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

During the seminar, the student will deepen his/her knowledge of the periods covered through group discussions, individual consultations, study of recommended literature, listening to music, analytical work with notated material and practical exercises.

Transferable competences:

The course leads to independent work with literature and information sources, strengthens competences to verbalize musical knowledge and experiences in words and writing for the needs of different levels of artistic education, and leads to pedagogical outcomes.

### **Class syllabus:**

Course outcomes of subject (content):

Study of literature, sheet music, recordings and practical exercises to broaden your knowledge of the history of Slovak music.

### **Recommended literature:**

Compulsory readings:

ALBRECHT, A. Túžby a spomienky. Bratislava: Hudobné centrum, 2008.

ISBN 978-80-88884-98-9.

BUGALOVÁ, E. Hudobná Trnava a Mikuláš Schneider-Trnavský. Trnava: Spolok sv. Vojtecha, 2011. ISBN: 978-80-7162-891-0.

BURLAS, L. Slovenská hudobná moderna. Bratislava: Obzor, 1983.

ELSCHEK, O. (ed.). Dejiny slovenskej hudby. Bratislava: Ústav hudobnej vedy SAV – ASCO, 1996. ISBN 80-88820-04-9.

HRUŠOVSKÝ, I. Slovenská hudba v profiloch a rozboroch. Bratislava: ŠHV, 1964.

JURÍK, M. – ZAGAR M.. 100 slovenských skladateľov. Bratislava: Národné hudobné centrum, 1998. ISBN 80-967799-6-6.

CHALUPKA, Ľ. Slovenská hudobná avantgarda. Bratislava: Univerzita Komenského, Filozofická fakulta, Katedra hudobnej vedy, 2011. ISBN 80-223-3115-9.

Recommended readings:

CHALUPKA, Ľ. Cestami k tvorivej profesionalite. Sprievodca slovenskou hudbou 20.

storočia I (1901 – 1950). Bratislava : Univerzita Komenského, Filozofická fakulta, 2015. ISBN 978-80-8127-091-8.

KAČIC, L. Dejiny hudby III. Barok. Bratislava: Ikar, 2008. ISBN 978-80-551-1510-8.

LENGOVÁ, J. Antológia klavírnej hudby na Slovensku (1830 – 1918. Pramenná edícia s úvodnou štúdiou. Bratislava: Ústav hudobnej vedy SAV, 2015. ISBN 978-80-89135-35-6.

MÚDRA, D. Dejiny hudobnej kultúry na Slovensku II. Klasicizmus. Bratislava: Vydavateľstvo Slovenského hudobného fondu, 1993. ISBN 80-966995-3-9.

MÚDRA, D. Hudobný klasicizmus na Slovensku v dobových dokumentoch. Bratislava: Ister Science, 1996. ISBN 80-88683-15-7.

RUŠČIN, P. Cantus Catholici a tradícia duchovného spevu na Slovensku. Bratislava: Ústav hudobnej vedy SAV, 2012. ISBN 978-80-89135-29-5.

RYBARIČ, R. Dejiny hudobnej kultúry na Slovensku I. Stredovek, renesancia, barok. Bratislava: Opus, 1984.  
 VESELOVSKÁ, E. – ADAMKO, R. – BEDNÁRIKOVÁ, J. Stredoveké pramene cirkevnej hudby na Slovensku. Bratislava: Slovenská muzikologická spoločnosť – Ústav hudobnej vedy SAV, 2017. ISBN 978-80-89135-38-7.  
 ZAVARSKÝ, E. Ján Levoslav Bella. Život a dielo. Bratislava: SAV, 1955.  
 Studies and articles published in the periodicals Musical Life, Slovak Music, Musicologica Slovaca, Musicologica Istropolitana.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 2

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:**

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde014/22	<b>Course title:</b> Seminar on General History I.
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Two hours seminar/week, 22 hours total per semester, combined; (primarily full-time); 2S (2 credits): 11 x 2 hours of direct instruction = 22 hours; 19 hours of preparation for the midterm evaluation + 19 hours of preparation for the seminar paper; 60 hours of student work in total; discussion of the topic; problem-solving exercises; e-learning; small group work, didactic games.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100 % of continuous assessment. The student will hand in the seminar paper in the examination period, from which he/she can obtain 70% of the total grade. During the semester, he/she also presents a selected topic (30% of the total grade), on which he/she is continuously working, in front of his/her classmates and the lecturer. He/she will provoke a discussion and prepare a didactic game. A final grade of A requires a score of at least 91%, a grade of B requires a score of at least 81%, a grade of C requires a score of at least 73%, a grade of D requires a score of at least 66%, and a grade of E requires a score of at least 60%. A minimum of 60% of the marks must be obtained to pass the course. The grade is awarded on a scale: A (100-91%, excellent - outstanding results, the student is familiar with the subject matter, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is knowledgeable about the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can orient himself/herself in the problem only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, does not demonstrate the ability to think critically)	



**Learning outcomes:**

In the course, the student will thoroughly master the methods of working with contemporary historical sources from the history of antiquity in the years 2000 BC - 476 AD. and their possible use in the pedagogical process at primary or secondary school. The student will be able to deal professionally with written historical sources of different natures (epics, scribes, contemporary historiographical writings, etc.) and will deepen his/her knowledge by analysing contemporary historical sources. They will be able to evaluate the meaning of sources, interpret them and compare them with other sources. In addition, they will learn to think critically, argue more independently and discuss issues.

**Class syllabus:**

Kurz sa zameriava na prehĺbenie poznania a dôkladnejšie poznanie pramennej bázy starovekých dejín. Študent/-ka sa oboznámi s vývojom v období staroveku prostredníctvom analýzy historických prameňov. Študent/-ka ako budúci pedagóg/-ička tak získa schopnosť sprostredkovať nadobudnuté vedomosti žiakom. Kurz sa sústreďí na tieto ťažiskové témy:

- epos o Gilgamešovi
- Chammurapiho zákonník
- Chetitský zákonník
- Starogrécke báje
- Gortýnske zákony
- Ilias a Odysea
- Herodotove dejiny
- Zákony XII tabúl
- Zápisky o vojne v Galii
- a i.

**Recommended literature:**

VALACHOVIČ, P.: Zákonníky starovekých národov. Bratislava : Univerzita Komenského v Bratislave, 2003, 50 p.

PETIŠKA, E.: Staré grécke báje a povesti. Praha : Ottovo nakladatelství, 2010, 191 p.

PROSECKÝ, J.: Epos o Gilgamešovi. Praha : Nakladatelství Lidové noviny, 2019, 448 p.

HOMÉR: Ilias a Odysea. Praha : Leda, 2021, 440 + 552 p.

HÉRODOTOS: Dejiny. Praha : Academia, 2004, 552 p.

CAESAR, G. I.: Zápisky o vojne v Galii. Bratislava : Vydavateľstvo Spolku slovenských spisovateľov, 2008, 208 p.

Audiovisual sources, documentary films.

**Languages necessary to complete the course:**

Slovak language

**Notes:****Past grade distribution**

Total number of evaluated students: 295

A	ABS	B	C	D	E	FX
38,64	0,0	34,92	15,93	3,39	1,36	5,76

**Lecturers:** Mgr. Pavol Makyna, PhD.

**Last change:** 31.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde017/22	<b>Course title:</b> Seminar on General History II.
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours seminar /week, total per semester 22 hours, combined form; (primarily full-time). Student workload: 2S (2 credits): 11 x 2 hours of direct instruction = 22 hours; 3 hours of preparation for a paper; 20 hours preparation of a seminar paper; 15 hours preparation of individual assignments for each hour. Total 60 hours of student work. Learning methods: problem-solving; analysis of medieval sources; discussion of the subject; e-learning, heuristic method, work with text; guided discussion.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100 % of the continuous assessment. In each seminar, students are assigned different assignments. Medieval sources will be read and interpreted. For example, the Chronicle of the Franks, Gregory of Tours, and Einhard's Vita Caroli Magni (Biography of Charlemagne). In addition to various sub-assignments, the most important output will be the students' term papers. At the beginning of the semester, each student will choose the topic of his/her seminar paper. From the fifth two-hour period, students will gradually present the topics of their seminar papers in the form of papers. The papers will be verbally evaluated not only by the teacher but also by other students in discussion. Then the student will complete the seminar paper, which must be a minimum of 15 pages. It must include notes and a list of references used and sources. A minimum of 91 points is required for a final grade of A. a minimum of 81 points for a B grade, a minimum of 73 points for a C grade, and a minimum of 73 points for a grade D, at least 66 points and for grade E at least 60 points. No credits will be awarded to students who obtain less than 15 points in any of the four written examinations. For passing the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - excellent results, the student is knowledgeable and proficient in the subject matter and demonstrates a creative approach and the ability to think critically. The student is able to acquire information actively and creatively apply it in solving problem tasks, actively expands his/her knowledge and critically reviews it and considers the appropriateness of its application for pedagogical and history practice. He/she has prepared the seminar work at an excellent level), B (90-81%, very good - above average standard. The student is oriented in the issue, knows it, and can independently solve professional tasks. His/her seminar paper is written at a very good level).	

<p>C (80-73%, good - normal reliable work, the student is safe in reproducing the acquired knowledge, however, he/she applies and synthesises the acquired knowledge only with difficulty. His/her term paper is written at a reasonable level).</p> <p>D (72-66%, satisfactory - acceptable results, the student can orientate himself in the problem only at a basic level, his knowledge is fragmental, he does not demonstrate the ability to think critically, and he cannot apply the acquired knowledge in practice.</p> <p>E (65-60%, satisfactory - the results meet the minimum criteria, the student can orient himself/herself to the problem only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice. His/her seminar work meets only the minimum criteria.</p> <p>Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically. His/her seminar work is not at the required level).</p>
<p><b>Learning outcomes:</b></p> <p>The student will be able to work with medieval written sources such as chronicles, annals, documents, charters, etc. The student can analyse them. In the seminar, these sources will not only be read but also interpreted. The information from the sources will also be confronted with the data in the professional literature and discussed. Students will also be introduced to working with editions of sources and with medievalist specialist literature.</p>
<p><b>Class syllabus:</b></p> <p>Familiarisation with the focus of the seminar. Students will be asked to think about the topics of their seminar papers. At each subsequent seminar, two students will inform the topics of their seminar papers.</p> <ul style="list-style-type: none"> <li>- Working with medieval chronicles. Gregory of Tours: <i>Historia Francorum</i>.</li> <li>- Readings from the Chronicle of Gregory of Tours - Book 2 - from the accession of Chlodovicus I.</li> <li>- Interpretation of the information obtained from the Chronicle of Gregory of Tours.</li> <li>- Einhard: <i>Vita Caroli Magni</i>. Interpretation of the biography of Charlemagne.</li> <li>- Work with medievalist literature.</li> <li>- Working with editions of sources.</li> <li>- Marco Polo's travelogue <i>The Million</i>. Interpretation.</li> <li>- Medieval documents.</li> <li>- Electronic medievalist information resources.</li> <li>- Colloquium term papers.</li> </ul>
<p><b>Recommended literature:</b></p> <p>EINHARDUS: ... a neuniknout budoucímu věku. <i>Vita Caroli Magni</i>. Praha: Set Out, 1999.</p> <p>GREGOR Z TOURS: O boji králů a údělu spravedlivých. Praha: Odeon, 1986.</p> <p>KAMENICKÝ, M. a kol.: Lexikón svetových dejín. Bratislava : SPN, 1997 (1. vydanie), 2001 (2. vydanie), 2003 (3. vydanie).</p> <p>MÚČSKA, V. a kol.: Dejiny európskeho stredoveku I. Raný stredovek (od 5. storočia do polovice 11. storočia). Prešov: Vydavateľstvo Michala Vaška, 2006.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak and Czech languages</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 254						
A	ABS	B	C	D	E	FX
36,22	0,0	36,22	13,78	3,54	3,15	7,09
<b>Lecturers:</b> doc. PhDr. Miroslav Kamenický, CSc., Mgr. Lucia Barbara Nagy Izsóf						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde021/22	<b>Course title:</b> Seminar on General History III.
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours seminar /week, a total of 22 hours per semester, combined form; (primarily full-time) Student workload: 2S (2 credits): 11x 2 hours of direct teaching # 22 hours; 20 hours preparation for mid-term evaluation; 18 hours preparation for seminar paper presentation. Total 60 hours of student work. Learning methods: lecture, discussion of the topic covered; situation analysis method; problem-solving tasks; e-learning.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the intermediate assessment. The seminar work will be presented during the lecture period at the colloquium in the form of a paper and then handed in writing. The professional quality of the seminar paper will be evaluated, and the student may receive 70 points, representing 70% of the total grade. 30 points may be awarded for presenting the topic and generating discussion. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, you must obtain a minimum of 60% of the marks. The rating is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is familiar with the issues, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice),	

Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).

**Learning outcomes:**

The seminar aims to learn the methods of working with historical sources from the general history of the early modern period (16th to 18th centuries). Based on the acquired knowledge, students will be able to deal professionally with contemporary sources of different natures and deepen their understanding through their analysis. They will become familiar with and be able to navigate the complex history of the early modern period. They will be able to evaluate the significance of individual historical events, interpret and compare them, and confront them with specialised literature. Particular emphasis is placed on the acquisition of critical thinking and professional argumentation. Adequate attention will be paid to the mutual discussion of selected issues and their contribution to contemporary knowledge.

**Class syllabus:**

- Work with modern historical sources and the methodology of their research.
- Editions of modern historical documents.
- Humanism and Renaissance in the light of sources.
- Sources to the discovery of America, the origins of colonisation and the defense of the rights of the natives.
- Analysis of sources on the history of the Reformation in the German lands. Martin Luther.
- Sources on the Reformation in other countries. Calvinists and Anglicans.
- The Thirty Years' War (1618–1648) in the light of historical sources.
- Characteristics of absolutism in the light of historical sources.
- Analysis of sources on the history of France in the early modern period.
- Sources on the history of Russia in the early modern period and their interpretation.
- Sources on the American Revolution (1765–1783).
- Colloquium of seminar papers 1.
- Colloquium of seminar papers 2.

