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COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde027/22	Abuse prevention

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
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 ovlivňovaní závažných sociálně patologických jevů. Praha: Grada Publishing, a.s. 224 s. ISBN 978-80-247-7813
KALINA, K. (2008). Základy klinickej adiktológie. Praha: Grada, 387 s. ISBN978-80-247-1411-0. K
KALINA, K. et al. (2003). Drogy a drogové závislosti 1. a 2. Mezioborový přístup. Praha: ÚV ČR, 640 s. ISBN80-86734-05-6.
KUKLOVÁ, M. (2016). Kognitivně-behaviorální terapie v léčbě závislostí. Praha: Portál. 152 s. ISBN978-80-262-1101-3
NEŠPOR, K. (2003). Návykové chováni a závislost. Současné poznatky a prespektívy léčby. Praha: Portál. 152 s. ISBN80-7178-831-7.
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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde027/22	Abuse prevention

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
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 ovlivňovaní závažných sociálně patologických jevů. Praha: Grada Publishing, a.s. 224 s. ISBN 978-80-247-7813
KALINA, K. (2008). Základy klinickej adiktológie. Praha: Grada, 387 s. ISBN978-80-247-1411-0. K
KALINA, K. et al. (2003). Drogy a drogové závislosti 1. a 2. Mezioborový přístup. Praha: ÚV ČR, 640 s. ISBN80-86734-05-6.
KUKLOVÁ, M. (2016). Kognitivně-behaviorální terapie v léčbě závislostí. Praha: Portál. 152 s. ISBN978-80-262-1101-3
NEŠPOR, K. (2003). Návykové chováni a závislost. Současné poznatky a prespektívy léčby. Praha: Portál. 152 s. ISBN80-7178-831-7.
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

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBde008/22	**Course title:** Aesthetics
Educational activities: **Type of activities:** lecture **Number of hours:** **per week:** 2 **per level/semester:** 28 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Lecture, 2 hours per week, i.e., a total of 22 hours per semester, combined method (mostly in attendance) Student workload: 22 hours of direct instruction per semester, preparation of mid-term paper in the first half of the semester 10 hours, preparation of final paper in the second half of the semester 24 hours, completion of exam paper 30 hours, guided self-study 14 hours, total 100 hours per semester. Teaching methods: Lecture, discussion of the topic, brainstorming, problem solving, interpretation of a work of art, study of sources, demonstration, Socratic conversation, guided self-study	
Number of credits: 4	
Recommended semester: 4.	
Educational level: I.	
Prerequisites:	
Course requirements: 50/50 weighting of interim and final evaluation Active participation in class discussions. Preparation of an interim paper (= portfolio structure) and a final paper (= portfolio on a selected work of art). The portfolio will include a variety of documentary material that illuminates the artwork from several necessary perspectives (e.g., newspaper clippings, links to websites, factual data, interviews, case studies, a list of literature on the subject, etc.). It will aim to document that the selected artefact is a work of art. It will have four parts: A) The cultural and historical context of the artwork. B) Compositional and meaning analysis of the work. C) The student's own reflection on the artwork, the relationship of the artwork to the student. D) List of sources used. Assessment: A 100-91 points - excellent = outstanding - will be awarded to the student whose portfolio is built systematically, encompasses the multifaceted nature of the artwork, and the student demonstrates an original approach. B 90-81 points - very good = above average results - will be awarded to a student whose portfolio, although built systematically, focuses only on the most common sources and approaches to the subject.	

C 80-73 points - good = routine, reliable work - will be awarded to a student whose portfolio shows signs of an unsystematic and haphazard summary of materials.
D 72-66 points - satisfactory = acceptable performance - will be awarded if the portfolio is only a superficial view of the artwork.
E 65-60 points - satisfactory = results meet the minimum criteria - the student will be awarded if the portfolio contains several more serious factual weaknesses - for example, the student groups together documents that are unrelated to the selected artwork, or summarizes randomly collected documents without a system, or makes no reference to the sources used
Fx 59-0 points - Insufficient = extra work required - will be awarded if the student limits him/herself to expressing his/her feelings and to sources obtained by randomly selecting from a search engine, or the artwork is completely mischaracterized and insufficiently characterized, or the portfolio is not grouped according to the nature of the artwork.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students understand the meaning of art, its position and functioning in culture. They identify the different layers of culture with an emphasis on contemporary culture. Students are able to interpret works of art, perceive their functions in human and civic life, and construct criteria for evaluating works of art. They register and interpret the meaning of culture in the life of the citizen. The course lays the groundwork for students' ability to work with art in their future civics classes and provides a foundation for the course in the Master´s degree "Arts in Citizenship Education."

Class syllabus:
Kitsch, rubbish, artwork - boundaries and transitions. Contemporary art as action. What is important for understanding the work of art - the structure of the work, the artist and the work, the place of the work in the development of art, the place of the work in art culture, in the wider cultural and social space. Art in the media, art culture, art in the world of social networks and in civic life.
Since the aim of the course is also to reflect the current cultural and social situation, the subtopics and details of the topics will be adjusted according to the changes in culture and current social problems in the Slovak Republic and the world. This will be particularly relevant to the emphasis on specific cultural phenomena or works of art.

Recommended literature:
BARTHES, R. 2004: Mytologie. Praha : Dokořán. ISBN 80-86569-73-X
BOURDIEU, P. 2010: Pravidla umění. Vznik a struktura literárního pole. Brno : Host. ISBN 978-80-7294-364-7
HADRAVOVÁ, T. 2016: Co je nového v estetice. Praha : Nová beseda. ISBN 978-80-906089-7-9
MISTRÍK, E. 2013-2021: Estetický slovník. Bratislava : Album. ISBN 978-80-971533-4-2 (Online. 25. 11. 2021) www.estetickyslovnik.sk
MISTRÍK, E. 1994: Vstup do umenia. Nitra : Enigma Jr., 1994. ISBN 80-85471-18-3. (Online 25. 11. 2021). http://erichmistrik.sk/knihy/vstup.pdf
VANĚK, J. 2012: Estetika v proměnách prožitků. Praha : ARSCI. ISBN 978-80-7420-029.8
ZAHRÁDKA, P. 2009: Vysoké versus populární umění. Olomouc : Peripleum. ISBN 978-80-86624-48-8

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 207

A	ABS	B	C	D	E	FX
45,41	0,0	23,19	16,43	7,73	2,9	4,35

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde008/22	Aesthetics

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Lecture, 2 hours per week, i.e., a total of 22 hours per semester, combined method (mostly in attendance)
Student workload:
22 hours of direct instruction per semester, preparation of mid-term paper in the first half of the semester 10 hours, preparation of final paper in the second half of the semester 24 hours, completion of exam paper 30 hours, guided self-study 14 hours, total 100 hours per semester.
Teaching methods:
Lecture, discussion of the topic, brainstorming, problem solving, interpretation of a work of art, study of sources, demonstration, Socratic conversation, guided self-study

Number of credits: 4

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
50/50 weighting of interim and final evaluation
Active participation in class discussions. Preparation of an interim paper (= portfolio structure) and a final paper (= portfolio on a selected work of art). The portfolio will include a variety of documentary material that illuminates the artwork from several necessary perspectives (e.g., newspaper clippings, links to websites, factual data, interviews, case studies, a list of literature on the subject, etc.). It will aim to document that the selected artefact is a work of art. It will have four parts:
A) The cultural and historical context of the artwork. B) Compositional and meaning analysis of the work. C) The student's own reflection on the artwork, the relationship of the artwork to the student. D) List of sources used.
Assessment:
A 100-91 points - excellent = outstanding - will be awarded to the student whose portfolio is built systematically, encompasses the multifaceted nature of the artwork, and the student demonstrates an original approach.
B 90-81 points - very good = above average results - will be awarded to a student whose portfolio, although built systematically, focuses only on the most common sources and approaches to the subject.

C 80-73 points - good = routine, reliable work - will be awarded to a student whose portfolio shows signs of an unsystematic and haphazard summary of materials.
D 72-66 points - satisfactory = acceptable performance - will be awarded if the portfolio is only a superficial view of the artwork.
E 65-60 points - satisfactory = results meet the minimum criteria - the student will be awarded if the portfolio contains several more serious factual weaknesses - for example, the student groups together documents that are unrelated to the selected artwork, or summarizes randomly collected documents without a system, or makes no reference to the sources used
Fx 59-0 points - Insufficient = extra work required - will be awarded if the student limits him/herself to expressing his/her feelings and to sources obtained by randomly selecting from a search engine, or the artwork is completely mischaracterized and insufficiently characterized, or the portfolio is not grouped according to the nature of the artwork.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students understand the meaning of art, its position and functioning in culture. They identify the different layers of culture with an emphasis on contemporary culture. Students are able to interpret works of art, perceive their functions in human and civic life, and construct criteria for evaluating works of art. They register and interpret the meaning of culture in the life of the citizen. The course lays the groundwork for students' ability to work with art in their future civics classes and provides a foundation for the course in the Master´s degree "Arts in Citizenship Education."

Class syllabus:
Kitsch, rubbish, artwork - boundaries and transitions. Contemporary art as action. What is important for understanding the work of art - the structure of the work, the artist and the work, the place of the work in the development of art, the place of the work in art culture, in the wider cultural and social space. Art in the media, art culture, art in the world of social networks and in civic life.
Since the aim of the course is also to reflect the current cultural and social situation, the subtopics and details of the topics will be adjusted according to the changes in culture and current social problems in the Slovak Republic and the world. This will be particularly relevant to the emphasis on specific cultural phenomena or works of art.

Recommended literature:
BARTHES, R. 2004: Mytologie. Praha : Dokořán. ISBN 80-86569-73-X
BOURDIEU, P. 2010: Pravidla umění. Vznik a struktura literárního pole. Brno : Host. ISBN 978-80-7294-364-7
HADRAVOVÁ, T. 2016: Co je nového v estetice. Praha : Nová beseda. ISBN 978-80-906089-7-9
MISTRÍK, E. 2013-2021: Estetický slovník. Bratislava : Album. ISBN 978-80-971533-4-2 (Online. 25. 11. 2021) www.estetickyslovnik.sk
MISTRÍK, E. 1994: Vstup do umenia. Nitra : Enigma Jr., 1994. ISBN 80-85471-18-3. (Online 25. 11. 2021). http://erichmistrik.sk/knihy/vstup.pdf
VANĚK, J. 2012: Estetika v proměnách prožitků. Praha : ARSCI. ISBN 978-80-7420-029.8
ZAHRÁDKA, P. 2009: Vysoké versus populární umění. Olomouc : Peripleum. ISBN 978-80-86624-48-8

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 207

A	ABS	B	C	D	E	FX
45,41	0,0	23,19	16,43	7,73	2,9	4,35

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde011/22	Application of digital technologies in the subject of pedagogy

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde002/22 - Digital technologies 1

Course requirements:
Prerequisites for passing the course: 100% pass mark.
Assessment: consists of an interim and a final assessment (50+50 points).
The interim evaluation consists of:
- from a critical analysis of foreign and domestic literary sources, which will be used to select specific DT and software applications and to select the possibilities of their application in the teaching of pedagogy (20 points),
- the creation of a concept/formulation of partial components of a semester project using selected DT and software applications in teaching pedagogy (30 points).
The final assessment consists of: completion of a proposal of a semester project concept using the selected DT and software applications in teaching pedagogy and preparation for the presentation - 50 points.
The semester project consists of: the creation of a project according to a set structure for 80b. It includes the creation of an idea/problem, project planning, project implementation, evaluation and self-reflection of the project using the selected DT(s) and software applications in teaching pedagogy = its oral presentation by students (micro-output) 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 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.
Learning objectives and outcomes:
By completing the course Online Teaching Tools and Fundamentals of E-Learning, the student should:
- to get an overview of the available DT and software applications in the focus on teaching pedagogy,
- Gain knowledge of both the effective use of DT and software applications and the techniques and methodologies for their successful integration in a pedagogy teaching focus,
- to acquire basic competences in the creation of electronic teaching materials and interactive presentations for selected parts of the curricula of general education subjects at the secondary level of education with the use of supporting software applications,
- to acquire basic competences with design, creation of new interactive forms of teaching materials through selected DT and software applications in teaching pedagogy.
Transferable competences: students apply the acquired knowledge and competences in the use of modern DT and software applications for electronic support of teaching pedagogy primarily through their own creative activity and in their future school practice.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes:
By completing the course Online Teaching Tools and Fundamentals of E-Learning, the student should:
- to get an overview of the available DT and software applications in the focus on teaching pedagogy,
- Gain knowledge of both the effective use of DT and software applications and the techniques and methodologies for their successful integration in a pedagogy teaching focus,
- to acquire basic competences in the creation of electronic teaching materials and interactive presentations for selected parts of the curricula of general education subjects at the secondary level of education with the use of supporting software applications,
- to acquire basic competences with design, creation of new interactive forms of teaching materials through selected DT and software applications in teaching pedagogy.