**Recommended literature:**

Relevant literature:

NEMEŠ, J.: Z prameňov dejín raného novoveku. Učebné texty k 16. a 17. storočiu.

Ružomberok : Verbum, 2012.

KAMENICKÝ, M. Et al.: Lexikón svetových dejín. Bratislava : SPN, 1997, 2001, 2003.

KINDER, H. – HILGEMANN, W.: Encyklopedický atlas svetových dejín. Praha : Lidové noviny, 1999.

Recommended literature:

NEMEŠ, J. – ĎURČO, M.: Kauza Martina Luthera (1520 – 1521). In: Kultúrne dejiny / Cultural History, 2017, vol. 8, n. 2, pp. 240 – 286.

HAMILTON, A. et al.: Listy federalistov. Bratislava : Kalligram, 2002.

KOHÚTOVÁ, M.: Vybrané kapitoly z dejín novoveku. Trnava : FF TrU, 2008.

ŠTĚPÁNEK, K.: Obecné dějiny novověku I. (16. století). Brno : Masarykova univerzita, Pedagogická fakulta, 2018.

ŠTĚPÁNEK, K. – VACULÍK, J. Obecné dějiny novověku II.-III. (17. a 18. století). Brno : Masarykova univerzita, 2017.

Domestic and foreign professional journals.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 164						
A	ABS	B	C	D	E	FX
50,0	0,0	24,39	11,59	3,66	6,71	3,66
<b>Lecturers:</b> doc. Mgr. Jaroslav Nemeš, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde023/22	<b>Course title:</b> Seminar on General History IV.
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week, 22 hours total per semester, combined form; (primarily in person) Student workload: 2S (2 credits): 11 x 2 hours of direct instruction = 22 hours; 3 hours preparation for the paper; 10 hours preparing a review; 15 hours preparing individual assignments for each class; 50 hours of student work in total. Educational methods: problem-solving exercises; discussion of the subject; e-learning; heuristic method, work with text, didactic games (make-up games, quizzes, blind maps), application of theoretical knowledge to practical examples	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100 % of the interim evaluation. At the end of the semester, the student will submit a review of the selected scientific publication. The student will prepare and present a paper on the chosen topic during the semester. The student will prepare individual working materials for each class. The student's active participation in each class is required to complete the course successfully. The rating is awarded on a scale: A (excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (very good - above average standard, the student is knowledgeable about the subject matter, but critical thinking is borderline), C (good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).	



**Learning outcomes:**

The student acquires the necessary knowledge and understanding of political, economic and social developments of the European and non-European world between 1789 and 1914. The student should be able to navigate the fundamental issues of general modern history after successfully completing it. The course is intended to introduce students to general history from the late 18th century, from the Great French Revolution of 1789-1799, to the beginning of World War I. War, to provide a plastic picture of the transformation of the society during the long 19th century. Student Gain in-depth knowledge and understanding of the modern period in world history. Student Gain the communication skills necessary to present his/her work results. The history of The 19th century is given special emphasis in the study of history because it is in this period that the social phenomena and processes have directly influenced the development of society up to the present times. The student will learn to work with sources on the general history between 1789 and 1914, learn how to analyse and interpret historical sources and reconstruct based on these historical events.

**Class syllabus:**

The course focuses on working with sources on the history of the Long 19th century. The course will concentrate on the following focal topics:

The Enlightenment

The Industrial Revolution

The Great French Revolution

The Napoleonic period in France and Europe, the Congress of Vienna

The European system 1815-1848 and its defence

Revolutionary events in Europe in the 1820s, 1830s and 1848-1849

The emergence of nation-states (Italy and Germany)

Great Britain and France in the 19th century

Currents of thought and political trends in the 19th century

The USA in the 19th century, the Civil War

Russian Empire to World War I

Eastern Question to World War I

Fundamental trends in the development of European colonialism in the 19th century

Europe on the road to the First World War

**Recommended literature:**

Source editions (correspondence) and contemporary press will be assigned in individual classes.

Myška, M. – Zářický, A.: Prameny k hospodářským a sociálním dějinám novověku. I. a II. Ostrava 2008, 2010.

MEJDŘICKÁ, Květa: Listy ze stromu svobody. Praha 1989.

TINKOVÁ, Daniela: Zrození občana. Praha 2015

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:****Past grade distribution**

Total number of evaluated students: 151

A	ABS	B	C	D	E	FX
53,64	0,0	29,8	9,27	1,99	1,99	3,31

**Lecturers:** Mgr. Miriam Viršínská, PhD.

**Last change:** 31.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde026/22	<b>Course title:</b> Seminar on General History V.
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours seminar/week, total per semester 22 hours, attendance method 2S (2 credits): 11x 2 hours of direct teaching = 22 hours; 38 hours of preparing for continuous assessment and seminar work. A total of 60 hours of student work. moderated discussion on the subject; ongoing individual and team solutions to partial seminar topics, ongoing outputs in the form of presentations and simulation procedures for solving model situations	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the interim assessment. The seminar paper will be delivered during the examination period. At least 91 points are required to obtain a final grade of A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. To successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is awarded on a scale: A (100-91%, excellent – excellent, outstanding results, the student fully orients himself in the issues of individual topics while argumentatively and confidently synthesising his knowledge and conclusions from model situations so that their application can be considered generally usable and demonstrable), B (90-81%, very good - above average standard, the student demonstrates that he is fully oriented in the issues of all partial topics, his solution of model situations shows certain non-negligible limits), C (80-73%, good – normal reliable work, the student moves safely in the area of reproducing the information obtained, but only with difficulties applies and synthesises the acquired knowledge when solving model situations), D (72-66%, satisfactory - acceptable results, the student is oriented only on the fundamental causal issue of the influence of ideological doctrines on individual spheres of the political, economic and social life of modern societies, does not demonstrate the ability to apply the acquired knowledge convincingly enough), E (65-60%, sufficient - the results meet the minimum criteria, the student navigates the issue of the influence of ideological doctrines on the daily life of modern societies only with great difficulty and rigidly, so he cannot present separate clear conclusions for practice),	

Fx (59-0%, insufficient – additional work is required, the student does not know how to navigate the issue, does not master the most basic knowledge, and does not demonstrate the ability to think critically

**Learning outcomes:**

The course aims to develop and deepen the information about the important trends of modern history obtained at the lectures by learning the contradictory optics used by (contemporary and from the relevant time) mutually competing ideologies when evaluating these trends. The graduate can recognise their essential criteria in their evaluation of the past and present. By analysing their respective signs (manifestations), he can independently characterise and evaluate them. In this way, he is prepared for a possible future confrontation between his and the student's attitudes, i.e., for his pedagogical work in the diverse student body of contemporary Slovak society by developing communication skills.

**Class syllabus:**

Moderated discussion analyses of ideologies and political doctrines that arose and developed during the so-called modern history; analysis of the modifications of these doctrines on specific historical material and with the help of essential theoretical works on the relevant problem:

- „culture - science - ideology": defining ideological currents of the 19th and 20th centuries, their mutual connection, continuity and modifications
- "fraternity - equality - liberty": contradictory principles of the French (and American) revolution
- liberalism in the 19th and liberalism in the 20th century - similarities and changes
- radical social ideologies in the 19th century and their prominent representatives
- social ideologies in the 20th century and the reality of their implementation
- conservatism in the 19th and conservatism in the 20th century
- great churches in modern history: the secularisation of life in the 19th and 20th Centuries and the role of science
- totalitarian ideologies in the 20th Century and their influence

**Recommended literature:**

AMSTRONG, K.: Islam. Bratislava : Slovart, 2002.  
AMSTRONG, K.: Dějiny Boha. Praha: Argo 1996.  
BRAUDEL, F.: Dynamika kapitalismu. Praha : Argo, 1999.  
DAHRENDORF, R.: Moderný sociálny konflikt. Bratislava : Archa, 1991.  
DAWSON, Ch.: Porozumět Evropě. Praha: Zvon, 1995.  
FURET, F.: Promýšlet Francouzskou revoluci. Praha : Atlantis, 2003.  
FUKUYAMA, F.: Konec dějin a poslední člověk. Praha : Rybka Publishers, 2002.  
HUTTINGTON, S. P.: Sřet civilizací. Praha : Rybka Publishers, 2001.  
NOLTE, E. – FURET, F.: Konfrontácia názorov. Bratislava : Agora, 2001.  
GUARDINI, R.: Konec novověku. Praha : Vyšehrad, 1992.  
NOVAK, M.: Filozofia slobody. Bratislava : Charis, 1996.

**Languages necessary to complete the course:**

Slovak language, Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 25

A	ABS	B	C	D	E	FX
52,0	0,0	40,0	8,0	0,0	0,0	0,0

<b>Lecturers:</b> PhDr. Mária Tonková, CSc.
<b>Last change:</b> 31.10.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde016/22	<b>Course title:</b> Seminar on History of Slovakia I.
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours seminar /week, a total of 22 hours per semester, combined form; (primarily full-time) Student workload: 2S (2 credits): 11x 2 hours of direct teaching # 22 hours; 20 hours preparation for mid-term evaluation; 18 hours preparation for seminar paper presentation. Total 60 hours of student work. Learning methods: lecture, discussion of the topic covered; situation analysis method; problem-solving tasks; e-learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the intermediate assessment. The seminar work will be presented during the lecture period at the colloquium in the form of a paper and then handed in writing. The professional quality of the seminar paper will be evaluated, and the student may receive 70 points, representing 70% of the total grade. 30 points may be awarded for presenting the topic and generating discussion. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, you must obtain a minimum of 60% of the marks. The rating is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is familiar with the issues, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice),	

Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).

**Learning outcomes:**

The seminar aims to learn the methods of working with historical sources on the history of Slovakia in the Middle Ages (until 1526). Based on the acquired knowledge, students will be able to professionally handle contemporary sources of various natures (documents, legends, chronicles, annals, etc.) and deepen their understanding through their analysis. They will become familiar with and be able to navigate the complex history of the Middle Ages. They will be able to evaluate the significance of individual historical events, interpret and compare them, and confront them with specialised literature. Particular emphasis is placed on the acquisition of critical thinking and professional argumentation. Adequate attention will be paid to the mutual discussion of the problems of Slovakia in the medieval period.

**Class syllabus:**

- Chronology of the development of the Middle Ages in Slovakia.
- The question of the origin of the Slavs and their occurrence on our territory.
- The Empire of Samo. The Principality of Nitra.
- Great Moravia. Personalities of Great Moravia. The Byzantine mission.
- The question of the demise of Great Moravia and the establishment of the Kingdom of Hungary.
- Hungary (especially today's Slovakia) during the reign of the Árpád dynasty.
- Hungary (especially today's Slovakia) during the reign of the Anjou dynasty.
- Louis I, the ideal of a knight king.
- Sigismund of Luxembourg and Matthias Corvinus on the Hungarian throne.
- The Jagiellonian dynasty and the Battle of Mohács.
- Medieval culture in Hungary (especially in today's Slovakia).
- Colloquium of seminar papers 1.
- Colloquium of seminar papers 2.

**Recommended literature:**

Relevant literature:

MARSINA, R. (ed.): V kráľovstve svätého Štefana. Vznik uhorského štátu a čas arpádovských kráľov. Pramene k dejinám Slovenska a Slovákov III. Bratislava : LIC, 2003.

BREZOVÁKOVÁ, B. – LUKAČKA, J. – SEDLÁK, V. – SOPKO, J. (eds.): Pod vládou anjouovských kráľov. Pramene k dejinám Slovenska a Slovákov IV. Bratislava : LIC, 2002.

BARTL, J. – DVOŘÁKOVÁ, D. – LUKAČKA, J. – Sopko, J. (eds.): Prvý cisár na uhorskom tróne. Slovensko v čase polstoročnej vlády uhorského, českého, lombardského a nemeckého kráľa a rímskeho cisára Žigmunda Luxemburského, syna Karola IV. Pramene k dejinám Slovenska a Slovákov V. Bratislava : LIC, 2001.

Recommended literature:

NEMEŠ, J. (ed.): Lampert z Hersfeldu: Veľké nemecké putovanie do Jeruzalema v rokoch 1064 – 1065. In: Kultúrne dejiny / Cultural History, 2014, vol. 5, n. 2, pp. 238 – 251.

ČAPLOVIČ, D. et al: Dokumenty slovenskej národnej identity a štátnosti I. Bratislava : LIC, 1998.

RATKOŠ, P. (ed.): Pramene k dejinám Veľkej Moravy. Bratislava : Vydavateľstvo SAV, 1968.

MARSINA, R. – STEINHUBEL, J. – LUKAČKA, J. – PAULINY, J. (eds.): Slovensko očami cudzincov. Vzácné správy o histórii nášho územia od 6. do 10. storočia, tak ako sa javia v písomnostiach prevažne cudzieho pôvodu. Pramene k dejinám Slovenska a Slovákov II. Bratislava : LIC, 1999.

LUKAČKA, J. – SEGEŠ, V. – FRIMMOVÁ, E. – SKLADANÝ, M. – HRNČIAROVÁ, D. – ŠTEFÁNIK, M. (eds.): Pod osmanskou hrozbou. Osudy Slovenska od Albrechta Habsburského

do tragickej bitky pri Moháči v roku 1526 s prihliadnutím na začiatky renesancie v čase vlády Mateja Korvína. Pramene k dejinám Slovenska a Slovákov VI. Budmerice : Rak 2005.  
 SOPKO, J. (ed.): Kroniky stredovekého Slovenska. Budmerice: Rak, 1995.  
 MARSINA, R. (ed.): Legendy stredovekého Slovenska. Budmerice : Rak, 1997.  
 MÚČSKA, V. (ed.): Kronika anonymného notára kráľa Bela. Budmerice : Rak, 2000.  
 MARSINA, R., MAREK, M. (eds.): Tatársky vpád. Budmerice : Rak, 2008.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 244

A	ABS	B	C	D	E	FX
28,69	0,0	18,44	29,1	7,79	8,2	7,79

**Lecturers:** doc. Mgr. Jaroslav Nemeš, PhD.

**Last change:** 31.10.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde020/22	<b>Course title:</b> Seminar on History of Slovakia II.
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours seminar/week, 22 hours total per semester, combined form; (primarily in person) Student workload: 11x 2 hours of direct instruction = 22 hours; 8 hours preparation of a report; 20 hours preparation of a seminar paper. Total 50 hours of student work. Educational methods: discussion of the topic; small group work; problem-solving by students, e-learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the intermediate assessment. Seminar paper on a selected topic - processed according to the assignment, which is handed in before the beginning of the examination period. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to students who obtain less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is knowledgeable about the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the issue, has learned, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can orient himself/herself in the problem only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, does not demonstrate the ability to think critically)	

**Learning outcomes:**

Within the course, the student will thoroughly master the methods of working with historical sources from the history of Slovakia in the years 1526 - 1780 and their possible use in the pedagogical process at primary or secondary school. The student will deepen his/her knowledge by analysing contemporary historical sources. The student will be able to evaluate the significance of the sources, interpret them and compare them with other sources. At the same time, the student will broaden his/her perception of history by adding the dimension of everyday life. In addition, they will learn to think critically, argue more independently and debate issues.

**Class syllabus:**

The course focuses on deepening knowledge and a more thorough understanding of the source base of the history of Slovakia from the 16th to the 18th century, as well as the history of everyday life. The student will get acquainted with the history of Slovakia in the modern period through the analysis of historical sources, but also with daily life in that period in the processing of specific topics and their presentations. As a future teacher, the student will thus be able to convey the acquired knowledge to pupils. The course will concentrate on the following main topics:

- principles of working with historical sources of Slovak provenance in the modern period
- analysis of sources on the Battle of Mohács in 1526
- working with sources relating to the first rulers of the Habsburg dynasty
- sources on the history of Ottoman expansion
- sources on the history of Bratislava as a coronation city
- sources on the Estates' uprisings in Hungary and Slovakia
- sources on the history of the development of education
- the Janosik tradition in sources
- Maria Theresa and her son Joseph II in historical sources
- Slovak defence writings in the 18th century (J. B. Magin, S. Timon and others)
- hygiene and health care
- catering
- woman (family and society)
- children (family and school)
- social stratification
- religious question and confessionality
- transport
- literature and theatre

**Recommended literature:**

Dokumenty slovenskej národnej identity a štátnosti I. Bratislava : Národné literárne centrum, 1998.

DUCHOŇOVÁ, D. – LENGYELOVÁ, T.: Hradné kuchyne a šľachtické stravovanie v ranom novoveku. Radosti slávností, strasti každodennosti. Bratislava : Veda, 2016.

LENGYELOVÁ, T.: Život na šľachtickom dvore. Odev, strava, domácnosť, hygiena, voľný čas. Bratislava : Slovart, 2016.

NAGY, László: Odevy a účesy. Dunajská Streda : Lilium Aurum, 2004.

Pramene k dejinám Slovenska a Slovákov VI. Pod osmanskou hrozbou. Osudy Slovenska od Albrechta Habsburského do tragickej bitky pri Moháči. Budmerice : Rak, 2005.

Pramene k dejinám Slovenska a Slovákov VII. Turci v Uhorsku. Budmerice : Rak, 2005.

Pramene k dejinám Slovenska a Slovákov VIII. Nový pohľad na svet. Budmerice : Rak, 2007.

**Languages necessary to complete the course:**

Slovak language

<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 143						
A	ABS	B	C	D	E	FX
37,76	0,0	30,77	13,99	6,99	4,9	5,59
<b>Lecturers:</b> prof. Mgr. Pavol Matula, PhD., Mgr. Ján Jasič						
<b>Last change:</b> 31.10.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde022/22	<b>Course title:</b> Seminar on History of Slovakia III.
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours seminar/week, 22 hours total per semester, combined form; (primarily in person) Student workload: 11x 2 hours of direct instruction = 22 hours; 8 hours preparation of a report; 20 hours preparation of a seminar paper. Total 50 hours of student work. Educational methods: discussion of the topic; small group work; problem-solving by students, e-learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the intermediate assessment. Seminar paper on a selected topic - processing according to the assignment, which is handed in before the beginning of the examination period. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to students who obtain less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is knowledgeable about the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the issue, has learned, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can orient himself/herself in the problem only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, does not demonstrate the ability to think critically)	

**Learning outcomes:**

Within the course, the student will thoroughly master the methods of working with historical sources from the history of Slovakia in the years 1780-1918 and their possible use in the pedagogical process at primary or secondary school. The student will deepen his/her knowledge by analysing contemporary historical sources. The student will be able to evaluate the significance of the sources, interpret them and compare them with other sources. At the same time, the student will broaden his/her perception of history by adding the dimension of everyday life. In addition, they will learn to think critically, argue more independently and debate issues.

**Class syllabus:**

The course focuses on deepening knowledge and a more thorough understanding of the source base of the history of Slovakia from the 18th to the 20th century, as well as the history of everyday life. The student will get acquainted with the history of Slovakia in the modern period through the analysis of historical sources, but also with daily life in that period in the processing of specific topics and their presentations. As a future teacher, the student will thus be able to convey the acquired knowledge to pupils. The course will concentrate on the following main topics:

- sources to the Bernolák's generation
- sources to the Kollár's generation
- sources to the Štúr's generation
- sources to the expeditions of Slovak volunteers
- illustration of neoabsolutism in contemporary sources
- the Memorandum Movement and the Slovak Matica in the sources
- the Slovak national movement and the Austro-Hungarian Compromise
- cooperation between the Slovak, Serbian and Romanian movements at the end of the 19th century
- personalities of the Slovak national movement at the turn of the 19th and 20th centuries
- sources on the First World War
- hygiene and health care
- catering
- woman (family and society)
- children (family and school)
- social stratification
- religious question and confessionality
- transport
- literature and theatre

**Recommended literature:**

Dokumenty slovenskej národnej identity a štátnosti I. Bratislava : Národné literárne centrum, 1998.

LENGYELOVÁ, T.: Život na šľachtickom dvore. Odev, strava, domácnosť, hygiena, voľný čas. Bratislava : Slovart, 2016. Pramene k dejinám Slovenska a Slovákov IX. Na prahu modernej doby. Bratislava : Rak, 2008.

Pramene k dejinám Slovenska a Slovákov X. Od revolúcie 1848 – 1849 k dualistickému Rakúsko-Uhorsku. Bratislava : LIC, 2009.

Pramene k dejinám Slovenska a Slovákov XI. a. Slováci po rakúsko-uhorskom vyrovnaní. Bratislava : LIC, 2012.

Pramene k dejinám Slovenska a Slovákov XI.b. Slováci v prvej svetovej vojne 1914 – 1918. Bratislava : LIC, 2011.

**Languages necessary to complete the course:**

Slovak language

<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 78						
A	ABS	B	C	D	E	FX
58,97	0,0	30,77	5,13	2,56	1,28	1,28
<b>Lecturers:</b> prof. Mgr. Pavol Matula, PhD., Mgr. Ján Jasič						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde025/22	<b>Course title:</b> Seminar on History of Slovakia IV.
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours seminar/week, total per semester 22 hours, combined; (primarily full-time) Student workload: 2S (2 credits): 11x 2 hours of direct instruction = 22 hours; 28 hours seminar paper preparation, 10 hours presentation preparation; Total 60 hours of student work. Learning methods: discussion of the topic; problem-solving exercises, e-learning; small group work	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the intermediate assessment. Seminar work will be handed in during the examination period. It is based on relevant literature (at least ten sources) and possibly archival sources. It contains a didactic-historical dimension. The final grade of A is a minimum of 91 points, a minimum of 81 points for a B grade and a minimum of 81 points for a grade C at least 73 points, grade D at least 66 points and grade E at least 60 points. Credit will not be awarded to a student who fails any of the four written in any of the four written examinations. To pass the course, obtaining a minimum of 60% of the grade is necessary. The grade is awarded on a scale: A (100-91%, excellent - excellent results, the student is familiar with the subject matter, he/she has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is knowledgeable about the subject mastery, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the issue, learns, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his knowledge is fragmental, he does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can orient only with great difficulty, knows only the most basic knowledge, does not demonstrate ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the problem, does not know the most basic knowledge, does not demonstrate the ability to think critically)	

**Learning outcomes:**

During the course, the student will thoroughly master the methods of working with contemporary historical sources from the history of Slovakia in the years 1918 - 1989 and their possible use in the pedagogical process in primary or secondary school. The student will be able to professionally handle historical sources of different natures (written, audio, video) and deepen his knowledge through analysing contemporary historical sources. The student will be able to evaluate the significance of sources, interpret them and compare them with other sources. In addition, they will learn to think, argue and discuss issues more independently.

**Class syllabus:**

The course aims to deepen knowledge thoroughly and to a more profound understanding of the source base of the history of Slovakia in the 20th century. The student will become familiar with the history of Slovakia in the 20th century through analysing historical sources. As a future educator, the student will thus be able to convey the acquired knowledge to the pupils. The course will focus on the following key topics:

- Sources on the founding of the Czechoslovak Republic
- Interwar cultural life in the light of historical documents
- Sources on the personalities of the First Czechoslovak Republic
- Analysis of sources on autonomism and centralism
- The establishment of the Slovak state in the light of sources
- Society in the Slovak state (sources on education, culture and social history)
- Personalities of the Slovak State
- Sources on persecutions (political opponents, Jews, Gypsies)
- Sources on the Second Resistance, searching for connections between foreign and domestic resistance
- The transitional years 1945-1948, in the light of historical sources
- Analysis of sources on the persecutions (political trials, forced collectivisation)
- Socialist society and propaganda
- Sources on 1968
- Analysis of sources on normalisation
- Sources on the Third Resistance
- The events of November 1989, in the light of the sources

**Recommended literature:**

Compulsory readings:

Kol.: Dokumenty slovenskej národnej identity a štátnosti. Zv. 1. – 2. Bratislava : Národné literárne centrum, 1998, 1999.

Recommended readings:

LETZ, R. – VAŠŠ, M. – ROGULOVÁ, J. – PODOLEC, O. (eds.): Pramene k dejinám Slovenska a Slovákov. XII a. Slováci pri budovaní Československej republiky. Bratislava : LIC, 2013.

LETZ, R. – PODOLEC, O. – ROGULOVÁ, J. – VAŠŠ, M. (eds.): Pramene k dejinám Slovenska a Slovákov. XII b. Slováci vo víre tridsiatych rokov. Bratislava : LIC, 2014.

ROGULOVÁ, J. a kol. (eds.): Pramene k dejinám Slovenska a Slovákov. XIII a. Slováci a druhá svetová vojna. Bratislava : LIC, 2015.

BYSTRICKÝ, V. – LETZ, R. – PODOLEC, O. (zost.): Vznik Slovenského štátu. 14. marec 1939. Spomienky aktérov historických udalostí. 1. diel. Bratislava : AEP, 2007.

BYSTRICKÝ, V. – LETZ, R. – PODOLEC, O. (zost.): Vznik Slovenského štátu. 14. marec 1939. Spomienky aktérov historických udalostí. 2. diel. Bratislava : AEP, 2008.

NIŽŇANSKÝ, E. (ed.): Holokaust na Slovensku 1 – 7. Dokumenty. Bratislava, Zvolen : Nadácia M. Šimečku, Židovská náboženská obec, 2001 – 2005.



ROGULOVÁ, J. a kol. (eds.): Pramene k dejinám Slovenska a Slovákov. XIII c. Slováci a nástup socializmu. Bratislava : LIC, 2017. ROGULOVÁ, J. a kol. (eds.): Pramene k dejinám Slovenska a Slovákov. XIII d. Slováci a Československá socialistická republika. Bratislava : LIC, 2018. HLAVOVÁ, V. – ŽATKULIAK, J. (eds.): Pramene k dejinám Slovenska a Slovákov. XIV. Novembrová revolúcia a česko-slovenský rozchod. Bratislava : LIC, 2002. Thematically oriented audiovisual sources, documentary films.						
<b>Languages necessary to complete the course:</b> Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 58						
A	ABS	B	C	D	E	FX
58,62	0,0	15,52	17,24	3,45	3,45	1,72
<b>Lecturers:</b> prof. PhDr. Róbert Letz, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde024/22	<b>Course title:</b> Seminar on the Basics of Modern Didactics of History Teaching
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours seminar/week; 22 hours total per semester, combined; (primarily full-time) Student workload: 2S (2 credits): 11 x 2 hours of direct instruction = 22 hours; 40 hours of seminar paper production; 15 hours of discussion, argumentation, and constructive evaluation of students' interim outcomes. Total 77 hours of student work. Educational methods: instruction; E-U-R (evocation-awareness-reflection); analysis of texts, iconic texts and educational materials; brainstorming; creation of educational aids, e.g. mind maps, construction projects; discussion of the presented seminar work; SWOT analysis	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100 % of the intermediate verbal and scored marks. During the semester, the student analyses and reflects on thematic assignments, solve problems, and regularly presents and verifies the outputs in discussions at individual seminar sessions. The quality of the outcomes is assessed collectively and by applying SWOT analysis. The student's ability to use the E-U-R method, skill, and ability to evaluate, create and apply theoretical, practical, emotional and metacognitive levels of knowledge are included in the interim and overall assessment. The conclusion of the continuous assessment is done transparently by discussing and summarising the scores obtained. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. Credit will not be awarded to students who obtain less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - excellent results, the student has a broad, compact knowledge in the specialised field of the discipline and can apply it in theoretical and practical contexts, is oriented in the current state of knowledge of borderline scientific disciplines, thinks conceptually, can actively acquire information and creatively apply it in solving problem tasks, actively expands his/her knowledge and critically reviews it and considers the suitability of its application for pedagogical and historical practice),	

B (90-81%, very good - above average standard, the student is oriented in the issue, knows it, can independently acquire new knowledge, and solve professional tasks, but his critical, constructive thinking is borderline when analysing and assessing the planes of normative and reflective didactics),

C (80-73%, good - normal reliable work, although the student can orient himself in the problem, independently search and analyse information, can learn, but he cannot think critically and constructively enough, evaluate the issues solved, and apply the acquired knowledge creatively and conceptually in broader theoretical and practical contexts),

D (72-66%, satisfactory - acceptable results, the student is able to orientate himself in the problem at a basic level, his knowledge is fragmented and incomplete, and at a lower level of satisfaction, he also applies transferable knowledge of the field and related disciplines, he shows more severe deficiencies in the area of factual, conceptual, procedural and metacognitive knowledge),

E (65-60%, sufficient - the results meet the minimum criteria, the student is able to orient himself in the problem only with great difficulty, he knows only the most basic knowledge, he does not demonstrate the ability to think critically and does not apply the acquired knowledge in a systematic way to the solution of practical tasks),

Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the problem, does not master the most basic knowledge, does not demonstrate the ability to argue and think critically)

### **Learning outcomes:**

By completing the course, the student will gain an overview of the European dimension of the modernisation of history teaching in Slovakia and the functionality of the current didactic system of history, and he/she will be able to analyse the partial problems of modern didactics and the results of empirical research in contemporary school practice. He is also oriented in the creation of teaching media and the process of critical assessment and design of educational materials and programmes.