Transferable competences: students apply the acquired knowledge and competences in the use of modern DT and software applications for electronic support of teaching pedagogy primarily through their own creative activity and in their future school practice.

Class syllabus:

Brief outline of the course:

Brief introduction to the development, current situation and estimation of future trends in the field of DT and software applications at the relevant educational levels. Programs and tools for creating teaching materials for teaching pedagogy. Possibilities and methodology of creating educational materials through selected DT and software applications in teaching pedagogy. Design, creation and evaluation, self-reflection of the created semester project in the focus on teaching pedagogy. Methodology of presenting (teaching) in the online environment. Oral presentation by students (micro-presentation).

Due to the rapid production of new software usable in the pedagogical process, the specific content structure of the course will be adapted to the current requirements of practice and students.

Recommended literature:

Recommended reading:

BRESTENSKÁ, B. a kol. 2020. Inovatívne učenie s podporou digitálnych technológií – vysokoškolská učebnica pre študentov učiteľského štúdia. UK v Bratislave, 2020. ISBN 978-80-223-4927-7. Dostupné na internete: https://www.researchgate.net/profile/Beata-Brestenska/publication/348298290_BrestenskaB_a_kol_Inovativne_ucenie_s_podporou_digitalnych_technologii/links/5ff6ebc245851553a026e870/BrestenskaB-a-kol-Inovativne-ucenie-s-podporou-digitalnych-technologii.pdf (31-1-2022).

Doplňujúce študijné texty k vzdelávaciemu obsahu disciplíny budú študentom pravidelných časových intervaloch sprístupňované v elektronickej forme prostredníctvom univerzitného LMS Moodle.

KORMANCOVÁ, KOPÁSKOVÁ, I. 2015. Digitálne kompetencie učiteľa strednej školy. Bratislava: MPC, 2015. Dostupné na internete: https://mpc-edu.sk/sites/default/files/projekty/vystup/16_ops_kormancova_kopaskova_ivana_-_digitalne_kompetencie_ucitela_strednej_skoly.pdf (31-1-2022).

LABJAKOVÁ, I. (2019). Interaktívna tabuľa v edukačnom procese, 1. vyd., Bratislava: Metodicko-pedagogické centrum v Bratislave, 2019, 100 s., ISBN 978-80-565-1444-3

Mayer, K. 2019. DIGITÁLNE TECHNOLÓGIE AKO EFEKTÍVNY NÁSTROJ PEDAGÓGA V KONTEXTE REŠPEKTOVANIA OSOBNOSTI UČIACEHO SA. In: Edukácia (vedecko-odborný časopis), ročník 3, číslo 2, 2019. ISSN 1339-8725 https://www.upjs.sk/public/media/21787/Mayer.pdf

Učíme online - Digitálne nástroje pre podporu online vzdelávania (metodická príručka spracovaná v rámci projektu a vďaka podpore Európskeho sociálneho fondu a Európskeho fondu regionálneho rozvoja v rámci OP ĽZ). IT akadémia. Dostupné na: https://itakademia.sk/wp-content/uploads/2020/08/Digitalne_nastroje_pre_podporu_online_vzdelavania.pdf (31-1-2022).

ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov. Bratislava : Univerzita Komenského v Bratislave, 1. vydanie. Rozsah vytlačenej publikácie 141 strán, ISBN 978-80-223-5121-8. [Vyšlo ako elektronická publikácia].

ZÁHOREC, J. – HAŠKOVÁ, A. – MUNK, M. (2020). Digitálna gramotnosť učiteľov v kontexte ich profesijnej prípravy. Bratislava : Univerzita Komenského v Bratislave, 1. vydanie. Rozsah vytlačenej publikácie 225 strán, rozsah vrátane časti príloh 305 strán, ISBN 978-80-223-4882-9.

Languages necessary to complete the course:

slovak language and czech language

Notes:

Past grade distribution
Total number of evaluated students: 56

A	ABS	B	C	D	E	FX
85,71	0,0	10,71	0,0	0,0	0,0	3,57

Lecturers: doc. PaedDr. Ján Záhorec, PhD., Mgr. Adriana Poliaková, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/B-VUZde008/22	Bachelor thesis seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 6.

Educational level: I.

Prerequisites:

Course requirements:
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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/B-VUZde008/22	Bachelor thesis seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
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 Viršinská, 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

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZšt011/15	**Course title:** Bachelor's thesis defence
Number of credits: 12	
Educational level: I.	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course:

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.

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.

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).

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:

- 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;
- Demonstrate the ability to make informed decisions that also take into account social, scientific and ethical considerations;
- Ability to communicate information, concepts, problems and solutions to both professional and lay audiences.
- the ability to think and work creatively in the field of study in which they have completed their degree programme.
- knowledge and understanding of the problem/issue addressed.
- 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.

The rating is awarded on a scale:

A 100 - 91% (excellent - outstanding results),
B 90 - 81% (very good - above average standard),
C 80 - 73% (good - normal reliable operation),
D 72 - 66% (satisfactory - acceptable results),
E 65 - 60% (sufficient - results meet minimum criteria),
Fx 59% or less (insufficient).

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.

State exam syllabus:

Recommended literature:
Recommended reading:
according to the focus of the bachelor thesis topic

Languages necessary to complete the course:
Slovak language, in the case of language approbations also the language of the respective subject approbation

Notes:
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".

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde012/22	Basics of economy

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type, scope and method of educational activities:
2 hours seminar per week, total 22 hours per semester, combined method (mostly by attendance).
Student workload: 11 x 2 hours of direct teaching = 22 hours, preparation for teaching during the semester 8 hours, preparation for mid-term evaluation 10 hours, preparation for final evaluation 20 hours, total 60 hours.
Teaching methods: dialogical methods - discussion in groups, problem-based methods - brainwriting, brainstorming, monological methods - lecture, interpretation, guided self-study - work with text, solving problems and assignments.

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0
Assessment: consists of a mid-term and a final assessment at the end of the mid-term (40+60, 100 points in total).
Semester work: consists of creating a presentation and presenting it orally on any topic in economics and economics for about 10 minutes (30pts). The prepared topic should be based on professional sources, it can be a legislative anchoring of the topic, or documentaries, interviews and discussions on economic topics with experts, various educational and educational videos, methodological guides in the framework of financial literacy, life stories of well-known entrepreneurs or studies, analyses or global milestones such as the global financial crisis, the impact of pandemics, etc. At the same time, the student will incorporate into the presentation a sample/formulation of questions for the didactic test, where he/she will list at least 6 variable, mostly application questions within his/her topic, including the options (10b).
Final assessment: consists of a knowledge test for 60pts. The written exam/test consists of theoretical preparation for the course in the basic concepts of economics and a study of the literature.
Prerequisites:
The grade is 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%, fair - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required).
A minimum score of 60% is required to pass the course.
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 in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in class during the semester.
A minimum of 81 points is required for a grade of B. 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 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 grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the assigned template, good technical knowledge and its application in solving problem problems in a group or with the assistance of the instructor, good orientation to the problem, good communication skills, completion of assignments, and average activity in class during the semester as prompted by the instructor.
For a grade of D, at least 66 points. For this grade, the student should 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, 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 grade, the student is expected to demonstrate: ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal proficiency, basic/minimal orientation to the subject matter, basic communication skills, completion of assignments.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The Basics of Economics course is mainly based on students' active participation in learning through interactive assignments. These assignments are based on theoretical training in the field of economic sciences, where students learn economic principles through key topics such as micro and macroeconomics, market and market system, supply and demand, market competition, labour market and wage, profit and capital, entrepreneurship, etc. They will use concrete examples and illustrations to understand the different mechanisms that influence economic relations. In modern society, economic or financial literacy is an essential area of human life, and we will therefore present ways of developing this area in primary and secondary school pupils.

Class syllabus:
The development of economics and economic thought, historical development and the main trends and currents of economics. Classical and neoclassical economics, 19th century developments. Economics - subject and methods. Market and market mechanism. Competition. Market of factors of production. Economic agents, their incomes and the functioning of the enterprise. Macroeconomics - basic concepts. Economic policy. Monetary policy. Fiscal policy and the state budget. Eurosystem - European Central Bank, euro. Inflation and unemployment. Financial literacy. National financial literacy standard.

Recommended literature:

Compulsory readings:
HOREHÁJ, J. 2014. Základy ekonómie pre spoločenskovedné odbory. Trnava: FFTU, 2014. 102 s. ISBN 978-80-8082-780-9 http://ff.truni.sk/sites/default/files/publikacie/horehaj_zaklady_ekonomie.pdf
NÚCEM, 2013. Zbierka úloh z financie gramotnosti. Bratislava. 34s. ISBN 978-80-89638-09-3 https://www.statpedu.sk/files/articles/dokumenty/vzdelavacie aktivity/zbierka_uloh_z_financnej_gramotnosti.pdf
Recommended readings:
HAZLITT, H. 2008. Ekonomie v jedné lekci. Praha: Alfa Nakladatelství, 2008. 192 s. ISBN 978-80-87197-05-9
HOLMAN, R. 2015. Základy ekonomie pro studenty vyšších odborných škol a neekonomických fakult VŠ. Bratislava: C. H. Beck, 2015. 384 s. ISBN 978-80-740-0007-2

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 122

A	ABS	B	C	D	E	FX
32,79	0,0	34,43	18,03	7,38	6,56	0,82

Lecturers: Mgr. Barbora Jaslovská, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde012/22	Basics of economy

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type, scope and method of educational activities:
2 hours seminar per week, total 22 hours per semester, combined method (mostly by attendance).
Student workload: 11 x 2 hours of direct teaching = 22 hours, preparation for teaching during the semester 8 hours, preparation for mid-term evaluation 10 hours, preparation for final evaluation 20 hours, total 60 hours.
Teaching methods: dialogical methods - discussion in groups, problem-based methods - brainwriting, brainstorming, monological methods - lecture, interpretation, guided self-study - work with text, solving problems and assignments.

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0
Assessment: consists of a mid-term and a final assessment at the end of the mid-term (40+60, 100 points in total).
Semester work: consists of creating a presentation and presenting it orally on any topic in economics and economics for about 10 minutes (30pts). The prepared topic should be based on professional sources, it can be a legislative anchoring of the topic, or documentaries, interviews and discussions on economic topics with experts, various educational and educational videos, methodological guides in the framework of financial literacy, life stories of well-known entrepreneurs or studies, analyses or global milestones such as the global financial crisis, the impact of pandemics, etc. At the same time, the student will incorporate into the presentation a sample/formulation of questions for the didactic test, where he/she will list at least 6 variable, mostly application questions within his/her topic, including the options (10b).
Final assessment: consists of a knowledge test for 60pts. The written exam/test consists of theoretical preparation for the course in the basic concepts of economics and a study of the literature.
Prerequisites:
The grade is 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%, fair - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required).
A minimum score of 60% is required to pass the course.
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 in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in class during the semester.
A minimum of 81 points is required for a grade of B. 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 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 grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the assigned template, good technical knowledge and its application in solving problem problems in a group or with the assistance of the instructor, good orientation to the problem, good communication skills, completion of assignments, and average activity in class during the semester as prompted by the instructor.
For a grade of D, at least 66 points. For this grade, the student should 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, 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 grade, the student is expected to demonstrate: ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal proficiency, basic/minimal orientation to the subject matter, basic communication skills, completion of assignments.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The Basics of Economics course is mainly based on students' active participation in learning through interactive assignments. These assignments are based on theoretical training in the field of economic sciences, where students learn economic principles through key topics such as micro and macroeconomics, market and market system, supply and demand, market competition, labour market and wage, profit and capital, entrepreneurship, etc. They will use concrete examples and illustrations to understand the different mechanisms that influence economic relations. In modern society, economic or financial literacy is an essential area of human life, and we will therefore present ways of developing this area in primary and secondary school pupils.

Class syllabus:
The development of economics and economic thought, historical development and the main trends and currents of economics. Classical and neoclassical economics, 19th century developments. Economics - subject and methods. Market and market mechanism. Competition. Market of factors of production. Economic agents, their incomes and the functioning of the enterprise. Macroeconomics - basic concepts. Economic policy. Monetary policy. Fiscal policy and the state budget. Eurosystem - European Central Bank, euro. Inflation and unemployment. Financial literacy. National financial literacy standard.

Recommended literature:

Compulsory readings:
HOREHÁJ, J. 2014. Základy ekonómie pre spoločenskovedné odbory. Trnava: FFTU, 2014. 102 s. ISBN 978-80-8082-780-9 http://ff.truni.sk/sites/default/files/publikacie/horehaj_zaklady_ekonomie.pdf
NÚCEM, 2013. Zbierka úloh z financie gramotnosti. Bratislava. 34s. ISBN 978-80-89638-09-3 https://www.statpedu.sk/files/articles/dokumenty/vzdelavacie aktivity/zbierka_uloh_z_financnej_gramotnosti.pdf
Recommended readings:
HAZLITT, H. 2008. Ekonomie v jedné lekci. Praha: Alfa Nakladatelství, 2008. 192 s. ISBN 978-80-87197-05-9
HOLMAN, R. 2015. Základy ekonomie pro studenty vyšších odborných škol a neekonomických fakult VŠ. Bratislava: C. H. Beck, 2015. 384 s. ISBN 978-80-740-0007-2

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 122

A	ABS	B	C	D	E	FX
32,79	0,0	34,43	18,03	7,38	6,56	0,82

Lecturers: Mgr. Barbora Jaslovská, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde011/22	Basics of law

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
2 hours seminar per week, i.e. 22 hours in total per semester, combined (mostly in full-time mode)
Student workload:
Scope: 11x 2 hours of direct teaching = 22 hours; preparation for group presentation = 18 hours; preparation for final test = 20 hours. 20 hours for the final group discussion; 20 hours for the final group discussion; 20 hours for the final group discussion.
Teaching methods:
Discussion, interview, role-play method, quizzes, brainstorming, case study, mind-mapping, interpretation, text work, small group work, group presentation

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Range of interim and final evaluation: 100/0
The interim part of the evaluation will consist of the following components:
- class participation or active involvement in class discussions (20 points);
- group presentation on a selection of topics (e.g. civil law; family law; labour law; criminal law; administrative law) (40 points);
For the group presentation, each group will be responsible for preparing an entire lesson for their classmates to introduce one branch of law in an engaging and creative way. Thus, this is not a traditional group presentation but a preparation of an entire lesson for 2nd grade elementary school students or any year of high school (45-60 minutes). This lesson should include: 1) a brief introduction to the basic terminology of this branch of law, what it contains, what it deals with, where it can be found; it is expected that the members of the presenting group are actually familiar with the primary source of law (e.g. if they are going to present civil law, it is necessary for everyone in the group to read the entire Civil Code, Act No. 40/1964 Coll., etc.). 2) examples of the application of this branch of law in the Slovak Republic on one or more real court cases or cases from the past; 3) interactive and creative activities, which can also be carried out in lessons for students of the second level of primary school or secondary school, where the members of the group as future teachers will try to introduce the given branch of law to their future pupils.
- A final written test (closed questions and multiple choice) in the last lesson (40 points).

The final test contains multiple choice questions, with only one answer being correct or the most correct answer at any given time. The test will consist primarily of information presented in all previous lessons. The test will be administered in the last class period.
Grades will be given 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%, acceptable - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A minimum score of 60% is required to pass the course.
For a grade of A, the student needs to produce consistently excellent results, be able to study independently, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, has a command of theoretical and empirical knowledge in the field of law and can apply it in his/her teaching practice. At the same time, students are able to work in a team and cooperate on assignments.
A grade of B means that the student has performed above average throughout the semester, has been able to study independently, is proficient in basic information related to law, can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are deficiencies in his/her critical and creative thinking. At the same time, students are able to work in a team and collaborate on assignments.
A grade of C means that the student has performed well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare different literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.
A grade of D means that the student has been less well prepared during the semester, has moderate deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work as well as in group work, cannot critically analyse information and has problems applying knowledge to practice.
A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyse and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge of the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student will gain an knowledge in the theoretical background of the legal system in general. He/she is familiar with the structure of the legal system, the foundations of law in the social and societal plane. Gain knowledge in the field of law-making in terms of the preparation of the legislative process and its implementation. An orientation in the various branches of public and private law. Acquire basic knowledge of the theory of the state and law, the organisation of state and public administration, as well as of fundamental human and civil rights.
They will also be able to assess, analyse and compare information, be able to think critically and evaluate individual examples of good practice and generalise knowledge.

Class syllabus:
. Stereotypes and myths related to law;
2. The rule of law and democracy;
3. Types of legal cultures;

4. Sources of law and law-making;
5. Stages of the legislative process;
6. Implementation and application of law;
7. Branches of law and the Constitution;
8. Organisation and organs of the State;
9. Powers of state bodies and public authorities;
10. Branches of law: Civil law; Family law; Labour law; Criminal law; Administrative law

Recommended literature:

OTTOVÁ, Eva. Teória práva. Šamorín : Heuréka vydavateľstvo, 2010. ISBN 978-80-89122-59-2
PROCHÁZKA, Radoslav. – KÁČER, Marek. Teória práva. Bratislava : C. H. Beck. 2019. ISBN 978-80-89603-73-2
SVÁK, Ján. – KUKLIŠ, Peter. Teória a prax legislatívy. Žilina : Poradca podnikateľa spol. s.r.o., 2007. ISBN 80-88931-58-4
THURZOVÁ, Marta. Základy práva pre sociálnych pracovníkov. vyd. 2. Bratislava : OZ Sociálna práca, 2006. ISBN 80-89185-21-5
VOJČÍK, Peter et al. Základy práva. Krupina : Enigma Publishing s.r.o., 2014. ISBN 978-80-8133-029-2
current versions of the codes for each branch of law

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 253

A	ABS	B	C	D	E	FX
38,34	0,0	40,71	12,25	2,37	3,95	2,37

Lecturers: Mgr. Jozef Miškolci, PhD., Mgr. Veronika Valkovičová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde011/22	Basics of law

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
2 hours seminar per week, i.e. 22 hours in total per semester, combined (mostly in full-time mode)
Student workload:
Scope: 11x 2 hours of direct teaching = 22 hours; preparation for group presentation = 18 hours; preparation for final test = 20 hours. 20 hours for the final group discussion; 20 hours for the final group discussion; 20 hours for the final group discussion.
Teaching methods:
Discussion, interview, role-play method, quizzes, brainstorming, case study, mind-mapping, interpretation, text work, small group work, group presentation

Number of credits: 2

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Range of interim and final evaluation: 100/0
The interim part of the evaluation will consist of the following components:
- class participation or active involvement in class discussions (20 points);
- group presentation on a selection of topics (e.g. civil law; family law; labour law; criminal law; administrative law) (40 points);
For the group presentation, each group will be responsible for preparing an entire lesson for their classmates to introduce one branch of law in an engaging and creative way. Thus, this is not a traditional group presentation but a preparation of an entire lesson for 2nd grade elementary school students or any year of high school (45-60 minutes). This lesson should include: 1) a brief introduction to the basic terminology of this branch of law, what it contains, what it deals with, where it can be found; it is expected that the members of the presenting group are actually familiar with the primary source of law (e.g. if they are going to present civil law, it is necessary for everyone in the group to read the entire Civil Code, Act No. 40/1964 Coll., etc.). 2) examples of the application of this branch of law in the Slovak Republic on one or more real court cases or cases from the past; 3) interactive and creative activities, which can also be carried out in lessons for students of the second level of primary school or secondary school, where the members of the group as future teachers will try to introduce the given branch of law to their future pupils.
- A final written test (closed questions and multiple choice) in the last lesson (40 points).

The final test contains multiple choice questions, with only one answer being correct or the most correct answer at any given time. The test will consist primarily of information presented in all previous lessons. The test will be administered in the last class period.
Grades will be given 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%, acceptable - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A minimum score of 60% is required to pass the course.
For a grade of A, the student needs to produce consistently excellent results, be able to study independently, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, has a command of theoretical and empirical knowledge in the field of law and can apply it in his/her teaching practice. At the same time, students are able to work in a team and cooperate on assignments.
A grade of B means that the student has performed above average throughout the semester, has been able to study independently, is proficient in basic information related to law, can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are deficiencies in his/her critical and creative thinking. At the same time, students are able to work in a team and collaborate on assignments.
A grade of C means that the student has performed well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare different literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.
A grade of D means that the student has been less well prepared during the semester, has moderate deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work as well as in group work, cannot critically analyse information and has problems applying knowledge to practice.
A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyse and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge of the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student will gain an knowledge in the theoretical background of the legal system in general. He/she is familiar with the structure of the legal system, the foundations of law in the social and societal plane. Gain knowledge in the field of law-making in terms of the preparation of the legislative process and its implementation. An orientation in the various branches of public and private law. Acquire basic knowledge of the theory of the state and law, the organisation of state and public administration, as well as of fundamental human and civil rights.
They will also be able to assess, analyse and compare information, be able to think critically and evaluate individual examples of good practice and generalise knowledge.