### **Class syllabus:**

Students will become familiar with selected problems of modern didactics of history, identify the requirements for teacher education and gain knowledge about the application of methods and strategies recommended for teaching and learning of pupils in primary and secondary schools. Through the creative activity, they will gain experience and insight into the process of modernising history teaching in educational practice.

The content focus of the course concentrates on the following focal themes and activities:

- Presentation of the understanding and application of key concepts of history didactics: "modern" history didactics, methodology, historical consciousness, historical culture, historical knowledge, historical education, historical awareness, historical memory, functional literacy, functional factuality.
- Provide examples of the 'tense' relationship between historical scholarship and history and forms/ methods of popularising historical knowledge (e.g., the 'public history' method).
- Designing (conceptualising) history as a school subject, visions and perspectives, requirements and recommendations of RE and expert commissions for teaching history in the 21st century, updating the selection of history curriculum in the educational field: Human and society - critical analysis and evaluation of educational programmes and recommendations, making own proposals on the topic.
- Guided discussion (or panel discussion) on the functioning didactic system of history education.
- Creation of examples on applying the 3 essential functions of history.
- Apply the "operationalisation" of goals and objectives within an arbitrary selection of history curriculum. What is the theory, and what is the practice?
- Analyse the results of selected empirical research on the state of school history practice.

- Discussion and briefing on the topic: why pay attention to the function of "neurodidactics" in the educational process? What types of tasks and techniques to select in this context for pupils in the teaching and learning process?
- Recognising the practical applicability of the structural elements of the textbook within the classroom.
- Brainstorming the usefulness and application of resources for the implementation of history in a more entertaining way (didactic games, comics, cartoons, collages, graphic diagrams, etc.).

### **Recommended literature:**

Required reading:

BOCKOVÁ, A.: Dejepisné vzdelávanie je hodnototvorný proces. In: Vita historiae dedicata, Bratislava : Univerzita Komenského, 2018.

BOCKOVÁ, A.: Projektová činnosť. Metodika stáže. Bratislava : Univerzita Komenského, 2020.

ČAPEK, R.: Líný učiteľ – Jak učit dobře a efektivně. Bratislava : Raabe, 2018.

PETTY, G.: Moderní vyučování. Praha: Portál, 1996.

STRADLING, R.: Vyučovanie európskej histórie dvadsiateho storočia. Bratislava : Metocké centrum mesta Bratislavy, 2002.

Recommended reading:

BAUMANN, E.: Hra vo výučbe – výučba hrou (ukážka možnosti využitia spoločenskej hry pri výučbe z dejín Strednej Európy na príklade praxe). In: Verbum historiae 2/2020.

BOCKOVÁ, A.: Empirický prieskum. Metodika stáže. Bratislava : Univerzita Komenského, 2021.

BURIAN, V.: Trendy, ktoré možno zatrasú školami. In: Dobrá škola, roč. 7, 2015, č. 3.

DENDYS, I.: Didaktické hry a herné princípy vo výučbe dejepisu. In : Duchoňová, J.-Hošová, D.-Koleňáková, R.Š. (eds.): Inovatívne trendy v odborových didaktikách. Prepojenie teórie a praxe výučbových stratégií kritického a tvorivého myslenia. Nitra : Univerzita Konštantína Filozofa, 2019.

HAŠKOVÁ, A.: Učiteľ ako aktér inovácií. In: Duchoňová, J.-Hošová, D.-Koleňáková, R.Š. (eds.): Inovatívne trendy v odborových didaktikách. Prepojenie teórie a praxe výučbových stratégií kritického a tvorivého myslenia. Nitra : Univerzita Konštantína Filozofa, 2019

KMEŤ, M.: História a dejepis (Vybrané kapitoly z didaktiky dejepisu). Banská Bystrica : Univerzita Mateja Bela, 2017.

LABISCHOVÁ, D.-GRACOVÁ, B.: Příručka k didaktice dějepisu, Ostrava : Ostravská univerzita v Ostrave, 2010.

TUREK, I.: Klúčové kompetencie. Bratislava : Metodicko-pedagogické centrum v Bratislave, 2003.

Učebnice dejepisu pre základné školy, gymnáziá a stredné školy;

Inovovaný Štátny vzdelávací program pre vzdelávaciu oblasť Človek a spoločnosť - dejepis, dostupný na: [www.statpedu.sk](http://www.statpedu.sk)

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

Slovak and Czech languages

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 165

A	ABS	B	C	D	E	FX
62,42	0,0	27,27	7,88	1,21	0,61	0,61

**Lecturers:** PhDr. Anna Bocková, PhD.

<b>Last change:</b> 10.11.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/B-HISde024/22	<b>Course title:</b> Seminar on the Basics of Modern Didactics of History Teaching
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours seminar/week; 22 hours total per semester, combined; (primarily full-time) Student workload: 2S (2 credits): 11 x 2 hours of direct instruction = 22 hours; 40 hours of seminar paper production; 15 hours of discussion, argumentation, and constructive evaluation of students' interim outcomes. Total 77 hours of student work. Educational methods: instruction; E-U-R (evocation-awareness-reflection); analysis of texts, iconic texts and educational materials; brainstorming; creation of educational aids, e.g. mind maps, construction projects; discussion of the presented seminar work; SWOT analysis	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100 % of the intermediate verbal and scored marks. During the semester, the student analyses and reflects on thematic assignments, solve problems, and regularly presents and verifies the outputs in discussions at individual seminar sessions. The quality of the outcomes is assessed collectively and by applying SWOT analysis. The student's ability to use the E-U-R method, skill, and ability to evaluate, create and apply theoretical, practical, emotional and metacognitive levels of knowledge are included in the interim and overall assessment. The conclusion of the continuous assessment is done transparently by discussing and summarising the scores obtained. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. Credit will not be awarded to students who obtain less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - excellent results, the student has a broad, compact knowledge in the specialised field of the discipline and can apply it in theoretical and practical contexts, is oriented in the current state of knowledge of borderline scientific disciplines, thinks conceptually, can actively acquire information and creatively apply it in solving problem tasks, actively expands his/her knowledge and critically reviews it and considers the suitability of its application for pedagogical and historical practice),	

B (90-81%, very good - above average standard, the student is oriented in the issue, knows it, can independently acquire new knowledge, and solve professional tasks, but his critical, constructive thinking is borderline when analysing and assessing the planes of normative and reflective didactics),

C (80-73%, good - normal reliable work, although the student can orient himself in the problem, independently search and analyse information, can learn, but he cannot think critically and constructively enough, evaluate the issues solved, and apply the acquired knowledge creatively and conceptually in broader theoretical and practical contexts),

D (72-66%, satisfactory - acceptable results, the student is able to orientate himself in the problem at a basic level, his knowledge is fragmented and incomplete, and at a lower level of satisfaction, he also applies transferable knowledge of the field and related disciplines, he shows more severe deficiencies in the area of factual, conceptual, procedural and metacognitive knowledge),

E (65-60%, sufficient - the results meet the minimum criteria, the student is able to orient himself in the problem only with great difficulty, he knows only the most basic knowledge, he does not demonstrate the ability to think critically and does not apply the acquired knowledge in a systematic way to the solution of practical tasks),

Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the problem, does not master the most basic knowledge, does not demonstrate the ability to argue and think critically)

### **Learning outcomes:**

By completing the course, the student will gain an overview of the European dimension of the modernisation of history teaching in Slovakia and the functionality of the current didactic system of history, and he/she will be able to analyse the partial problems of modern didactics and the results of empirical research in contemporary school practice. He is also oriented in the creation of teaching media and the process of critical assessment and design of educational materials and programmes.

### **Class syllabus:**

Students will become familiar with selected problems of modern didactics of history, identify the requirements for teacher education and gain knowledge about the application of methods and strategies recommended for teaching and learning of pupils in primary and secondary schools. Through the creative activity, they will gain experience and insight into the process of modernising history teaching in educational practice.

The content focus of the course concentrates on the following focal themes and activities:

- Presentation of the understanding and application of key concepts of history didactics: "modern" history didactics, methodology, historical consciousness, historical culture, historical knowledge, historical education, historical awareness, historical memory, functional literacy, functional factuality.
- Provide examples of the 'tense' relationship between historical scholarship and history and forms/ methods of popularising historical knowledge (e.g., the 'public history' method).
- Designing (conceptualising) history as a school subject, visions and perspectives, requirements and recommendations of RE and expert commissions for teaching history in the 21st century, updating the selection of history curriculum in the educational field: Human and society - critical analysis and evaluation of educational programmes and recommendations, making own proposals on the topic.
- Guided discussion (or panel discussion) on the functioning didactic system of history education.
- Creation of examples on applying the 3 essential functions of history.
- Apply the "operationalisation" of goals and objectives within an arbitrary selection of history curriculum. What is the theory, and what is the practice?
- Analyse the results of selected empirical research on the state of school history practice.

- Discussion and briefing on the topic: why pay attention to the function of "neurodidactics" in the educational process? What types of tasks and techniques to select in this context for pupils in the teaching and learning process?
- Recognising the practical applicability of the structural elements of the textbook within the classroom.
- Brainstorming the usefulness and application of resources for the implementation of history in a more entertaining way (didactic games, comics, cartoons, collages, graphic diagrams, etc.).

### **Recommended literature:**

#### **Required reading:**

BOCKOVÁ, A.: Dejepisné vzdelávanie je hodnototvorný proces. In: Vita historiae dedicata, Bratislava : Univerzita Komenského, 2018.

BOCKOVÁ, A.: Projektová činnosť. Metodika stáže. Bratislava : Univerzita Komenského, 2020.

ČAPEK, R.: Líný učiteľ – Jak učiť dobre a efektívne. Bratislava : Raabe, 2018.

PETTY, G.: Moderní vyučování. Praha: Portál, 1996.

STRADLING, R.: Vyučovanie európskej histórie dvadsiateho storočia. Bratislava : Metocké centrum mesta Bratislavy, 2002.

#### **Recommended reading:**

BAUMANN, E.: Hra vo výučbe – výučba hrou (ukážka možnosti využitia spoločenskej hry pri výučbe z dejín Strednej Európy na príklade praxe). In: Verbum historiae 2/2020.

BOCKOVÁ, A.: Empirický prieskum. Metodika stáže. Bratislava : Univerzita Komenského, 2021.

BURIAN, V.: Trendy, ktoré možno zatrasú školami. In: Dobrá škola, roč. 7, 2015, č. 3.

DENDYS, I.: Didaktické hry a herné princípy vo výučbe dejepisu. In : Duchoňová, J.-Hošová, D.-Koleňáková, R.Š. (eds.): Inovatívne trendy v odborových didaktikách. Prepojenie teórie a praxe výučbových stratégií kritického a tvorivého myslenia. Nitra : Univerzita Konštantína Filozofa, 2019.

HAŠKOVÁ, A.: Učiteľ ako aktér inovácií. In: Duchoňová, J.-Hošová, D.-Koleňáková, R.Š. (eds.): Inovatívne trendy v odborových didaktikách. Prepojenie teórie a praxe výučbových stratégií kritického a tvorivého myslenia. Nitra : Univerzita Konštantína Filozofa, 2019

KMEŤ, M.: História a dejepis (Vybrané kapitoly z didaktiky dejepisu). Banská Bystrica : Univerzita Mateja Bela, 2017.

LABISCHOVÁ, D.-GRACOVÁ, B.: Příručka k didaktice dějepisu, Ostrava : Ostravská univerzita v Ostrave, 2010.

TUREK, I.: Klúčové kompetencie. Bratislava : Metodicko-pedagogické centrum v Bratislave, 2003.