Class syllabus:
. Stereotypes and myths related to law;
2. The rule of law and democracy;
3. Types of legal cultures;

4. Sources of law and law-making;
5. Stages of the legislative process;
6. Implementation and application of law;
7. Branches of law and the Constitution;
8. Organisation and organs of the State;
9. Powers of state bodies and public authorities;
10. Branches of law: Civil law; Family law; Labour law; Criminal law; Administrative law

Recommended literature:

OTTOVÁ, Eva. Teória práva. Šamorín : Heuréka vydavateľstvo, 2010. ISBN 978-80-89122-59-2
PROCHÁZKA, Radoslav. – KÁČER, Marek. Teória práva. Bratislava : C. H. Beck. 2019. ISBN 978-80-89603-73-2
SVÁK, Ján. – KUKLIŠ, Peter. Teória a prax legislatívy. Žilina : Poradca podnikateľa spol. s.r.o., 2007. ISBN 80-88931-58-4
THURZOVÁ, Marta. Základy práva pre sociálnych pracovníkov. vyd. 2. Bratislava : OZ Sociálna práca, 2006. ISBN 80-89185-21-5
VOJČÍK, Peter et al. Základy práva. Krupina : Enigma Publishing s.r.o., 2014. ISBN 978-80-8133-029-2
current versions of the codes for each branch of law

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 253

A	ABS	B	C	D	E	FX
38,34	0,0	40,71	12,25	2,37	3,95	2,37

Lecturers: Mgr. Jozef Miškolci, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde013/22	Basics of religions

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Seminar, 2 hours/week, 22 hours total per semester, combined method (mostly full-time)
Student workload:
11 x 2 hours of direct teaching = 22 hours; 10 hours preparation for presentation; 28 hours preparation for final colloquium. Total 60 hours of student work.
Learning methods:
During the common lessons, the methods are mainly monological methods of lecturing, explanation and explanation, which are appropriately supplemented by dialogical methods such as interview, discussion, polemic; occasionally we apply situational methods of case study. In the framework of individual self-study, it is mainly about working with a professional text, reading comprehension, subsequent creative formulation of the key content of that text, elaboration of a presentation with a didactically relevant text-image basis in PowerPoint accompanied by verbal explication of the issue from memory.

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0, which includes: presentation of the selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment).
To pass the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade 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 minimum of 60% of the total score is required to pass the course.
A (100-91%, excellent - outstanding results; students have performed excellently during the semester, they have actively participated in the teaching and shown interest in the subject, they can

work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a high level),
B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a very good level),
C (80-73%, good - normal reliable work; during the semester students performed standardly well, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of religious studies is at a good level),
D (72-66%, satisfactory - acceptable results; students are able to work independently with the literature to a limited extent and are able to process and present the acquired knowledge with problems, they have moderate deficiencies in their theoretical knowledge of religious studies),
E (65-60%, sufficient - the results meet the minimum criteria; students have considerable problems in working independently with the literature as well as in processing and presenting the acquired knowledge, they have considerable deficiencies in theoretical knowledge in religious studies),
Fx (59-0%, insufficient - extra work required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The course will provide students with background information and orientation in the history and present of religions and sufficient background to understand religion as a significant spiritual component of the life of society. By completing the course, students will gain the ability to analyze religion in its interconnectedness as a personal, historical, cultural, ethical, social, and transcendent phenomenon. It will orient them to the world's major religious systems as well as new religious movements. They will be able to use the acquired knowledge effectively in the pedagogical process as part of civics, with emphasis on education for religious and, in general, attitudinal tolerance. By completing the course, students will develop transferable competencies such as communication skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.
Learning Objectives:
To provide students with the basic information needed to understand religion as a phenomenon that plays a significant role in the life of the individual as well as in society and to familiarize them primarily with the world's dominant religious systems, which are the largest both in terms of number of adherents and geographical representation.

Class syllabus:
1. Introduction to religious studies.
2. Classification of religions.
3. Selected primitive and ancient religions.
4. Judaism: doctrine and practice.
5. Christianity: teaching and practice.
6. Islam: teaching and practice.
7. Hinduism: teaching and practice.
8. Buddhism: teaching and practice.
9. Selected new religious movements.

Recommended literature:
Compulsory readings:
Zaviš, M.: Repetitórium z religionistiky 1. Bratislava: Univerzita Komenského, 2008.
Recommended readings:
Cowan, D. – Bromley, D.: Sekty a nová náboženství. Praha: Grada Publishing, 2013.

Eliade, M.: Dejiny náboženských predstáv a ideí I-III. Bratislava: Agora, 1995-1997.
Glassenapp, H.: Päť svetových náboženstiev. Bratislava: Talentum, 2009.
Halík, T.: Prolínaní světů. Praha: NLN, 2006.
Horyna, B.: Úvod do religionistiky. Praha: Oikoymenh, 1994.
Keene, M.: Svetové náboženstvá, Bratislava: Ikar, 2003.
Komorovský, J.: Religionistika. Veda o náboženstvách sveta a jej pomocné disciplíny. Bratislava: Univerzita Komenského, 2000.
Küng, H.: Po stopách světových náboženství. Brno: CDK.
Lexikón svetových náboženstiev. Bratislava: Aktuell, 2006.
Štampach, O. I.: Přehled náboženství. Praha: Portál, 2008.
Zaviš, M.: New Age – pragmatický synkretizmus dneška/New Age – Pragmatic Syncretism of Today. In: New Age. Bratislava: Ústav pre vzťahy štátu a cirkví, 2005. S. 662-673.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 199

A	ABS	B	C	D	E	FX
28,14	0,0	39,7	20,1	4,52	4,02	3,52

Lecturers: prof. PaedDr. ThDr. Monika Zaviš, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde013/22	Basics of religions

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Seminar, 2 hours/week, 22 hours total per semester, combined method (mostly full-time)
Student workload:
11 x 2 hours of direct teaching = 22 hours; 10 hours preparation for presentation; 28 hours preparation for final colloquium. Total 60 hours of student work.
Learning methods:
During the common lessons, the methods are mainly monological methods of lecturing, explanation and explanation, which are appropriately supplemented by dialogical methods such as interview, discussion, polemic; occasionally we apply situational methods of case study. In the framework of individual self-study, it is mainly about working with a professional text, reading comprehension, subsequent creative formulation of the key content of that text, elaboration of a presentation with a didactically relevant text-image basis in PowerPoint accompanied by verbal explication of the issue from memory.

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0, which includes: presentation of the selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment).
To pass the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade 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 minimum of 60% of the total score is required to pass the course.
A (100-91%, excellent - outstanding results; students have performed excellently during the semester, they have actively participated in the teaching and shown interest in the subject, they can

work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a high level),
B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a very good level),
C (80-73%, good - normal reliable work; during the semester students performed standardly well, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of religious studies is at a good level),
D (72-66%, satisfactory - acceptable results; students are able to work independently with the literature to a limited extent and are able to process and present the acquired knowledge with problems, they have moderate deficiencies in their theoretical knowledge of religious studies),
E (65-60%, sufficient - the results meet the minimum criteria; students have considerable problems in working independently with the literature as well as in processing and presenting the acquired knowledge, they have considerable deficiencies in theoretical knowledge in religious studies),
Fx (59-0%, insufficient - extra work required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The course will provide students with background information and orientation in the history and present of religions and sufficient background to understand religion as a significant spiritual component of the life of society. By completing the course, students will gain the ability to analyze religion in its interconnectedness as a personal, historical, cultural, ethical, social, and transcendent phenomenon. It will orient them to the world's major religious systems as well as new religious movements. They will be able to use the acquired knowledge effectively in the pedagogical process as part of civics, with emphasis on education for religious and, in general, attitudinal tolerance. By completing the course, students will develop transferable competencies such as communication skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.
Learning Objectives:
To provide students with the basic information needed to understand religion as a phenomenon that plays a significant role in the life of the individual as well as in society and to familiarize them primarily with the world's dominant religious systems, which are the largest both in terms of number of adherents and geographical representation.

Class syllabus:
1. Introduction to religious studies.
2. Classification of religions.
3. Selected primitive and ancient religions.
4. Judaism: doctrine and practice.
5. Christianity: teaching and practice.
6. Islam: teaching and practice.
7. Hinduism: teaching and practice.
8. Buddhism: teaching and practice.
9. Selected new religious movements.

Recommended literature:
Compulsory readings:
Zaviš, M.: Repetitórium z religionistiky 1. Bratislava: Univerzita Komenského, 2008.
Recommended readings:
Cowan, D. – Bromley, D.: Sekty a nová náboženství. Praha: Grada Publishing, 2013.

Eliade, M.: Dejiny náboženských predstáv a ideí I-III. Bratislava: Agora, 1995-1997.
Glassenapp, H.: Päť svetových náboženstiev. Bratislava: Talentum, 2009.
Halík, T.: Prolínaní světů. Praha: NLN, 2006.
Horyna, B.: Úvod do religionistiky. Praha: Oikoymenh, 1994.
Keene, M.: Svetové náboženstvá, Bratislava: Ikar, 2003.
Komorovský, J.: Religionistika. Veda o náboženstvách sveta a jej pomocné disciplíny. Bratislava: Univerzita Komenského, 2000.
Küng, H.: Po stopách světových náboženství. Brno: CDK.
Lexikón svetových náboženstiev. Bratislava: Aktuell, 2006.
Štampach, O. I.: Přehled náboženství. Praha: Portál, 2008.
Zaviš, M.: New Age – pragmatický synkretizmus dneška/New Age – Pragmatic Syncretism of Today. In: New Age. Bratislava: Ústav pre vzťahy štátu a cirkví, 2005. S. 662-673.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 199

A	ABS	B	C	D	E	FX
28,14	0,0	39,7	20,1	4,52	4,02	3,52

Lecturers: prof. PaedDr. ThDr. Monika Zaviš, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde029/22	Basics of the first aid

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
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

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

Learning outcomes:
Learning objectives and outcomes and transferable competences:
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.

Class syllabus:
Brief outline of the course:
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)
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)
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).
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)
5. First aid for minor injuries (the student can recognise minor injuries and provide appropriate first aid)

Recommended literature:
Recommended reading:
DOBIÁŠ, V. (2017). 5P. Bratislava: Dixit, 302 s., ISBN 978-80-89662-24-1
Krajina záchranárov. Prvá pomoc. Online: www.prvapomoc.sk
ŠANTA, M. a kol. (2006). Prvá pomoc. Martin: Osveta, 179 s., ISBN 80-8063-207-3

Languages necessary to complete the course:
slovak language

Notes:

Past grade distribution
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

Lecturers: Mgr. Mária Fuchsová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde029/22	Basics of the first aid

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
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

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

Learning outcomes:
Learning objectives and outcomes and transferable competences:
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.

Class syllabus:
Brief outline of the course:
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)
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)
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).
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)
5. First aid for minor injuries (the student can recognise minor injuries and provide appropriate first aid)

Recommended literature:
Recommended reading:
DOBIÁŠ, V. (2017). 5P. Bratislava: Dixit, 302 s., ISBN 978-80-89662-24-1
Krajina záchranárov. Prvá pomoc. Online: www.prvapomoc.sk
ŠANTA, M. a kol. (2006). Prvá pomoc. Martin: Osveta, 179 s., ISBN 80-8063-207-3

Languages necessary to complete the course:
slovak language

Notes:

Past grade distribution
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

Lecturers: Mgr. Mária Fuchsová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde027/22	Child and adolescents in life crisis situations

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed with an evaluation, the ratio of the interim and final evaluation is 100/0. The task of the students is to prepare an interim seminar paper (maximum 40 points). The students present and discuss their seminar work in a group, followed by a colloquial assessment in the form of a class discussion. Active communication and the ability for healthy reflection and self-reflection are assessed (max. 20 points). The assessment will also include a mid-term test on the material covered (max. 40 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 - 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).
Weighting of intermediate/final assessment: 100/0
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 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:
The aim of the course Children and Adolescents in Crisis Life Situations is to provide students with knowledge about possible crisis situations of children and adolescents and their implications for the educational process in school.
By completing the course
- Students will gain an overview of the crisis situations that the current generation of children and youth is going through and the impact that different types of crises leave in the area of emotionality, behaviour and actions of the child/pupil/pupils, which, of course, also affects the whole area of their upbringing and education;
- acquire the ability to detect warning signs of possible danger to the pupil/pupils, the ability to implement crisis intervention and to cooperate with other institutions and the family in resolving crisis situations;
- they know how to apply the knowledge in an educational context in order to preventively strengthen pupils' resilience to psychological stress and develop their personality strengths.
Transferable competences: improving communication skills, critical thinking and contextual reasoning.