Učebnice dejepisu pre základné školy, gymnáziá a stredné školy;

Inovovaný Štátny vzdelávací program pre vzdelávaciu oblasť Človek a spoločnosť - dejepis, dostupný na: [www.statpedu.sk](http://www.statpedu.sk)

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

Slovak and Czech languages

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 165

A	ABS	B	C	D	E	FX
62,42	0,0	27,27	7,88	1,21	0,61	0,61

**Lecturers:** PhDr. Anna Bocková, PhD.



<b>Last change:</b> 10.11.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde019/22	<b>Course title:</b> Social psychology for teachers
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KPg/B-VUZde003/22 - Psychology for teachers 1	
<b>Course requirements:</b> Prerequisites: B-VUZde003 Psychology for teachers 1 Prerequisites for successful completion of the course: 100% of the interim assessment. For successful completion of the course it is necessary to obtain at least 60% of the points. Seminar paper (40% of points) - students work in class with pre-prepared record sheets that contain assignments reflecting on a textbook text or a text of research studies focused on the role of the teacher in an interpersonal context. After completing the worksheets, they discuss the authors' responses in small groups with classmates. Students are evaluated at the end of the seminar for the worksheets they have developed and turned in. Test (60% of points) - the test reflects the knowledge acquired from the teacher's brief explanation, which will always take place before working with the record sheets. The test consists of open questions or also questions (A/B/C). The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For an A grade, students need to continuously submit outstanding performance throughout the semester. Record sheets indicate a high ability of students to reflect on social psychology knowledge in dealing with interpersonal situations in the classroom. They also reflect at a high level on their own attitudes, strengths and weaknesses of their own persona in a hypothetical school group interaction. The knowledge demonstrated in the student's test demonstrates their excellent mastery of theoretical introductions to seminars across a variety of social psychology topics. A grade of B means that students performed very well continuously throughout the semester. The record sheets reflect well on social psychology knowledge in dealing with interpersonal situations in the classroom. They also reflect at a very good level on their own attitudes, strengths and weaknesses of their own persona in a hypothetical school group interaction. The knowledge	

demonstrated in the student's test shows a very good mastery of the theoretical introductions to seminars in the vast majority of social psychology topics.

A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but there are also shortcomings in the ability to apply this knowledge. The knowledge demonstrated in the student's test shows a good grasp of the theoretical introductions with few errors.

A grade of D indicates that students underperformed during the semester. The record sheets show little motivation to think critically about different social situations and are filled in as if "just out of obligation". One's own attitudes, strengths and weaknesses of one's own persona in a hypothetical school group interaction are only minimally reflected upon. The knowledge demonstrated in the students' test shows a sufficient mastery of the theoretical introductions to the seminars.

A grade of E indicates that students performed minimally during the semester. The record sheets do not show an ability to think critically about various social situations and are filled out only sternly, which limits the student's ability to engage in quality group discussion. The student's own attitudes, strengths and weaknesses are not reflected in the hypothetical school group interaction. The knowledge demonstrated in the test is minimal.

A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The goal of the Social Psychology for Teachers course is to (1) introduce students to the issues of social dynamics and social group interaction, specifically in the school classroom; (2) help students identify social psychological phenomena and mechanisms in concrete examples from the school setting.

By critically reflecting on interpersonal situations from the school environment, the student deepens and actively thinks about (a) solutions to these situations and (b) the application of social psychology knowledge in practice. The student may also reflect on how he or she would address the social needs of students, using communication or intervention practices in the school classroom to achieve desired student behavior. The primary goal of the course is to supplement the student's ability to plan and design instruction with an awareness of the social aspects of the classroom, but also to deepen the student's self-awareness of his/her own functioning (strengths/weaknesses) in interpersonal model situations.

The student after completing the course:

- Knows the process of social group formation and its dynamics.
- Can explain the relationship between group phenomena and pupil behaviour in the classroom.
- Can apply the knowledge of social psychology to the process of school classroom management.

### **Class syllabus:**

Brief outline of the course:

1. The pupil in the interaction of social environment and education.
2. Social cognition, the process of forming an impression.
3. Social groups, classification of social groups, group development. group dynamics
4. Social role and social status, role identification and role conflict.
5. Process and types of communication. Teacher-pupil communication.
6. Social behaviour in the school classroom. Social interaction in informal groups.
7. Group norms. Leadership and power.

8. Social impact.
9. Aggressiveness, assertiveness, altruism.
10. Social attitudes.
11. Conflicts and possibilities of their resolution.
12. The use of social psychology knowledge in education and training.

**Recommended literature:**

Compulsory reading:

CANGELOSI, J. S. (2006). Strategie řízení třídy. Praha: Portál, 296 s. ISBN 80-7367-118-2

Recommended reading:

FONTANA, D. (2003). Psychologie ve školní praxi. Praha: Portál, 383 s. ISBN 8071786268

GAVORA, P. (2001). Výskum životného príbehu: učiteľka Adamová. Pedagogika, 51(3), 352-368.

KOLLÁRIK, T. (2004). Sociálna psychológia. Bratislava: Univerzita Komenského, 548 s. ISBN 9788022324793

LEMEŠOVÁ, M. (2012). Socializačné aspekty kultúry školy: o pravidlách, hraniciach a problémoch v školskom prostredí. In Lukšík, I. (Eds.). Kultúra škôl a výchovných zariadení. Univerzita Komenského, s. 146-168.

MASARYK, R. (2013). Medzi človekom a ľuďmi: Úvod do sociálnej psychológie. Bratislava: Iris, 202 s. ISBN 9788089238736

PETRÍK, J., & POPPER, M. (2020). Contact Based School Intervention Program: Enhancing Cooperation Intention and Reducing Prejudice toward Roma. Studia Psychologica, 62(3), 232-245.

**Languages necessary to complete the course:**

Slovak, Czech and English

**Notes:**

Notes: students of the psychology teacher education programme (combined) do not enrol in the course

**Past grade distribution**

Total number of evaluated students: 320

A	ABS	B	C	D	E	FX
59,38	0,0	20,31	8,44	3,44	5,31	3,13

**Lecturers:** Mgr. Miroslava Lemešová, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde019/22	<b>Course title:</b> Social psychology for teachers
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KPg/B-VUZde003/22 - Psychology for teachers 1	
<b>Course requirements:</b> Prerequisites: B-VUZde003 Psychology for teachers 1 Prerequisites for successful completion of the course: 100% of the interim assessment. For successful completion of the course it is necessary to obtain at least 60% of the points. Seminar paper (40% of points) - students work in class with pre-prepared record sheets that contain assignments reflecting on a textbook text or a text of research studies focused on the role of the teacher in an interpersonal context. After completing the worksheets, they discuss the authors' responses in small groups with classmates. Students are evaluated at the end of the seminar for the worksheets they have developed and turned in. Test (60% of points) - the test reflects the knowledge acquired from the teacher's brief explanation, which will always take place before working with the record sheets. The test consists of open questions or also questions (A/B/C). The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For an A grade, students need to continuously submit outstanding performance throughout the semester. Record sheets indicate a high ability of students to reflect on social psychology knowledge in dealing with interpersonal situations in the classroom. They also reflect at a high level on their own attitudes, strengths and weaknesses of their own persona in a hypothetical school group interaction. The knowledge demonstrated in the student's test demonstrates their excellent mastery of theoretical introductions to seminars across a variety of social psychology topics. A grade of B means that students performed very well continuously throughout the semester. The record sheets reflect well on social psychology knowledge in dealing with interpersonal situations in the classroom. They also reflect at a very good level on their own attitudes, strengths and weaknesses of their own persona in a hypothetical school group interaction. The knowledge	

demonstrated in the student's test shows a very good mastery of the theoretical introductions to seminars in the vast majority of social psychology topics.

A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but there are also shortcomings in the ability to apply this knowledge. The knowledge demonstrated in the student's test shows a good grasp of the theoretical introductions with few errors.

A grade of D indicates that students underperformed during the semester. The record sheets show little motivation to think critically about different social situations and are filled in as if "just out of obligation". One's own attitudes, strengths and weaknesses of one's own persona in a hypothetical school group interaction are only minimally reflected upon. The knowledge demonstrated in the students' test shows a sufficient mastery of the theoretical introductions to the seminars.

A grade of E indicates that students performed minimally during the semester. The record sheets do not show an ability to think critically about various social situations and are filled out only sternly, which limits the student's ability to engage in quality group discussion. The student's own attitudes, strengths and weaknesses are not reflected in the hypothetical school group interaction. The knowledge demonstrated in the test is minimal.

A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The goal of the Social Psychology for Teachers course is to (1) introduce students to the issues of social dynamics and social group interaction, specifically in the school classroom; (2) help students identify social psychological phenomena and mechanisms in concrete examples from the school setting.

By critically reflecting on interpersonal situations from the school environment, the student deepens and actively thinks about (a) solutions to these situations and (b) the application of social psychology knowledge in practice. The student may also reflect on how he or she would address the social needs of students, using communication or intervention practices in the school classroom to achieve desired student behavior. The primary goal of the course is to supplement the student's ability to plan and design instruction with an awareness of the social aspects of the classroom, but also to deepen the student's self-awareness of his/her own functioning (strengths/weaknesses) in interpersonal model situations.

The student after completing the course:

- Knows the process of social group formation and its dynamics.
- Can explain the relationship between group phenomena and pupil behaviour in the classroom.
- Can apply the knowledge of social psychology to the process of school classroom management.

### **Class syllabus:**

Brief outline of the course:

1. The pupil in the interaction of social environment and education.
2. Social cognition, the process of forming an impression.
3. Social groups, classification of social groups, group development. group dynamics
4. Social role and social status, role identification and role conflict.
5. Process and types of communication. Teacher-pupil communication.
6. Social behaviour in the school classroom. Social interaction in informal groups.
7. Group norms. Leadership and power.

8. Social impact.
9. Aggressiveness, assertiveness, altruism.
10. Social attitudes.
11. Conflicts and possibilities of their resolution.
12. The use of social psychology knowledge in education and training.

**Recommended literature:**

Compulsory reading:

CANGELOSI, J. S. (2006). Strategie řízení třídy. Praha: Portál, 296 s. ISBN 80-7367-118-2

Recommended reading:

FONTANA, D. (2003). Psychologie ve školní praxi. Praha: Portál, 383 s. ISBN 8071786268

GAVORA, P. (2001). Výskum životného príbehu: učiteľka Adamová. Pedagogika, 51(3), 352-368.

KOLLÁRIK, T. (2004). Sociálna psychológia. Bratislava: Univerzita Komenského, 548 s. ISBN 9788022324793

LEMEŠOVÁ, M. (2012). Socializačné aspekty kultúry školy: o pravidlách, hraniciach a problémoch v školskom prostredí. In Lukšík, I. (Eds.). Kultúra škôl a výchovných zariadení. Univerzita Komenského, s. 146-168.

MASARYK, R. (2013). Medzi človekom a ľuďmi: Úvod do sociálnej psychológie. Bratislava: Iris, 202 s. ISBN 9788089238736

PETRÍK, J., & POPPER, M. (2020). Contact Based School Intervention Program: Enhancing Cooperation Intention and Reducing Prejudice toward Roma. Studia Psychologica, 62(3), 232-245.

**Languages necessary to complete the course:**

Slovak, Czech and English

**Notes:**

Notes: students of the psychology teacher education programme (combined) do not enrol in the course

**Past grade distribution**

Total number of evaluated students: 320

A	ABS	B	C	D	E	FX
59,38	0,0	20,31	8,44	3,44	5,31	3,13

**Lecturers:** Mgr. Miroslava Lemešová, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/B-VUZde026/22		<b>Course title:</b> Social skills of teachers training				
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 24s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2., 4., 6.						
<b>Educational level:</b> I.						
<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: 494						
A	ABS	B	C	D	E	FX
91,9	0,0	2,43	0,4	0,4	0,0	4,86
<b>Lecturers:</b> doc. Mgr. Martin Kuruc, PhD., Mgr. Vladimíra Zemančíková, PhD., Mgr. Peter Ostradický, PhD., Mgr. Petra Rapošová, PhD.						
<b>Last change:</b> 22.04.2022						
<b>Approved by:</b>						



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/B-VUZde026/22		<b>Course title:</b> Social skills of teachers training				
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 24s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 1., 3., 5.						
<b>Educational level:</b> I.						
<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: 494						
A	ABS	B	C	D	E	FX
91,9	0,0	2,43	0,4	0,4	0,0	4,86
<b>Lecturers:</b> doc. Mgr. Martin Kuruc, PhD., Mgr. Vladimíra Zemančíková, PhD., Mgr. Peter Ostradický, PhD., Mgr. Petra Rapošová, PhD.						
<b>Last change:</b> 22.04.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde021/22	<b>Course title:</b> Socio-educational training for teachers
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: per level/semester:</b> 24s <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KPg/B-VUZde003/22 - Psychology for teachers 1	
<b>Course requirements:</b> 100% of continuous assessment Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out in an individual or group form in the pre-, during and post-training phase. Before the training, the mid-term evaluation consists of three tasks (reflective essay on expectations related to the self-discovery training = 10%; work with tests and questionnaires = 10%; individual preparation for the role-play = 10%), which are further worked on during the training. In the course of the training, activities and exercises are carried out to facilitate, in particular, a wide range of social-psychological competences: the development of intrapersonal (20%), interpersonal (20%) and social-inclusive competences (20%) of the students (dating activities, role-playing games, cooperative games, trust games, etc.). After the training, the continuous evaluation consists of structured feedback on the events in the training group (10%). The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the course it is necessary to obtain at least 60% of the points. For an A grade, the student is actively involved in individual activities and shows interest and effort to develop his/her competencies, seeks original and creative solutions to the tasks set, reflects on the emerging changes that training brings, shows himself/herself as a full member of the training group and actively expresses his/her own opinion. B grade means that the student is actively involved in individual activities and shows interest and effort to develop his/her competences, to a lesser extent looks for original and creative solutions to the tasks set, reflects the emerging changes that the training brings, but needs more time and space for their verbalization, manifests himself/herself as a full member of the training group and actively expresses his/her own opinion.	

A C grade is awarded if the student is usually actively involved in individual activities, shows interest and effort to develop his/her competences, but only in some topics and areas, makes little use of his/her personality in finding original and creative solutions to the tasks set, reflects to some extent the emerging changes brought by the training, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.