Class syllabus:
Brief outline of the course:
1. Terminological definitions- life crisis, stressful situation, emotional loss, disasters/natural calamities, hurtful events.
2. Classification, development, course of life crises. Specifics of crises in children and adolescents. Psychological, somatic and social consequences of unprocessed crisis events on a person's life. First aid in a crisis situation.
3. Crisis situations related to the family environment. Relational crisis - disruption or loss of relationship (divorce and separation of parents, death in the family) ; Material loss - loss of housing and/or employment of parents. Alcoholism, drugs and violence in the family;
4. 4. Peer and school-related crisis situations - non-acceptance to school; loss of position and role in the group, exclusion from the group; bullying and cyberbullying; peer violence. Adolescent partnership and sexuality as a source of crisis.
5. Intrapsychic crisis - loss of expectations, plans, ideals. Psychospiritual crisis in adolescents.
6. Self-harm (self-mutilation) in children and adolescents. Warning signs and signs. Prevalence, causes and consequences.
7. Specifics of suicidal (suicidal) behavior in children and adolescents. Warning signs of suicidal threat. Crisis intervention in case of suicide attempt.

8. Possibilities of cooperation between the teacher and other institutions and the family in dealing with crisis situations.
9. Crisis intervention and its phases - initiation, implementation and termination of the intervention.
10. Forms of crisis intervention - direct face-to-face assistance , distance (telephone, chat, e-mail, etc.), outreach services - outpatient and residential.
11. Resilience to psychological distress as crisis prevention; development of personality strengths; resilience development techniques.

Recommended literature:

Reference sources:
Required reading:
Špatenková N. a kol. 2017. Krize a krizová intervence. 1.vyd. Grada: Praha. 288 s. ISBN 978-80-247-5327-0
Recommended reading:
Derková, J. 2014. Rodinná terapia v praxi. 2.dopl.vydanie. Bratislava : Radosť, 278 s. ISBN 978-80-971319-1-3.
Ferková, Š. 2013. Učiteľ a jeho úloha pri riešení sebapoškodzovania žiakov. In Evropské pedagogické fórum. Hradec Králové : Magnanimitas, 2013. ISBN 978-80-905243-9-2.
Ferková, Š. 2013. Úloha školy v prevencii samovrážd u detí a dospievajúcich. In Sociálnopedagogické štúdie. Bratislava : UK, 2013. ISBN 978-80-223-3360-3.
Jedlička, R. a kol. 2004. Děti a mládež v obtížných životních situacích. Praha : Themis, 2004. ISBN 80-7312-038-0.
Lukšík, I., Lemešová, M. 2013. Deti v ťažkých životných situáciách. Trnava : Universitatis Tyrnaviensis, 2013. ISBN 978-80-8082-762-5.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 11

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

Lecturers: doc. PaedDr. Jitka Derková, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde027/22	Child and adolescents in life crisis situations

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed with an evaluation, the ratio of the interim and final evaluation is 100/0. The task of the students is to prepare an interim seminar paper (maximum 40 points). The students present and discuss their seminar work in a group, followed by a colloquial assessment in the form of a class discussion. Active communication and the ability for healthy reflection and self-reflection are assessed (max. 20 points). The assessment will also include a mid-term test on the material covered (max. 40 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 - 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).
Weighting of intermediate/final assessment: 100/0
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 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:
The aim of the course Children and Adolescents in Crisis Life Situations is to provide students with knowledge about possible crisis situations of children and adolescents and their implications for the educational process in school.
By completing the course
- Students will gain an overview of the crisis situations that the current generation of children and youth is going through and the impact that different types of crises leave in the area of emotionality, behaviour and actions of the child/pupil/pupils, which, of course, also affects the whole area of their upbringing and education;
- acquire the ability to detect warning signs of possible danger to the pupil/pupils, the ability to implement crisis intervention and to cooperate with other institutions and the family in resolving crisis situations;
- they know how to apply the knowledge in an educational context in order to preventively strengthen pupils' resilience to psychological stress and develop their personality strengths.
Transferable competences: improving communication skills, critical thinking and contextual reasoning.

Class syllabus:
Brief outline of the course:
1. Terminological definitions- life crisis, stressful situation, emotional loss, disasters/natural calamities, hurtful events.
2. Classification, development, course of life crises. Specifics of crises in children and adolescents. Psychological, somatic and social consequences of unprocessed crisis events on a person's life. First aid in a crisis situation.
3. Crisis situations related to the family environment. Relational crisis - disruption or loss of relationship (divorce and separation of parents, death in the family) ; Material loss - loss of housing and/or employment of parents. Alcoholism, drugs and violence in the family;
4. 4. Peer and school-related crisis situations - non-acceptance to school; loss of position and role in the group, exclusion from the group; bullying and cyberbullying; peer violence. Adolescent partnership and sexuality as a source of crisis.
5. Intrapsychic crisis - loss of expectations, plans, ideals. Psychospiritual crisis in adolescents.
6. Self-harm (self-mutilation) in children and adolescents. Warning signs and signs. Prevalence, causes and consequences.
7. Specifics of suicidal (suicidal) behavior in children and adolescents. Warning signs of suicidal threat. Crisis intervention in case of suicide attempt.

8. Possibilities of cooperation between the teacher and other institutions and the family in dealing with crisis situations.
9. Crisis intervention and its phases - initiation, implementation and termination of the intervention.
10. Forms of crisis intervention - direct face-to-face assistance , distance (telephone, chat, e-mail, etc.), outreach services - outpatient and residential.
11. Resilience to psychological distress as crisis prevention; development of personality strengths; resilience development techniques.

Recommended literature:

Reference sources:
Required reading:
Špatenková N. a kol. 2017. Krize a krizová intervence. 1.vyd. Grada: Praha. 288 s. ISBN 978-80-247-5327-0
Recommended reading:
Derková, J. 2014. Rodinná terapia v praxi. 2.dopl.vydanie. Bratislava : Radosť, 278 s. ISBN 978-80-971319-1-3.
Ferková, Š. 2013. Učiteľ a jeho úloha pri riešení sebapoškodzovania žiakov. In Evropské pedagogické fórum. Hradec Králové : Magnanimitas, 2013. ISBN 978-80-905243-9-2.
Ferková, Š. 2013. Úloha školy v prevencii samovrážd u detí a dospievajúcich. In Sociálnopedagogické štúdie. Bratislava : UK, 2013. ISBN 978-80-223-3360-3.
Jedlička, R. a kol. 2004. Děti a mládež v obtížných životních situacích. Praha : Themis, 2004. ISBN 80-7312-038-0.
Lukšík, I., Lemešová, M. 2013. Deti v ťažkých životných situáciách. Trnava : Universitatis Tyrnaviensis, 2013. ISBN 978-80-8082-762-5.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 11

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

Lecturers: doc. PaedDr. Jitka Derková, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde031/22	Child biological development and school hygiene

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
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 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)

Recommended literature:

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 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Fuchsova_def..pdf

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

Languages necessary to complete the course:

slovak and czech

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: Mgr. Mária Fuchsová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde031/22	Child biological development and school hygiene

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
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 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)

Recommended literature:

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 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Fuchsova_def..pdf

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

Languages necessary to complete the course:

slovak and czech

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: Mgr. Mária Fuchsová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde031/22	Colloquium on selected issues of upbringing and education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 5

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an examination. The weighting of the interim and final assessment is 50/50.
The intermediate assessment (50%) consists of an assessment of the student's ability to identify and clearly explain the essence of the selected current problem in the field of education and training (maximum 3 points), to identify and describe the current state of the solution to the selected problem in educational theory and practice (maximum 5 points), to analyse and critically evaluate the proposed solutions (maximum 5 points), to formulate his/her own conclusions and recommendations for practice, including their argumentation (maximum 3 points), and the ability to manage the discussion of the selected problem (maximum 4 points). The maximum possible number of points in the intermediate assessment is 20.
The final assessment (50%) consists of an examination grade for an essay on a selected issue in the field of education. The maximum possible number of points for the essay is 20.
For successful completion of the course it is necessary to obtain at least 60% of the points (24 points).
The overall grade is awarded on a grading scale:
A (40-37 points) - excellent (outstanding results),
B (36-33 points) - very good (above average standard),
C (32-30 points) - good (average results),
D (29-27 points) - satisfactory (acceptable results),
E (26-24 points) - sufficient (results meet the minimum criteria),
FX (23-0 points) - underperforming (unacceptable results).
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 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): 50/50

Learning outcomes:
Learning outcomes:
Upon completion of the course, students will be able to identify current issues in education. They will be able to search, analyse and critically evaluate relevant information sources that describe, analyse and evaluate current issues in education. Students will be able to present and discuss their findings clearly and comprehensibly.
Transferable competences: in presenting and discussing their findings in seminars, students will develop their communication, lecturing and metacognitive skills. Students will also be able to present selected current issues in education and their analysis and evaluation through an essay. 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:
Identification of current problems of education and training and examination of the current state of their solution. Collecting, analysing and evaluating information on the problems under study. Preparing and managing the presentation and discussion of selected issues. Creating an essay.

Recommended literature:
Recommended reading:
According to the selected current topics and according to the teacher's recommendations

Languages necessary to complete the course:
slovak language

Notes:
teaching of the subject is provided by teachers who are dedicated to the current issues of education and education and research of the subject is part of their research and publication activities

Past grade distribution
Total number of evaluated students: 1

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

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde005/22	Communication in education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde005/22	Communication in education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde025/15	Constructivism in education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 37

A	ABS	B	C	D	E	FX
86,49	0,0	2,7	5,41	2,7	0,0	2,7

Lecturers: prof. PaedDr. Dušan Kostrub, PhD.

Last change: 03.09.2016

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde025/15	Constructivism in education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 37

A	ABS	B	C	D	E	FX
86,49	0,0	2,7	5,41	2,7	0,0	2,7

Lecturers: prof. PaedDr. Dušan Kostrub, PhD.

Last change: 03.09.2016

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde024/22	Contemporary alternative models of education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment. During the semester there will be two colloquial midterm assessments of 20 points each and 2 midterm assignments of 10pts each will be worked on. Final assessment 40pts.
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. To pass the course, a minimum of 60% of the marks must be obtained.
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 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 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:
- The graduate of this course is well versed in and able to critically evaluate alternative schools of the 20th century and in the trends of alternative pedagogy in the 21st century.
- It takes a comprehensive approach to alternative pedagogy, using both a process of analysis and synthesis in the search for solutions. It employs thinking strategies based on critical evaluation in its decision making, which relies on facts and clearly articulated information from reliable sources of information.
- She approaches alternative directions in education as one possible source of inspiration for her future teaching practice.
- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. Can analyze the problem and synthesize new solutions. Actively and flexibly brings new solutions to the assigned task. They are able to formulate clear conclusions and their justifications, which they can present to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.
Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions.
Ongoing assignments: students work in small groups on one of three main topics (Alternative Pedagogy in the First Half of the 20th Century, in the Second Half of the 20th Century, and Critical Theories of Education in the 20th Century).
Colloquial continuous assessment: each group of students presents 2 times during the semester the different areas they have worked on together in the group.
Final assessment: students keep a portfolio (not something like a journal) for the course throughout the semester, capturing their reflection after each class meeting (what I found interesting, what surprised me, what I learned, what I disagreed with, what I needed to convey differently). At the end of the lecture period, each student who has fulfilled the requirements of the mid-term evaluation will have an individual interview with the teacher, where they will present their portfolio, carry out a self-assessment. The final evaluation is an intersection of the instructor's feedback and the student's self-reflection.

Class syllabus:
Brief outline of the course:
1. Alternative and norm in education
2. Traditional and conventional in education
3. Alternative pedagogy in the first half of the 20th century
Chicago Laboratory School - John Dewey

Montessori pedagogy - Maria Montessori
Waldorf Pedagogy - Rudolf Steiner
Freinet Pedagogy - Celestin Freinet
The Jena Plan - Peter Peterson
The Dalton Plan - Helen Parkhurst
Summerhill Democratic School - Alexander S. Neill
4. Alternative pedagogy in the second half of the 20th century
Integrative-Thematic Teaching - Susan Kovalik
Russian Family School - Mikhail Petrovich Stetina
Intuitive Pedagogy - Pär Ahlbom
Free Democratic Schools (Sudbury Valley Schools) - Daniel Greenberg
ESBZ (Evangelische Schule Berlin Zentrum) - Margret Rasfeld
5. Critical theories of education in the 20th century
Emil Durkheim, Talcott Parsons, Frankfurt School - Theodor Adorno, Erich Fromm, Jurgen Habermas, Herbert Marcuse
Pedagogy of Liberation - Paolo Freire
Unschooling society - Ivan Illich
Theory of reproduction - Pier Bourdieu
Deprivation Theory - Basil Berstein
Anti-pedagogical theories (e.g. Alice Miller)
6. Alternative pedagogy in the 21st century
Trends in alternative education around the world
Trends in alternative education in Slovakia
(unschooling, homeschooling, forest schools and kindergartens, educational groups ...)

Recommended literature:

Reference sources:
Recommended reading:
Gray, P. (2016). Svoboda učení: Jak nechat děti rozhodovat o svém vzdělávaní. Praha: PeopleComm. 184s.
Hudáková, V., Miňová, M. (2017). Za oknami freinet(ovských) škôl. Prešov: Rokus. 104s.
Koerrenz, R., Blichmann, A. Engelmann, S. (2017). Alternative Schooling and New Education: European Concepts and Theories. Palgrave, Springer Link. 125p.
Kuchárová, A. (2012). Integrované tematické vyučovanie v primárnom vzdelávaní: Osvedčená pedagogická skúsenosť edukačnej praxe. Prešov: MPC. 34s.
Kuruc, M. (2017). Akademická a prosociálna motivácia v škole. Bratislava: Univerzita Komenského v Bratislave. 128s.
Montessori, M. (2019). Londýnské přednášky. Praha: Portál. 304s.
Neill, A. S. (2015) Summerhill: Příběh první demokratické školy na světě. Praha: PeaopleComm. 348s.
Pedroli, T. (2019). Intuitívní pedagogika. Praha: Universum. 144s.
Poltikovič, V. (2010). Ruská rodová škola (DVD - dokumentárny film), Maitrea.
Prokop, J. (2005). Škola a společnost v kritických teoriích druhé poloviny 20. století. Praha: Karolinum. 289sRőrner R., Wenke H. (2003) Daltonské vyučování. Brno: Paido. 156s.
Rýdl, K. (2001) Peter Petersen a pedagogika jenského plánu. ISV - Institut sociálních věcí. 236s.
Steiner, R. (2003). Waldorfská pedagogika: metodika a didaktika. Nové Hrady: Opherus. 208s.
Zárateová, A., Tressel, J. (2021) Škola podľa našich predstáv: Učiť sa, ako sa to páči nám. Centrum envirinmentálnej a etickej výchovy ŽIVICA. 165s.

Languages necessary to complete the course:

knowledge of Slovak and English.

Notes:

Past grade distribution
Total number of evaluated students: 48

A	ABS	B	C	D	E	FX
95,83	0,0	0,0	0,0	0,0	0,0	4,17

Lecturers: doc. Mgr. Martin Kuruc, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde024/22	Contemporary alternative models of education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment. During the semester there will be two colloquial midterm assessments of 20 points each and 2 midterm assignments of 10pts each will be worked on. Final assessment 40pts.
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. To pass the course, a minimum of 60% of the marks must be obtained.
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 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 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:
- The graduate of this course is well versed in and able to critically evaluate alternative schools of the 20th century and in the trends of alternative pedagogy in the 21st century.
- It takes a comprehensive approach to alternative pedagogy, using both a process of analysis and synthesis in the search for solutions. It employs thinking strategies based on critical evaluation in its decision making, which relies on facts and clearly articulated information from reliable sources of information.
- She approaches alternative directions in education as one possible source of inspiration for her future teaching practice.
- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. Can analyze the problem and synthesize new solutions. Actively and flexibly brings new solutions to the assigned task. They are able to formulate clear conclusions and their justifications, which they can present to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.
Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions.
Ongoing assignments: students work in small groups on one of three main topics (Alternative Pedagogy in the First Half of the 20th Century, in the Second Half of the 20th Century, and Critical Theories of Education in the 20th Century).
Colloquial continuous assessment: each group of students presents 2 times during the semester the different areas they have worked on together in the group.
Final assessment: students keep a portfolio (not something like a journal) for the course throughout the semester, capturing their reflection after each class meeting (what I found interesting, what surprised me, what I learned, what I disagreed with, what I needed to convey differently). At the end of the lecture period, each student who has fulfilled the requirements of the mid-term evaluation will have an individual interview with the teacher, where they will present their portfolio, carry out a self-assessment. The final evaluation is an intersection of the instructor's feedback and the student's self-reflection.

Class syllabus:
Brief outline of the course:
1. Alternative and norm in education
2. Traditional and conventional in education
3. Alternative pedagogy in the first half of the 20th century
Chicago Laboratory School - John Dewey

Montessori pedagogy - Maria Montessori
Waldorf Pedagogy - Rudolf Steiner
Freinet Pedagogy - Celestin Freinet
The Jena Plan - Peter Peterson
The Dalton Plan - Helen Parkhurst
Summerhill Democratic School - Alexander S. Neill
4. Alternative pedagogy in the second half of the 20th century
Integrative-Thematic Teaching - Susan Kovalik
Russian Family School - Mikhail Petrovich Stetina
Intuitive Pedagogy - Pär Ahlbom
Free Democratic Schools (Sudbury Valley Schools) - Daniel Greenberg
ESBZ (Evangelische Schule Berlin Zentrum) - Margret Rasfeld
5. Critical theories of education in the 20th century
Emil Durkheim, Talcott Parsons, Frankfurt School - Theodor Adorno, Erich Fromm, Jurgen Habermas, Herbert Marcuse
Pedagogy of Liberation - Paolo Freire
Unschooling society - Ivan Illich
Theory of reproduction - Pier Bourdieu
Deprivation Theory - Basil Berstein
Anti-pedagogical theories (e.g. Alice Miller)
6. Alternative pedagogy in the 21st century
Trends in alternative education around the world
Trends in alternative education in Slovakia
(unschooling, homeschooling, forest schools and kindergartens, educational groups ...)

Recommended literature:

Reference sources:
Recommended reading:
Gray, P. (2016). Svoboda učení: Jak nechat děti rozhodovat o svém vzdělávaní. Praha: PeopleComm. 184s.
Hudáková, V., Miňová, M. (2017). Za oknami freinet(ovských) škôl. Prešov: Rokus. 104s.
Koerrenz, R., Blichmann, A. Engelmann, S. (2017). Alternative Schooling and New Education: European Concepts and Theories. Palgrave, Springer Link. 125p.
Kuchárová, A. (2012). Integrované tematické vyučovanie v primárnom vzdelávaní: Osvedčená pedagogická skúsenosť edukačnej praxe. Prešov: MPC. 34s.
Kuruc, M. (2017). Akademická a prosociálna motivácia v škole. Bratislava: Univerzita Komenského v Bratislave. 128s.
Montessori, M. (2019). Londýnské přednášky. Praha: Portál. 304s.
Neill, A. S. (2015) Summerhill: Příběh první demokratické školy na světě. Praha: PeaopleComm. 348s.
Pedroli, T. (2019). Intuitívní pedagogika. Praha: Universum. 144s.
Poltikovič, V. (2010). Ruská rodová škola (DVD - dokumentárny film), Maitrea.
Prokop, J. (2005). Škola a společnost v kritických teoriích druhé poloviny 20. století. Praha: Karolinum. 289sRőrner R., Wenke H. (2003) Daltonské vyučování. Brno: Paido. 156s.
Rýdl, K. (2001) Peter Petersen a pedagogika jenského plánu. ISV - Institut sociálních věcí. 236s.
Steiner, R. (2003). Waldorfská pedagogika: metodika a didaktika. Nové Hrady: Opherus. 208s.
Zárateová, A., Tressel, J. (2021) Škola podľa našich predstáv: Učiť sa, ako sa to páči nám. Centrum envirinmentálnej a etickej výchovy ŽIVICA. 165s.

Languages necessary to complete the course:

knowledge of Slovak and English.

Notes:

Past grade distribution
Total number of evaluated students: 48

A	ABS	B	C	D	E	FX
95,83	0,0	0,0	0,0	0,0	0,0	4,17

Lecturers: doc. Mgr. Martin Kuruc, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde039/22	Creative class

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 13

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

Lecturers: Mgr. Barbora Jaslovská, PhD., doc. Mgr. Martin Kuruc, PhD., Mgr. Peter Ostradický, PhD., Mgr. Adriana Poliaková, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde039/22	Creative class

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 13

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

Lecturers: Mgr. Barbora Jaslovská, PhD., doc. Mgr. Martin Kuruc, PhD., Mgr. Peter Ostradický, PhD., Mgr. Adriana Poliaková, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde021/22	Culture and multiculturalism

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Seminar, 2 hours per week, i.e., 22 hours in total per semester, combined method (mostly in attendance)
Student workload:
2 hours of seminar per week (= 22 hours per semester), preparation of a mid-term paper 2 hours per week in the first half of the semester (= 10 hours per semester), preparation of a final paper 4 hours per week in the second half of the semester (= 24 hours per semester). A total of 56 hours per semester.
Teaching methods
Discussion of the topic, brainstorming, problem solving, observation of reality, analysis of model situations, demonstration, Socratic conversation. In the case of the combined method, they are implemented partly in e-learning form.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0
Students will develop a description and interpretation of a selected and real intercultural conflict in their environment. The description will be structured as follows:
Intermediate work - naming the conflict. The student will be assessed on whether the conflict is characterized accurately enough.
Final paper - Description of the conflict: what, when and where it took place. Interpretation of the conflict: How the conflict of cultures manifested itself in the situation. Options for resolution: How the conflict could have been prevented. Students are assessed on whether they have captured the conflict between cultures and whether they propose specific solutions.
Assessment:
A (100-91%, excellent - outstanding performance), students originally, in detail, adequately, and accurately name the intercultural conflict, originally interpret its layers, and propose realistic solutions,
B (90-81%, very good - above average standard), students name intercultural conflict in detail and adequately, interpret its layers creatively, and propose fundamentally realistic solutions,

C (80-73%, good - normal reliable work), students adequately name intercultural conflict, interpret its layers, and propose principally realistic solutions that respect the contemporary world,
D (72-66%, Satisfactory - acceptable performance), students name intercultural conflict, and its layers, and can propose solutions,
E (65-60%, adequate - results meet minimum criteria), students name intercultural conflict and find inadequate solutions
Fx (59-0%, insufficient - extra work required), students fail to adequately name intercultural conflict, fail to distinguish between the layers of conflict, and find completely unrealistic solutions.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students perceive contemporary intercultural processes and situations without stereotypes, analyze and interpret them. They know the background of multiculturalism and develop their cultural tolerance and intercultural understanding. They can distinguish between different layers in an intercultural situation.