The grade D means that the student is involved to a limited extent in individual activities and shows only sporadic interest and effort to develop his/her competencies, often with external help looking for original and creative solutions to the tasks, cannot adequately reflect the emerging changes that the training brings, is more passive and more like a marginal member of the training group, although he/she actively expresses his/her own opinion.

Grade E is awarded to a student who behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competencies, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes that the training brings, cannot find his/her place in the training group, expresses his/her own opinion sporadically and not always in an appropriate way.

The grade of Fx is given on an exceptional basis, most often due to non-attendance and failure to complete assigned midterm assignments, non-cooperation, refusal to take a stand on required topics and to express one's own opinion.

Scale of assessment (preliminary/final): 100/0

#### **Learning outcomes:**

The aim of the Social Psychological Training for Teachers course is to motivate and develop self-knowledge and self-reflection in teacher education students of different study programmes.

The student after completing the course:

- is aware of the importance of self-knowledge, reflection and personal development in teaching practice,
- can define their strengths and weaknesses as well as challenges and pitfalls in their own self-development,
- can name and identify the most general errors in social perception and apply them to teaching practice,
- identifies with the teacher's role, profession and its specifics,
- Through experiential activities, gain experience of active social and experiential learning.

#### **Class syllabus:**

The course is implemented through experiential activities and exercises aimed mainly at:

1. The sphere of the external world in the process of self-discovery (the individual's membership in various social groups, the teacher's role in the school classroom and the teacher's team).
2. The area of the inner world in the process of self-knowledge (experiencing, thinking, decision-making, the ways in which our emotions or our body affect us, what hidden beliefs influence our thinking, etc.).
3. The area of the transition zone of self-knowledge (behaviour, communication, etc.).
4. Increasing sensitivity to one's own experience and to the experience and emotions of others.
5. Building a positive self-image in the context of pro-teacher identification.

#### **Recommended literature:**

KOMÁRKOVÁ, R. (2001). Aplikovaná sociální psychologie III. Sociálněpsychologický výcvik. Praha: Grada, 224 s. ISBN 8024701804

KOLAŘÍK, M. (2011). Interakční psychologický výcvik. Praha: Grada, 160 s. ISBN 9788024729411

KOLAŘÍK, M. (2013). Interakční psychologický výcvik pro praxi. Praha: Grada, 128 s. ISBN 978-80-247-8602-5

KUNEŠ, D. (2009). Sebepoznání. Praha: Portál, 152 s. ISBN 978-80-7367-541-7  
 LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVÍČOVÁ, K., SABOVÁ, L., SOKOLOVÁ L. (2017). Psychológia zážitkom. Metodická príručka. Bratislava: Univerzita Komenského, 497 s. ISBN 978-80-223-3655-0

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

Students of the study programme Psychology Teaching (combined) do not enrol in the course, the teaching is carried out in a block form.

**Past grade distribution**

Total number of evaluated students: 107

A	ABS	B	C	D	E	FX
92,52	0,0	1,87	0,0	0,0	0,0	5,61

**Lecturers:** Mgr. Miroslava Lemešová, PhD., PaedDr. Anežka Hamranová, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde021/22	<b>Course title:</b> Socio-educational training for teachers
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: per level/semester:</b> 24s <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KPg/B-VUZde003/22 - Psychology for teachers 1	
<b>Course requirements:</b> 100% of continuous assessment Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out in an individual or group form in the pre-, during and post-training phase. Before the training, the mid-term evaluation consists of three tasks (reflective essay on expectations related to the self-discovery training = 10%; work with tests and questionnaires = 10%; individual preparation for the role-play = 10%), which are further worked on during the training. In the course of the training, activities and exercises are carried out to facilitate, in particular, a wide range of social-psychological competences: the development of intrapersonal (20%), interpersonal (20%) and social-inclusive competences (20%) of the students (dating activities, role-playing games, cooperative games, trust games, etc.). After the training, the continuous evaluation consists of structured feedback on the events in the training group (10%). The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the course it is necessary to obtain at least 60% of the points. For an A grade, the student is actively involved in individual activities and shows interest and effort to develop his/her competencies, seeks original and creative solutions to the tasks set, reflects on the emerging changes that training brings, shows himself/herself as a full member of the training group and actively expresses his/her own opinion. B grade means that the student is actively involved in individual activities and shows interest and effort to develop his/her competences, to a lesser extent looks for original and creative solutions to the tasks set, reflects the emerging changes that the training brings, but needs more time and space for their verbalization, manifests himself/herself as a full member of the training group and actively expresses his/her own opinion.	

A C grade is awarded if the student is usually actively involved in individual activities, shows interest and effort to develop his/her competences, but only in some topics and areas, makes little use of his/her personality in finding original and creative solutions to the tasks set, reflects to some extent the emerging changes brought by the training, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.

The grade D means that the student is involved to a limited extent in individual activities and shows only sporadic interest and effort to develop his/her competencies, often with external help looking for original and creative solutions to the tasks, cannot adequately reflect the emerging changes that the training brings, is more passive and more like a marginal member of the training group, although he/she actively expresses his/her own opinion.

Grade E is awarded to a student who behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competencies, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes that the training brings, cannot find his/her place in the training group, expresses his/her own opinion sporadically and not always in an appropriate way.

The grade of Fx is given on an exceptional basis, most often due to non-attendance and failure to complete assigned midterm assignments, non-cooperation, refusal to take a stand on required topics and to express one's own opinion.

Scale of assessment (preliminary/final): 100/0

#### **Learning outcomes:**

The aim of the Social Psychological Training for Teachers course is to motivate and develop self-knowledge and self-reflection in teacher education students of different study programmes.

The student after completing the course:

- is aware of the importance of self-knowledge, reflection and personal development in teaching practice,
- can define their strengths and weaknesses as well as challenges and pitfalls in their own self-development,
- can name and identify the most general errors in social perception and apply them to teaching practice,
- identifies with the teacher's role, profession and its specifics,
- Through experiential activities, gain experience of active social and experiential learning.

#### **Class syllabus:**

The course is implemented through experiential activities and exercises aimed mainly at:

1. The sphere of the external world in the process of self-discovery (the individual's membership in various social groups, the teacher's role in the school classroom and the teacher's team).
2. The area of the inner world in the process of self-knowledge (experiencing, thinking, decision-making, the ways in which our emotions or our body affect us, what hidden beliefs influence our thinking, etc.).
3. The area of the transition zone of self-knowledge (behaviour, communication, etc.).
4. Increasing sensitivity to one's own experience and to the experience and emotions of others.
5. Building a positive self-image in the context of pro-teacher identification.

#### **Recommended literature:**

KOMÁRKOVÁ, R. (2001). Aplikovaná sociální psychologie III. Sociálněpsychologický výcvik. Praha: Grada, 224 s. ISBN 8024701804

KOLAŘÍK, M. (2011). Interakční psychologický výcvik. Praha: Grada, 160 s. ISBN 9788024729411

KOLAŘÍK, M. (2013). Interakční psychologický výcvik pro praxi. Praha: Grada, 128 s. ISBN 978-80-247-8602-5

KUNEŠ, D. (2009). Sebepoznání. Praha: Portál, 152 s. ISBN 978-80-7367-541-7  
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVÍČOVÁ, K., SABOVÁ, L., SOKOLOVÁ L.  
(2017). Psychológia zážitkom. Metodická príručka. Bratislava: Univerzita Komenského, 497 s.  
ISBN978-80-223-3655-0

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

Students of the study programme Psychology Teaching (combined) do not enrol in the course, the teaching is carried out in a block form.

**Past grade distribution**

Total number of evaluated students: 107

A	ABS	B	C	D	E	FX
92,52	0,0	1,87	0,0	0,0	0,0	5,61

**Lecturers:** Mgr. Miroslava Lemešová, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/B-VUZde038/22			<b>Course title:</b> Specialised foreign language			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2., 4., 6.						
<b>Educational level:</b> I.						
<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: 65						
A	ABS	B	C	D	E	FX
80,0	0,0	9,23	1,54	3,08	0,0	6,15
<b>Lecturers:</b> PaedDr. Peter Gergel, PhD., Mgr. Alexandra Lenzi Kučmová, PhD., PhDr. Mária Medveczká, PhD., PhDr. Mojmír Malovecký, PhD.						
<b>Last change:</b>						
<b>Approved by:</b>						



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/B-VUZde038/22			<b>Course title:</b> Specialised foreign language			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 1., 3., 5.						
<b>Educational level:</b> I.						
<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: 65						
A	ABS	B	C	D	E	FX
80,0	0,0	9,23	1,54	3,08	0,0	6,15
<b>Lecturers:</b> PaedDr. Peter Gergel, PhD., Mgr. Alexandra Lenzi Kučmová, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD., PhDr. Mojmír Malovecký, PhD.						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde009/22	<b>Course title:</b> Teaching practice (A)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 1t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student completes an introductory practice seminar with the practice methodologist and a hospitality in a primary or secondary school according to the subject/subject specialization of the practice in the range of 10 - 20 hours. The student will keep a practice portfolio of the hours of hospitalisation, which he/she will submit to the practice methodologist for evaluation in print or electronic form (as agreed with the practice methodologist). The final assessment takes the form of a colloquium. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A - excellent results: the student is able to apply procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The goal of the Teaching Practicum (A) is to initiate the professional vision of male and female student teachers, particularly in terms of descriptive and identification. After completing the course, the student knows and can navigate in school documentation, can process the record of the educational unit hospitalization, can describe educational phenomena (elements of communication in the learning group, individual differences of pupils, phenomena of the dynamics of the learning group), can identify the individual educational goals, methods, forms, principles and content elements of education. The aim of the course is also to observe and analyse the manifestations of the teacher's personality and the classroom environment. The student will be able to distinguish and evaluate the application of positive and negative evaluation in teaching, be able to identify non-standard educational situations and evaluate the effectiveness of their solution.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization - pre-praxis meeting: defining the objectives, methods and focus of the hospitalization.

The implementation phase of hospitalization - own observation of the educational process and processing of the hospitalization portfolio with emphasis on aspects of Communication in education, elements of communication, individual differences of pupils, phenomena of the dynamics of the learning group, educational goals, methods, forms, principles and content elements of education, manifestations of the teacher's personality and the classroom environment, positive and negative evaluations in teaching, non-standard educational situations.

The final phase of the hospitalization - post-hospitalization colloquium: analysis of the practice portfolio, reflection and interpretation of the observed educational phenomena. Familiarisation with the school documentation: state and school curriculum, electronic class book, online student book, Edupage information system. Educational standards, individual education plans, etc.

### **Recommended literature:**

Reference sources:

Compulsory reading:

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7.

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 101 s. ISBN 978-80-7097-904-4.  
 KOSTRUB, D., SEVERINI, E. Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. 2016. Učiteľské praxe – súčasné poznatky a perspektivy. Brno. 2016. Masarykova univerzita. ISBN 978-80-210-8274-8  
 STRAKOŠ, J. 2021. Mimovyučovacie činnosti učiteľa v škole: Metodika stáže A. Bratislava: Univerzita Komenského, 2021. ISBN 978-80-223-5231-4  
 The national curriculum for ISCED 2 and ISCED 3.  
 Pedagogical documentation

**Languages necessary to complete the course:**

slovak language

**Notes:**

The student enrolls in Teaching practice (A) concurrently with the course or after completing the course Theoretical basics of education. Pedagogical Practices are carried out on dates determined by the schedule of the academic year of the Faculty of Arts of Charles University and are preceded by an introductory instructional session with the student's practice methodologist.

**Past grade distribution**

Total number of evaluated students: 1162

A	ABS	B	C	D	E	FX
63,94	0,0	26,51	5,77	0,69	0,69	2,41

**Lecturers:** prof. PhDr. Mária Potočarová, PhD., PaedDr. Lujza Koldeová, PhD., Mgr. Štefánia Ferková, PhD., Mgr. Vladimíra Zemančíková, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde009/22	<b>Course title:</b> Teaching practice (A)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 1t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student completes an introductory practice seminar with the practice methodologist and a hospitality in a primary or secondary school according to the subject/subject specialization of the practice in the range of 10 - 20 hours. The student will keep a practice portfolio of the hours of hospitalisation, which he/she will submit to the practice methodologist for evaluation in print or electronic form (as agreed with the practice methodologist). The final assessment takes the form of a colloquium. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A - excellent results: the student is able to apply procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The goal of the Teaching Practicum (A) is to initiate the professional vision of male and female student teachers, particularly in terms of descriptive and identification. After completing the course, the student knows and can navigate in school documentation, can process the record of the educational unit hospitalization, can describe educational phenomena (elements of communication in the learning group, individual differences of pupils, phenomena of the dynamics of the learning group), can identify the individual educational goals, methods, forms, principles and content elements of education. The aim of the course is also to observe and analyse the manifestations of the teacher's personality and the classroom environment. The student will be able to distinguish and evaluate the application of positive and negative evaluation in teaching, be able to identify non-standard educational situations and evaluate the effectiveness of their solution.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization - pre-praxis meeting: defining the objectives, methods and focus of the hospitalization.

The implementation phase of hospitalization - own observation of the educational process and processing of the hospitalization portfolio with emphasis on aspects of Communication in education, elements of communication, individual differences of pupils, phenomena of the dynamics of the learning group, educational goals, methods, forms, principles and content elements of education, manifestations of the teacher's personality and the classroom environment, positive and negative evaluations in teaching, non-standard educational situations.

The final phase of the hospitalization - post-hospitalization colloquium: analysis of the practice portfolio, reflection and interpretation of the observed educational phenomena. Familiarisation with the school documentation: state and school curriculum, electronic class book, online student book, Edupage information system. Educational standards, individual education plans, etc.

### **Recommended literature:**

Reference sources:

Compulsory reading:

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7.