Class syllabus:
Definition, structure, layers and functions of culture. Intercultural relations and conflicts, globalization and multiculturalism. Main forms and typology of multiculturalism, risks and positives of multiculturalism. Intercultural situations and different forms of integration of members of different cultures.
Since the aim of the course is for students to perceive and reflect on intercultural processes taking place, the details of the topics will be adjusted according to the current situation and current problems in intercultural understanding in the Slovak Republic, in Europe and in the world. Emphasis will be placed on the links of the individual themes with civic life, civic virtues, and civic responsibility.

Recommended literature:
GAŽOVÁ, V. 2009: Úvod do kulturológie. Acta culturalogica. Č. 17. Bratislava : FF UK. ISBN 80-7121-315-4
MALÍK, B. 2008: Úvod do antropológie. Bratislava : Iris. ISBN 978-80-89256-09-9
MISTRÍK, E. 2005: Slovenská kultúra v multikulturalizme. Nitra : FF UKF. ISBN 80-8050-909-3
Multikulturalita, interkulturalita, transkulturalita. Acta culturologica. 2001: Č. 6. K. Podoláková (ed.) Bratislava : FF UK. ISBN 80-86633-14-4

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 199

A	ABS	B	C	D	E	FX
53,77	0,0	22,11	12,56	3,02	2,51	6,03

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde021/22	Culture and multiculturalism

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Seminar, 2 hours per week, i.e., 22 hours in total per semester, combined method (mostly in attendance)
Student workload:
2 hours of seminar per week (= 22 hours per semester), preparation of a mid-term paper 2 hours per week in the first half of the semester (= 10 hours per semester), preparation of a final paper 4 hours per week in the second half of the semester (= 24 hours per semester). A total of 56 hours per semester.
Teaching methods
Discussion of the topic, brainstorming, problem solving, observation of reality, analysis of model situations, demonstration, Socratic conversation. In the case of the combined method, they are implemented partly in e-learning form.

Number of credits: 2

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0
Students will develop a description and interpretation of a selected and real intercultural conflict in their environment. The description will be structured as follows:
Intermediate work - naming the conflict. The student will be assessed on whether the conflict is characterized accurately enough.
Final paper - Description of the conflict: what, when and where it took place. Interpretation of the conflict: How the conflict of cultures manifested itself in the situation. Options for resolution: How the conflict could have been prevented. Students are assessed on whether they have captured the conflict between cultures and whether they propose specific solutions.
Assessment:
A (100-91%, excellent - outstanding performance), students originally, in detail, adequately, and accurately name the intercultural conflict, originally interpret its layers, and propose realistic solutions,
B (90-81%, very good - above average standard), students name intercultural conflict in detail and adequately, interpret its layers creatively, and propose fundamentally realistic solutions,

C (80-73%, good - normal reliable work), students adequately name intercultural conflict, interpret its layers, and propose principally realistic solutions that respect the contemporary world,
D (72-66%, Satisfactory - acceptable performance), students name intercultural conflict, and its layers, and can propose solutions,
E (65-60%, adequate - results meet minimum criteria), students name intercultural conflict and find inadequate solutions
Fx (59-0%, insufficient - extra work required), students fail to adequately name intercultural conflict, fail to distinguish between the layers of conflict, and find completely unrealistic solutions.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students perceive contemporary intercultural processes and situations without stereotypes, analyze and interpret them. They know the background of multiculturalism and develop their cultural tolerance and intercultural understanding. They can distinguish between different layers in an intercultural situation.

Class syllabus:
Definition, structure, layers and functions of culture. Intercultural relations and conflicts, globalization and multiculturalism. Main forms and typology of multiculturalism, risks and positives of multiculturalism. Intercultural situations and different forms of integration of members of different cultures.
Since the aim of the course is for students to perceive and reflect on intercultural processes taking place, the details of the topics will be adjusted according to the current situation and current problems in intercultural understanding in the Slovak Republic, in Europe and in the world. Emphasis will be placed on the links of the individual themes with civic life, civic virtues, and civic responsibility.

Recommended literature:
GAŽOVÁ, V. 2009: Úvod do kulturológie. Acta culturalogica. Č. 17. Bratislava : FF UK. ISBN 80-7121-315-4
MALÍK, B. 2008: Úvod do antropológie. Bratislava : Iris. ISBN 978-80-89256-09-9
MISTRÍK, E. 2005: Slovenská kultúra v multikulturalizme. Nitra : FF UKF. ISBN 80-8050-909-3
Multikulturalita, interkulturalita, transkulturalita. Acta culturologica. 2001: Č. 6. K. Podoláková (ed.) Bratislava : FF UK. ISBN 80-86633-14-4

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 199

A	ABS	B	C	D	E	FX
53,77	0,0	22,11	12,56	3,02	2,51	6,03

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde035/22	**Course title:** Developing critical thinking
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 28 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: 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)	
Learning outcomes: 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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde035/22	Developing critical thinking

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
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)

Learning outcomes:
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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde033/22	Development of creativity

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment. During the semester there will be two colloquial interim assessments of 15 points each and 1 interim assignment 30b will be processed. Final assessment in the form of a group presentation of the 40b learning block project.
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. To pass the course, a minimum of 60% of the marks must be obtained.
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 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 professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks. Ongoing tasks: students work in small groups on their own learning block project (working with so-called learning environments such as Micro.Bit, Conductive Colours, Makey-Makey, etc.), the aim of which is to enable students to develop the so-called competences necessary for the 21st century through the chosen learning environment.
Colloquial mid-term evaluation: each group of students presents 2 times during the semester the mid-term tasks that they have worked on together in the group (project plan and SMART goals of their project).
Final assessment: students keep a portfolio (not something like a journal) for the course throughout the semester, capturing their reflection after each class meeting (what I found interesting, what surprised me, what I learned, what I disagreed with, what I needed to convey differently). At the end of the lecture period, each student who has fulfilled the requirements of the mid-term evaluation will have an individual interview with the teacher, where they will present their portfolio, carry out a self-assessment. The final evaluation is an intersection of the teacher's feedback, the student's self-reflection and a group presentation of the project to representatives from the practice (teachers and school management).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
- The course graduate is knowledgeable/learned and can critically evaluate information.
- He approaches the assigned tasks in a complex manner, using both the process of analysis and synthesis in the search for solutions. In making decisions, he/she uses thinking strategies based on critical evaluation, which is based on facts and clearly formulated information from reliable information sources.
- He approaches teaching methods aimed at supporting the development of pupil creativity as one of the possible approaches and as a source of inspiration for his future teaching practice.
- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. Can analyze the problem and synthesize new solutions. Actively and flexibly brings new solutions to the assigned task. They are able to formulate clear conclusions and their justifications, which they can present to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.
- Throughout the course, students are encouraged to look at the school environment where a learning community of learners is to be formed and the development of creative thinking is to be continually encouraged.
Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions.

Class syllabus:

Brief outline of the course:
1. Creativity as a natural human trait
2. School as a learning organisation
3. Teacher Professional Development Plan
4. Mentoring in teaching practice
5. Project-Based Learning
6. Resolving conflicts in the classroom with the win-win method
7. Problem-solving method - problem-based learning (Design Thinking)

Recommended literature:

Reference sources:
Recommended reading:
Brand, R.(1998). Powerful Learning. ASCD, Alexandria, US.
Filo, P. - Chomová, K. – Nekolová, V. a kol. 2017. Talentway – Osobnosť, kreativita, rast (Študent) & Problem-based Learning – Výzvy, motivácie, riešenia (Mentor). Bratislava: ABC – Academic Business Cluster.
Kuruc, M. (2021). Kuruc, M. (2021) Motivácia k učeniu sa študentov predprimárnej a primárnej pedagogiky. Týn nad Vltavou. 2021. 131s.
Larmer, J., Mergendoller, J., Boss, S. (2015). Setting the Standard for Project Based learning. ASCD, Alexandria, US.
Lee, D. (2019). Design Thinking in the Classroom. Constructing Modern Knowledge Press
Martinez, S. L., Stager, G. S. (2019). Invent to Learn: Making, Tinkering, and Engineering in the Classroom. Ulysses Press
Nash, J. B. 2019. Design Thinking in School: A Leader´s Guide to Collaborating for Improvement. Harvard Educational Publishing Group, Cambridge, US.

Languages necessary to complete the course:
knowledge of Slovak and English.

Notes:

Past grade distribution
Total number of evaluated students: 35

A	ABS	B	C	D	E	FX
62,86	0,0	11,43	11,43	8,57	2,86	2,86

Lecturers: doc. Mgr. Martin Kuruc, PhD., Mgr. Peter Ostradický, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde033/22	Development of creativity

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment. During the semester there will be two colloquial interim assessments of 15 points each and 1 interim assignment 30b will be processed. Final assessment in the form of a group presentation of the 40b learning block project.
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. To pass the course, a minimum of 60% of the marks must be obtained.
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 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 professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks. Ongoing tasks: students work in small groups on their own learning block project (working with so-called learning environments such as Micro.Bit, Conductive Colours, Makey-Makey, etc.), the aim of which is to enable students to develop the so-called competences necessary for the 21st century through the chosen learning environment.
Colloquial mid-term evaluation: each group of students presents 2 times during the semester the mid-term tasks that they have worked on together in the group (project plan and SMART goals of their project).
Final assessment: students keep a portfolio (not something like a journal) for the course throughout the semester, capturing their reflection after each class meeting (what I found interesting, what surprised me, what I learned, what I disagreed with, what I needed to convey differently). At the end of the lecture period, each student who has fulfilled the requirements of the mid-term evaluation will have an individual interview with the teacher, where they will present their portfolio, carry out a self-assessment. The final evaluation is an intersection of the teacher's feedback, the student's self-reflection and a group presentation of the project to representatives from the practice (teachers and school management).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
- The course graduate is knowledgeable/learned and can critically evaluate information.
- He approaches the assigned tasks in a complex manner, using both the process of analysis and synthesis in the search for solutions. In making decisions, he/she uses thinking strategies based on critical evaluation, which is based on facts and clearly formulated information from reliable information sources.
- He approaches teaching methods aimed at supporting the development of pupil creativity as one of the possible approaches and as a source of inspiration for his future teaching practice.
- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. Can analyze the problem and synthesize new solutions. Actively and flexibly brings new solutions to the assigned task. They are able to formulate clear conclusions and their justifications, which they can present to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.
- Throughout the course, students are encouraged to look at the school environment where a learning community of learners is to be formed and the development of creative thinking is to be continually encouraged.
Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions.