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 101 s. ISBN 978-80-7097-904-4.  
 KOSTRUB, D., SEVERINI, E. Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. 2016. Učiteľské praxe – súčasné poznatky a perspektivy. Brno. 2016. Masarykova univerzita. ISBN 978-80-210-8274-8  
 STRAKOŠ, J. 2021. Mimovyučovacie činnosti učiteľa v škole: Metodika stáže A. Bratislava: Univerzita Komenského, 2021. ISBN 978-80-223-5231-4  
 The national curriculum for ISCED 2 and ISCED 3.  
 Pedagogical documentation

**Languages necessary to complete the course:**

slovak language

**Notes:**

The student enrolls in Teaching practice (A) concurrently with the course or after completing the course Theoretical basics of education. Pedagogical Practices are carried out on dates determined by the schedule of the academic year of the Faculty of Arts of Charles University and are preceded by an introductory instructional session with the student's practice methodologist.

**Past grade distribution**

Total number of evaluated students: 1162

A	ABS	B	C	D	E	FX
63,94	0,0	26,51	5,77	0,69	0,69	2,41

**Lecturers:** prof. PhDr. Mária Potočarová, PhD., PaedDr. Lujza Koldeová, PhD., Mgr. Štefánia Ferková, PhD., Mgr. Vladimíra Zemančíková, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde010/22	<b>Course title:</b> Teaching practice (B)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 1t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the practice methodologist, and will complete at least 10 hours of hospitalization at a primary or secondary school according to the subject/content specialization. The student will keep a personal portfolio of teaching practice from the hours of hospitalization. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The portfolio is submitted by the student to the Practice Methodologist for evaluation, and at the end of the portfolio the student will attend a colloquium to evaluate and reflect on the teaching practice. For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	



C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning outcomes and transferable competences:

The goal of Teaching Practice B is to initiate students' professional vision at the level of descriptive and identification. After completing the pedagogical practice B, the student knows and can work with pedagogical documentation, can process the record of the teaching unit hospitalization. Identifies the main objectives, methods, forms and phases of the teaching process. Can describe the elements of communication and classroom dynamics.

### **Class syllabus:**

Brief outline of the course:

The aim of teaching practice B is to enable students to observe the teaching process from the perspective of a future teacher. During the practicum, students observe the teaching process of the practicing teachers and, on the basis of theoretical knowledge of general didactics, analyse the teaching process in its entirety and, in the final reflection, formulate a characterisation of the observed teaching, the working atmosphere, evaluate the pedagogical competence of the practicing teachers, point out the positives and negatives, propose their own solutions and describe suggestions for change, and give their own reflections on the profession of teaching, where they are in relation to the observed teaching process.

Preparatory phase for the practice: pre-practicum seminar, definition of requirements for the implementation of the practice, preparation and study of hospitality sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.

The implementation phase of the practice: self-observation of the teaching process, processing of hospitality sheets with emphasis on aspects of objectives, methods, Communication in education, teacher and pupils' activities, identification of teaching phases, cognitive functions, pupils' activity and activation, and a comprehensive record of the teaching process.

Evaluation phase of practice: interpretation of observed educational phenomena, analysis of the hospital portfolio, reflection on the pedagogical practice B.

### **Recommended literature:**

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7.

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 101 s. ISBN 978-80-7097-904-4.

KOMENSKÝ, J. A. (1954). Veľká didaktika. Bratislava: SPN, 272 s. ISBN 9-3264/53

KOSTRUB, D., SEVERINI, E. Portfólio v pedagogickej praxi študenta. In: ŠVEC, V., LOJDOVÁ, K., PRAVDOVÁ, B. 2016. Učiteľské praxe – súčasné poznatky a perspektivy.

Brno: Masarykova univerzita. ISBN 978-80-210-8274-8 <https://munispace.muni.cz/library/catalog/book/829>

KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. (2017). Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov: Rokus. 370 s., ISBN 978-80-8951-061-0

KOSTRUB, D. 2008. Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6

KOSTRUB, D., OSTRADICKÝ, P. (2016). Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MŁODZIEŻY I DOROSŁYCH, 2016, s. 428-438. ISBN 978-83-941235-5-0.

KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. 28 s. ISBN 978-80-210-9581-6 [https://www.phil.muni.cz/do/fi/is/sebehodnotici\\_nastroj/Standard-kvality-profesnich-kompetenci.pdf](https://www.phil.muni.cz/do/fi/is/sebehodnotici_nastroj/Standard-kvality-profesnich-kompetenci.pdf)

STRAKOŠ, J. 2021. Mimovýučovacie činnosti učiteľa v škole: Metodika stáže A. Bratislava: Univerzita Komenského, 2021, 30 s., (1,45 AH), ISBN 978-80-223-5231-4

National curriculum for ISCED 2 and ISCED 3

**Languages necessary to complete the course:**

slovak, english and czech

**Notes:**

The student enrolls in Pedagogical Practice (B) concurrently with the course or after completing the course General Didactics. Pedagogical Practices are carried out on dates determined by the schedule of the academic year of the Faculty of Arts of Charles University and are preceded by an introductory instructional session with the student's practice methodologist.

**Past grade distribution**

Total number of evaluated students: 991

A	ABS	B	C	D	E	FX
52,27	0,0	25,43	13,22	4,74	2,62	1,72

**Lecturers:** prof. PaedDr. Dušan Kostrub, PhD., Ing. Mgr. Jozef Strakoš, PhD., Ing. Eva Tóblová, PhD., Mgr. Peter Ostradický, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde010/22	<b>Course title:</b> Teaching practice (B)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 1t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the practice methodologist, and will complete at least 10 hours of hospitalization at a primary or secondary school according to the subject/content specialization. The student will keep a personal portfolio of teaching practice from the hours of hospitalization. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The portfolio is submitted by the student to the Practice Methodologist for evaluation, and at the end of the portfolio the student will attend a colloquium to evaluate and reflect on the teaching practice. For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning outcomes and transferable competences:

The goal of Teaching Practice B is to initiate students' professional vision at the level of descriptive and identification. After completing the pedagogical practice B, the student knows and can work with pedagogical documentation, can process the record of the teaching unit hospitalization. Identifies the main objectives, methods, forms and phases of the teaching process. Can describe the elements of communication and classroom dynamics.

### **Class syllabus:**

Brief outline of the course:

The aim of teaching practice B is to enable students to observe the teaching process from the perspective of a future teacher. During the practicum, students observe the teaching process of the practicing teachers and, on the basis of theoretical knowledge of general didactics, analyse the teaching process in its entirety and, in the final reflection, formulate a characterisation of the observed teaching, the working atmosphere, evaluate the pedagogical competence of the practicing teachers, point out the positives and negatives, propose their own solutions and describe suggestions for change, and give their own reflections on the profession of teaching, where they are in relation to the observed teaching process.

Preparatory phase for the practice: pre-practicum seminar, definition of requirements for the implementation of the practice, preparation and study of hospitality sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.

The implementation phase of the practice: self-observation of the teaching process, processing of hospitality sheets with emphasis on aspects of objectives, methods, Communication in education, teacher and pupils' activities, identification of teaching phases, cognitive functions, pupils' activity and activation, and a comprehensive record of the teaching process.

Evaluation phase of practice: interpretation of observed educational phenomena, analysis of the hospital portfolio, reflection on the pedagogical practice B.

### **Recommended literature:**

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7.

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 101 s. ISBN 978-80-7097-904-4.

KOMENSKÝ, J. A. (1954). Veľká didaktika. Bratislava: SPN, 272 s. ISBN 9-3264/53

KOSTRUB, D., SEVERINI, E. Portfólio v pedagogickej praxi študenta. In: ŠVEC, V.,

LOJDOVÁ, K., PRAVDOVÁ, B. 2016. Učiteľské praxe – súčasné poznatky a perspektivy.

Brno: Masarykova univerzita. ISBN 978-80-210-8274-8 <https://munispace.muni.cz/library/catalog/book/829>

KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. (2017). Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov: Rokus. 370 s., ISBN 978-80-8951-061-0

KOSTRUB, D. 2008. Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6

KOSTRUB, D., OSTRADICKÝ, P. (2016). Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MŁODZIEŻY I DOROSŁYCH, 2016, s. 428-438. ISBN 978-83-941235-5-0.

KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. 28 s. ISBN 978-80-210-9581-6 [https://www.phil.muni.cz/do/fi/is/sebehodnotici\\_nastroj/Standard-kvality-profesnich-kompetenci.pdf](https://www.phil.muni.cz/do/fi/is/sebehodnotici_nastroj/Standard-kvality-profesnich-kompetenci.pdf)

STRAKOŠ, J. 2021. Mimovýučovacie činnosti učiteľa v škole: Metodika stáže A. Bratislava: Univerzita Komenského, 2021, 30 s., (1,45 AH), ISBN 978-80-223-5231-4

National curriculum for ISCED 2 and ISCED 3

**Languages necessary to complete the course:**

slovak, english and czech

**Notes:**

The student enrolls in Pedagogical Practice (B) concurrently with the course or after completing the course General Didactics. Pedagogical Practices are carried out on dates determined by the schedule of the academic year of the Faculty of Arts of Charles University and are preceded by an introductory instructional session with the student's practice methodologist.

**Past grade distribution**

Total number of evaluated students: 991

A	ABS	B	C	D	E	FX
52,27	0,0	25,43	13,22	4,74	2,62	1,72

**Lecturers:** prof. PaedDr. Dušan Kostrub, PhD., Ing. Mgr. Jozef Strakoš, PhD., Ing. Eva Tóblová, PhD., Mgr. Peter Ostradický, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde001/22	<b>Course title:</b> Theoretical basics of education
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by examination, 50% of the interim and 50% of the final assessment The interim evaluation includes the following: - continuous work during the semester focused on current issues of education, defining educational goals, concretizing educational principles, identifying educational methods, etc. - 15 points, - term paper focused on a selected area of education - 35 points. The final evaluation includes the following: - final examination in written form - 50 points. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good	

professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor. A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.

Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Students will gain knowledge and understanding of the educational and self-educational process in a social context with emphasis on the application of the principles of creative-humanistic education and the presentation of new approaches and perspectives in the development of modern educational theory. On a theoretical-empirical level, students are able to implement a variety of educational activities and activities that can be applied within the profession of teacher/educator/teaching assistant and have the competence to solve basic problem situations in educational practice in collaboration with other professionals.

Transferable competences: the course develops students' analytical, critical, evaluative and creative thinking, reasoning in context and supports the development of their interpersonal skills, self-development and personal and professional growth.

### **Class syllabus:**

Brief outline of the course:

An introduction to the discipline of educational theory. Theoretical foundations and determinants of education. Creative-humanistic education.

Views on education. Education in different historical periods.

School documents and legislation with a focus on education. Educational programme.

Goals of education and their determination.

The concept of education and self-education, functions, conditions and factors of education. The process of education/self-education and its phases.

Educational methods and new trends.

Characteristics and classification of educational principles.

Concretization of the content of educational action: moral education, pro-social education, intellectual education, aesthetic education, work education, physical education, ecological and environmental education, multicultural education, etc.

Organizational forms and means of education.

The personality of the teacher/educator/teaching assistant in the educational process. Educational styles and requirements for the personality of the teacher/educator/teaching assistant. Code of ethics of the teaching profession.

The personality of the child in the educational process. Categorization of factors of personality formation, bio-psycho-social determination of personality development and education.

Educational environment and its importance for a person.

Family and family education. Educational styles in the family. Negative tendencies in family upbringing.  
Educational conditions of the school environment. Negative phenomena in the school environment and their prevention.  
Education outside the classroom and its specifics.

**Recommended literature:**

Compulsory reading:

POTOČÁROVÁ, M., DERKOVÁ, J., FERKOVÁ, Š., KOLDEOVÁ, L. (2021). Teória výchovy 1. Bratislava: UK. ISBN 978-80-223-5327-4

GOGO VÁ, A., KROČKOVÁ, Š., PINTES, G. (2004). Žiak - sloboda - výchova. Prešov: Vydavateľstvo M. Vaška. 312 s. ISBN 80-8050-675-2

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov

Recommended reading:

DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: Iris, 2018. 144s. ISBN 978-80-8200 034-7

FERKOVÁ, Š., PREVENDÁROVÁ, J., KOLDEOVÁ, L. et al. (2017). Morálne kompetencie žiakov. Metodická príručka pre učiteľov na nižšom sekundárnom stupni vzdelávania. Bratislava: UK. 212 s. ISBN 978-80-223-4432-6

HLÁSNA, S., HORVÁTHOVÁ, K., MUCHA, M., TÓTHOVÁ, R. (2006). Úvod do pedagogiky. Nitra: Enigma, 2006. 356 s. ISBN 80-89132-29-4

KOLDEOVÁ, L. (2018). Odmeny a tresty v rodinnej výchove. Bratislava: UK. 161 s. ISBN 978-80-223-4649-8

KOSOVÁ, B. (2015). Filozofické a globálne súvislosti edukácie. Banská Bystrica: Belianum. 174 s. ISBN 978-80-557-1021-1

KRATOCHVÍLOVÁ, E. et al. (2007). Úvod do pedagogiky. Trnava: PF TU. 168 s. ISBN 978-80-8082-145-6

PELIKÁN, J. (1995). Výchova jako teoretický problém. Ostrava: Amosium Servis. 234 s. ISBN 80-85498-27-8

SKARUPSKÁ, H. 2016. Filozofie a Teorie výchovy. Studijní opora. Praha: Hnutí R. 51 s. ISBN 978-80-86798-70-7

POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská rodinnej výchovy. Bratislava: Univerzita Komenského. 216 s. ISBN: 978-80-223-2458-8

STROUHAL, M. (2013). Teorie výchovy. Praha: Grada. 192 s. ISBN 978-80-2474-212-0

TRABALÍKOVÁ, J., MACHÁČEK, D., ZEMANČÍKOVÁ, V. (2014). Výchova v utváraní osobnosti. Žilina: Žilinská univerzita. 195 s. ISBN 978-80-554-0904-7

ZELINA, M. (2010). Teórie výchovy alebo hľadanie dobra. Bratislava: SPN. 232 s. ISBN 978-80-1001-884-0

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

Notes: students of the Teacher Education (combined) programme do not enrol in the course

**Past grade distribution**

Total number of evaluated students: 1305

A	ABS	B	C	D	E	FX
40,0	0,0	24,9	15,33	6,44	4,98	8,35



<b>Lecturers:</b> prof. PhDr. Mária Potočarová, PhD., PaedDr. Lujza Koldeová, PhD., Mgr. Štefánia Ferková, PhD., Mgr. Vladimíra Zemančíková, PhD.
<b>Last change:</b> 09.11.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/B-VUZde001/22	<b>Course title:</b> Theoretical basics of education
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by examination, 50% of the interim and 50% of the final assessment The interim evaluation includes the following: - continuous work during the semester focused on current issues of education, defining educational goals, concretizing educational principles, identifying educational methods, etc. - 15 points, - term paper focused on a selected area of education - 35 points. The final evaluation includes the following: - final examination in written form - 50 points. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good	

professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor. A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.

Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Students will gain knowledge and understanding of the educational and self-educational process in a social context with emphasis on the application of the principles of creative-humanistic education and the presentation of new approaches and perspectives in the development of modern educational theory. On a theoretical-empirical level, students are able to implement a variety of educational activities and activities that can be applied within the profession of teacher/educator/teaching assistant and have the competence to solve basic problem situations in educational practice in collaboration with other professionals.

Transferable competences: the course develops students' analytical, critical, evaluative and creative thinking, reasoning in context and supports the development of their interpersonal skills, self-development and personal and professional growth.

### **Class syllabus:**

Brief outline of the course:

An introduction to the discipline of educational theory. Theoretical foundations and determinants of education. Creative-humanistic education.

Views on education. Education in different historical periods.

School documents and legislation with a focus on education. Educational programme.

Goals of education and their determination.

The concept of education and self-education, functions, conditions and factors of education. The process of education/self-education and its phases.

Educational methods and new trends.

Characteristics and classification of educational principles.

Concretization of the content of educational action: moral education, pro-social education, intellectual education, aesthetic education, work education, physical education, ecological and environmental education, multicultural education, etc.

Organizational forms and means of education.

The personality of the teacher/educator/teaching assistant in the educational process. Educational styles and requirements for the personality of the teacher/educator/teaching assistant. Code of ethics of the teaching profession.

The personality of the child in the educational process. Categorization of factors of personality formation, bio-psycho-social determination of personality development and education.

Educational environment and its importance for a person.

Family and family education. Educational styles in the family. Negative tendencies in family upbringing.  
Educational conditions of the school environment. Negative phenomena in the school environment and their prevention.  
Education outside the classroom and its specifics.

#### **Recommended literature:**

Compulsory reading:

POTOČÁROVÁ, M., DERKOVÁ, J., FERKOVÁ, Š., KOLDEOVÁ, L. (2021). Teória výchovy 1. Bratislava: UK. ISBN 978-80-223-5327-4

GOGOŤ, A., KROČKOVÁ, Š., PINTES, G. (2004). Žiak - sloboda - výchova. Prešov: Vydavateľstvo M. Vaška. 312 s. ISBN 80-8050-675-2

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov

Recommended reading:

DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: Iris, 2018. 144s. ISBN 978-80-8200 034-7

FERKOVÁ, Š., PREVENDÁROVÁ, J., KOLDEOVÁ, L. et al. (2017). Morálne kompetencie žiakov. Metodická príručka pre učiteľov na nižšom sekundárnom stupni vzdelávania. Bratislava: UK. 212 s. ISBN 978-80-223-4432-6

HLÁSNA, S., HORVÁTHOVÁ, K., MUCHA, M., TÓTHOVÁ, R. (2006). Úvod do pedagogiky. Nitra: Enigma, 2006. 356 s. ISBN 80-89132-29-4

KOLDEOVÁ, L. (2018). Odmeny a tresty v rodinnej výchove. Bratislava: UK. 161 s. ISBN 978-80-223-4649-8

KOSOVÁ, B. (2015). Filozofické a globálne súvislosti edukácie. Banská Bystrica: Belianum. 174 s. ISBN 978-80-557-1021-1

KRATOCHVÍLOVÁ, E. et al. (2007). Úvod do pedagogiky. Trnava: PF TU. 168 s. ISBN 978-80-8082-145-6

PELIKÁN, J. (1995). Výchova jako teoretický problém. Ostrava: Amosium Servis. 234 s. ISBN 80-85498-27-8

SKARUPSKÁ, H. 2016. Filozofie a Teorie výchovy. Studijní opora. Praha: Hnutí R. 51 s. ISBN 978-80-86798-70-7

POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská rodinnej výchovy. Bratislava: Univerzita Komenského. 216 s. ISBN: 978-80-223-2458-8

STROUHAL, M. (2013). Teorie výchovy. Praha: Grada. 192 s. ISBN 978-80-2474-212-0

TRABALÍKOVÁ, J., MACHÁČEK, D., ZEMANČÍKOVÁ, V. (2014). Výchova v utváraní osobnosti. Žilina: Žilinská univerzita. 195 s. ISBN 978-80-554-0904-7

ZELINA, M. (2010). Teórie výchovy alebo hľadanie dobra. Bratislava: SPN. 232 s. ISBN 978-80-1001-884-0

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

slovak and czech

#### **Notes:**

Notes: students of the Teacher Education (combined) programme do not enrol in the course

#### **Past grade distribution**

Total number of evaluated students: 1305

A	ABS	B	C	D	E	FX
40,0	0,0	24,9	15,33	6,44	4,98	8,35

<b>Lecturers:</b> prof. PhDr. Mária Potočarová, PhD., PaedDr. Lujza Koldeová, PhD., Mgr. Vladimíra Zemančíková, PhD., Mgr. Štefánia Ferková, PhD.
<b>Last change:</b> 09.11.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde012/22	<b>Course title:</b> Voice and intonation instruction I
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 1 per level/semester: 14</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 1 hour seminar/week, 11 hours total per semester, combined form (primarily full-time) Student workload: 11 x 1 hour of direct teaching (total: 11 hours); 17 hours of continuous preparation for teaching, 10 hours of literature study, 12 hours of preparation for the final performance. Total 50 hours of student work. Teaching methods: Combination of monological methods (instruction) and practical methods	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The course prerequisites and assessment criteria include a midterm and a final practicum. The student is evaluated on an ongoing basis for demonstrating competence in the subject matter covered. The overall grade is the sum of the midterm and final exam grades. The final examination consists of an examination of the student's theoretical and practical knowledge of the subject matter. Intermediate practical performance: A-60 points, B-55 points, C-50 points, D-45 points, E-40 points. Final practical performance: A-40 points, B-35 points, C-30 points, D-27 points, E-25 points. A score of at least 91 points is required for an A grade, a score of at least 81 points for a B grade, a score of at least 73 points for a C grade, a score of at least 66 points for a D grade and a score of at least 60 points for an E grade. The marks shall be awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required)	

A - excellent performance, the student has mastered the basic theoretical concepts and technical elements based on individual musical ability and aptitude, and can apply what has been learned practically;

B - excellent performance, the student masters the basic theoretical concepts and technical elements on the basis of individual musical abilities and aptitudes, but slight deficiencies are observed in practical performance;

C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to practice - the practical performance shows deficiencies;

D - acceptable performance, the student has only partially mastered the knowledge, he/she has more deficiencies, he/she cannot apply what he/she has learned in practice - practical performance shows major deficiencies;

E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately into practice - significant deficiencies are observed in practical performance;

Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The aim of the course is to develop vocal-intonation and aural skills. The student is oriented in musical notation and musical perception, coordinating imagery with vocal motor skills.

The course is directed towards the cultivation of musical sensibilities and their optimal use in practice, including a better perception of music.

### **Class syllabus:**

Course outcomes of subject (content):

The content of the course is the acquisition of basic theoretical and methodological knowledge of intonation, rhythmic and aural education and their subsequent application to specific musical material. It is primarily a vocal-intonation activity aimed at the development of harmonic sensitivity. Rhythmic education is combined with intonation training. The course focuses on permanent practice of intonation and rhythmic patterns, on reproduction from sheet music and on notation of melodic-rhythmic examples (dictation).

### **Recommended literature:**

Compulsory/Recommended readings:

Recommended readings:

KOFRONĚ, J. Učebnice intonace a rytmu. Praha: Supraphon, 1974.

RANINEC, J. Ľudský hlas a jeho kultivovanie. Bratislava: PF UK, 2003. ISBN 80-224-0768-2.

RANINEC, J. Kompendium hlasového a speváckeho pedagóga. Bratislava: Junior Press, 2008. ISBN 978-80-89277-17-9.

Recommended (of interest) readings:

TICHÁ, A. Vokální činnosti jako prostředek rozvoje hudebnosti a zpěvnosti žáku. Praha: Univerzita Karlova, 2007. ISBN 978-80-7290-318-4

LÝSEK, F. Nápěvková intonace. Praha: NHV ORBIS, 1951.

MIRONOV, S. Zborový spev a dirigovanie. Bratislava: Univerzita Komenského, 1997. ISBN 80-223-1014-X.

SEDLÁK, F. Didaktika hudobnej výchovy 2. Praha: SPN, 1984.

WILLEMS, E. Die psychologischen Fundamente der Musikerziehung. Fribourg: Pro Musica, 2000.

WILLEMS, E. Musikalische Früherziehung. Frankfurt: AIEM Edgar Willems, 1988.

Remark:

In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:**

**Last change:** 08.11.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/B-KHVde013/22	<b>Course title:</b> Voice and intonation instruction II
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 1 per level/semester: 14</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 1 hour seminar/week, 11 hours total per semester, combined form (primarily full-time) Student workload: 11 x 1 hour of direct teaching (total: 11 hours); 17 hours of continuous preparation for teaching, 10 hours of literature study, 12 hours of preparation for the final performance. Total 50 hours of student work. Teaching methods: Combination of monological methods (instruction) and practical methods	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KHV/B-KHVde012/22 - Voice and intonation instruction I	
<b>Course requirements:</b> Course completion requirements: The course prerequisites and assessment criteria include a midterm and a final practicum. The student is evaluated on an ongoing basis for demonstrating competence in the subject matter covered. The overall grade is the sum of the midterm and the final exam grade. The final examination consists of an examination of the student's theoretical and practical knowledge of the subject matter. Intermediate practical performance: A-60 points, B-55 points, C-50 points, D-45 points, E-40 points. Final practical performance: A-40 points, B-35 points, C-30 points, D-27 points, E-25 points. A score of at least 91 points is required for an A grade, 81 points for a B grade, 73 points for a C grade, 66 points for a D grade and 60 points for an E grade. The marks shall be awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required)	

A - excellent performance, the student has mastered the basic theoretical concepts and technical elements based on individual musical ability and aptitude, and can apply what has been learned practically;

B - excellent performance, the student masters the basic theoretical concepts and technical elements on the basis of individual musical abilities and aptitudes, but slight deficiencies are observed in practical performance;

C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to practice - the practical performance shows deficiencies;

D - acceptable performance, the student has only partially mastered the knowledge, he/she has more deficiencies, he/she cannot apply what he/she has learned in practice - practical performance shows major deficiencies;

E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately into practice - significant deficiencies are observed in practical performance;

Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The aim of the course is to develop vocal-intonation and aural skills. The student is able to quickly orient in musical notation and musical perception, coordinate ideas with vocal motor skills.

By completing the course, the student cultivates his/her musical sensitivity and is able to use it optimally in practice. The student acquires the ability to better perceive music.

### **Class syllabus:**

Course outcomes of subject (content):

The content of the course is the in-depth study and extension of the basic theoretical and methodological knowledge of intonation, vocal production, rhythmic and aural analysis of musical stimuli and their subsequent application to specific musical material. It is primarily a vocal-intonation activity aimed at the development of harmonic sensitivity. The course focuses on permanent practice of intonation and rhythmic patterns, on reproduction from sheet music and on notation of melodic-rhythmic examples (dictation). Rhythmic education is combined with intonation and vocal training.

### **Recommended literature:**

Compulsory/Recommended readings:

KOFRONĚ, J. Učebnice intonace a rytmu. Praha: Supraphon, 1974

RANINEC, J. Ľudský hlas a jeho kultivovanie. Bratislava: PF UK, 2003. ISBN 80-224-0768-2.

RANINEC, J. Kompendium hlasového a speváckeho pedagóga. Bratislava: Junior Press, 2008. ISBN 978-80-89277-17-9.

TICHÁ, A. Vokální činnosti jako prostředek rozvoje hodebnosti a zpěvnosti žáku. Praha: Univerzita Karlova, 2007. ISBN 978-80-7290-318-4.

Compulsory (of interest) readings:

LÝSEK, F. Nápevková intonace. Praha: NHV ORBIS, 1951.

MIRONOV, S. Zborový spev a dirigovanie. Bratislava: Univerzita Komenského, 1997. ISBN 80-223-1014-X.

SEDLÁK, F. Didaktika hudobnej výchovy 2. Praha: SPN, 1984.

WILLEMS, E. Die psychologischen Fundamente der Musikerziehung. Fribourg: Pro Musica, 2000.

Remark:

In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:**

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KH/B-HISde033/20			<b>Course title:</b> Workshop Activities			
<b>Educational activities:</b> <b>Type of activities:</b> internship <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 30s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 3.						
<b>Educational level:</b> I.						
<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: 8						
A	ABS	B	C	D	E	FX
87,5	0,0	12,5	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PhDr. Anna Bocková, PhD.						
<b>Last change:</b> 09.02.2021						
<b>Approved by:</b>						