Class syllabus:

Brief outline of the course:
1. Creativity as a natural human trait
2. School as a learning organisation
3. Teacher Professional Development Plan
4. Mentoring in teaching practice
5. Project-Based Learning
6. Resolving conflicts in the classroom with the win-win method
7. Problem-solving method - problem-based learning (Design Thinking)

Recommended literature:

Reference sources:
Recommended reading:

Brand, R.(1998). Powerful Learning. ASCD, Alexandria, US.
Filo, P. - Chomová, K. – Nekolová, V. a kol. 2017. Talentway – Osobnosť, kreativita, rast (Študent) & Problem-based Learning – Výzvy, motivácie, riešenia (Mentor). Bratislava: ABC – Academic Business Cluster.
Kuruc, M. (2021). Kuruc, M. (2021) Motivácia k učeniu sa študentov predprimárnej a primárnej pedagogiky. Týn nad Vltavou. 2021. 131s.
Larmer, J., Mergendoller, J., Boss, S. (2015). Setting the Standard for Project Based learning. ASCD, Alexandria, US.
Lee, D. (2019). Design Thinking in the Classroom. Constructing Modern Knowledge Press
Martinez, S. L., Stager, G. S. (2019). Invent to Learn: Making, Tinkering, and Engineering in the Classroom. Ulysses Press
Nash, J. B. 2019. Design Thinking in School: A Leader´s Guide to Collaborating for Improvement. Harvard Educational Publishing Group, Cambridge, US.

Languages necessary to complete the course:
knowledge of Slovak and English.

Notes:

Past grade distribution
Total number of evaluated students: 35

A	ABS	B	C	D	E	FX
62,86	0,0	11,43	11,43	8,57	2,86	2,86

Lecturers: doc. Mgr. Martin Kuruc, PhD., Mgr. Peter Ostradický, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde002/22	**Course title:** Digital technologies 1
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 28 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: I.	
Prerequisites:	

Course requirements:

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

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.
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

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. [Vyšlo ako elektronická publikácia]
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BREČKA, P. (2014). Interaktívne tabule v technickom vzdelávaní. IRIS, 140 s., ISBN: 978-80-8153-024-1
ŠTRBO, M. (2018). Tvorba prezentácií. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave, 45 s., ISBN 978-80-568-0179-6
Základný študijný text k vzdelávaciemu obsahu disciplíny Digitálne technológie 1 bude študentom pravidelných časových intervaloch sprístupňovaný v elektronickej forme prostredníctvom univerzitného LMS Moodle.

Languages necessary to complete the course:

slovak and czech

Notes:

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.

Past grade distribution

Total number of evaluated students: 1415

A	ABS	B	C	D	E	FX
38,23	0,0	23,6	14,49	9,33	8,06	6,29

Lecturers: doc. PaedDr. Ján Záhorec, PhD., Mgr. Adriana Poliaková, PhD., Ing. Eva Tóblová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde002/22	**Course title:** Digital technologies 1
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 28 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: I.	
Prerequisites:	

Course requirements:

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

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.
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

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. [Vyšlo ako elektronická publikácia]
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ŠTRBO, M. (2018). Tvorba prezentácií. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave, 45 s., ISBN 978-80-568-0179-6
Základný študijný text k vzdelávaciemu obsahu disciplíny Digitálne technológie 1 bude študentom pravidelných časových intervaloch sprístupňovaný v elektronickej forme prostredníctvom univerzitného LMS Moodle.

Languages necessary to complete the course:

slovak and czech

Notes:

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.

Past grade distribution

Total number of evaluated students: 1415

A	ABS	B	C	D	E	FX
38,23	0,0	23,6	14,49	9,33	8,06	6,29

Lecturers: doc. PaedDr. Ján Záhorec, PhD., Mgr. Adriana Poliaková, PhD., Ing. Eva Tóblová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde012/22	Digital technologies 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde002/22 - Digital technologies 1

Course requirements:
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:
Socratvive.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: Instatnt 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
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
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.

Languages necessary to complete the course:
slovak and czech

Notes:
: 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.

Past grade distribution
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

Lecturers: doc. PaedDr. Ján Záhorec, PhD., Ing. Eva Tóblová, PhD., Mgr. Adriana Poliaková, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde012/22	Digital technologies 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde002/22 - Digital technologies 1

Course requirements:
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:
Socratvive.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: Instatnt 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
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
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.

Languages necessary to complete the course:
slovak and czech

Notes:
: 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.

Past grade distribution
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

Lecturers: doc. PaedDr. Ján Záhorec, PhD., Mgr. Adriana Poliaková, PhD., Ing. Eva Tóblová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde013/22	Digital technologies 3

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde012/22 - Digital technologies 2

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
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

Lecturers: doc. PaedDr. Ján Záhorec, PhD.

Last change: 22.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde013/22	Digital technologies 3

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde012/22 - Digital technologies 2

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
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

Lecturers: doc. PaedDr. Ján Záhorec, PhD.

Last change: 22.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde022/22	Education towards tolerance

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment.
Assessment: consists of 2 intermediate assessments (40+60, total 100 points).
Intermediate assessment 1: consists of a term paper and its oral presentation
Semester work for intermediate assessment 1: Critical analysis of a relevant source on a selected topic in tolerance education for a minimum of 10 min. and 10 images (in the selected graphic program) for 40 points.
A relevant source is defined as: e.g., a revival article, study, documentary, scholarly discussion, etc.
The topic of the term paper: it should be related to current issues in education (multiculturalism, pro-sociality, stereotypes, minorities, tolerance, inclusion, discrimination, extremism, etc.). The chosen topic should address various social issues that we can systematically promote through education and training (e.g. critical thinking) and through various cross-cutting themes (e.g. media education, civic initiative, ecology, segregation, otherness, religious freedom, human rights, plurality of opinion, etc.). For the presentation, the student will prepare critical questions for social discourse and lead the discussion.
Intermediate assessment 2: consists of a test of the acquired knowledge, i.e. a 60-point test. 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 interim 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 D of 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 course Education for Tolerance, the student should:
- Demonstrate key knowledge and skills in the field of education for tolerance - multicultural education, ethics education, global education, education for human rights, etc,
- be able to evaluate and select relevant sources on the topic of education for tolerance,
- be able to apply critical analysis of a relevant source,
- be able to lead a debate and ask critical questions in social discourse,
- be able to create and apply activities to promote tolerance in the classroom,
- understand social values within the framework of tolerance as a key area in education.

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 through discussion, strengthens interpersonal skills within the group - activation and taking initiative and responsibility through creative tasks in the course.

Class syllabus:
Brief outline of the course:
The aim of the course is to prepare students for the future teaching profession in the areas of critical and independent thinking, collaboration, creative activity, self-knowledge, etc. in the areas of tolerance, multiculturalism, empathy and positive communication. Using a variety of activating methods and problem-based assignments, students will actively participate in the learning process and create course content themselves, in which they will use their own potential and develop intra and interpersonal aspects of their personality.
Topics:

Definition of basic concepts, tolerance, empathy, positive communication and positive attitudes, pro-sociality, multicultural education, stereotypes, minorities, refugees, European context, developing relationships and active listening. Applying PE in the school environment, aims of PE, diversity, religious freedom, plurality of opinion in society and education, countering extremism. Methods for developing education for tolerance. Experiential pedagogy. Overview of methods and activities, concrete examples, video demonstrations, institutions and organisations involved in the protection of HR, third sector. Video analysis - discussion questions, argumentation, development of critical thinking in the framework of education for tolerance, discussion. Positive communication, how to argue properly, how to avoid manipulation, forms of discrimination. Democracy and freedom. How to develop democratic thinking within a European context, values of society and personal values. The teacher, the personality of the teacher and his/her goals in the educational process in education for tolerance. Otherness and prejudice.

Recommended literature:

Reference sources:

Required reading:

BAGALOVÁ, Ľ., GOGOLOVÁ D. (2007). Ľudské práva a zručnosti potrebné na ich uplatnenie. Metodická príručka pre učiteľov základných a stredných škôl. Bratislava: Štátny pedagogický ústav, 2007. 116s. ISBN 978-80-89225-26-2

https://cloud6n.edupage.org/cloud/Ludske_prava_a_zrucnosti_potrebne_na_ich_uplatnenie.pdf?z%3AEOkxIo%2BPktZ20N3iZdGXb2nU5Utxp3cFkE4LvHo1nhT4r7yEiKLYJ9B8tPNFfppW

DÚBRAVOVÁ, V., HRADSKÁ, J., KUMANOVÁ, A. a kol. (2006). MULTI-KULTI na školách: Metodická príručka pre multikultúrnu výchovu. Bratislava: Nadácia Milana Šimečku, 2006. 164s. ISBN 80-89008-21-6

https://globalnevzdelavanie.sk/wp-content/uploads/2019/08/multi-kulti_pre_skoly.pdf

Recommended reading:

MISTRÍK, E. a kol. (2008). Multikultúrna výchova v škole. Bratislava: OSF, 2008. 87s. ISBN 978-80-969271-4-2

http://bojnak.wbl.sk/MultiKulturna_vychova_v_skole.pdf

ONDRUŠEK, D., POTOČKOVÁ, D., HIPŠ, J. (2007). Výchova k tolerancii hrou. Bratislava: PDCS, 2007. 84s. ISBN978-80-969431-5-9.

https://eknizky.sk/wp-content/uploads/2019/02/Vychova_k_tolerancii_hrou.pdf

ŠIŠKOVÁ, T. (200)8. Výchova k tolerancii a proti rasizmu. Praha, 2008. 280s. ISBN 978-80-7367- 182-2

ŠRAMOVÁ, B. (2010). Tolerancia a intolerancia v spoločnosti. Bratislava: Melius, 2010. 180s. ISBN 978-80-97806309

https://kis.ukf.sk/epcfiles/0F78B1FE60F84E33BEE74B56A7D6AFE5/zbornik_komplet.pdf

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 57

A	ABS	B	C	D	E	FX
68,42	0,0	19,3	7,02	1,75	3,51	0,0

Lecturers: Mgr. Barbora Jaslovská, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde022/22	Education towards tolerance

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment.
Assessment: consists of 2 intermediate assessments (40+60, total 100 points).
Intermediate assessment 1: consists of a term paper and its oral presentation
Semester work for intermediate assessment 1: Critical analysis of a relevant source on a selected topic in tolerance education for a minimum of 10 min. and 10 images (in the selected graphic program) for 40 points.
A relevant source is defined as: e.g., a revival article, study, documentary, scholarly discussion, etc.
The topic of the term paper: it should be related to current issues in education (multiculturalism, pro-sociality, stereotypes, minorities, tolerance, inclusion, discrimination, extremism, etc.). The chosen topic should address various social issues that we can systematically promote through education and training (e.g. critical thinking) and through various cross-cutting themes (e.g. media education, civic initiative, ecology, segregation, otherness, religious freedom, human rights, plurality of opinion, etc.). For the presentation, the student will prepare critical questions for social discourse and lead the discussion.
Intermediate assessment 2: consists of a test of the acquired knowledge, i.e. a 60-point test. 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 interim 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 D of 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 course Education for Tolerance, the student should:
- Demonstrate key knowledge and skills in the field of education for tolerance - multicultural education, ethics education, global education, education for human rights, etc,
- be able to evaluate and select relevant sources on the topic of education for tolerance,
- be able to apply critical analysis of a relevant source,
- be able to lead a debate and ask critical questions in social discourse,
- be able to create and apply activities to promote tolerance in the classroom,
- understand social values within the framework of tolerance as a key area in education.

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 through discussion, strengthens interpersonal skills within the group - activation and taking initiative and responsibility through creative tasks in the course.

Class syllabus:
Brief outline of the course:
The aim of the course is to prepare students for the future teaching profession in the areas of critical and independent thinking, collaboration, creative activity, self-knowledge, etc. in the areas of tolerance, multiculturalism, empathy and positive communication. Using a variety of activating methods and problem-based assignments, students will actively participate in the learning process and create course content themselves, in which they will use their own potential and develop intra and interpersonal aspects of their personality.
Topics:

Definition of basic concepts, tolerance, empathy, positive communication and positive attitudes, pro-sociality, multicultural education, stereotypes, minorities, refugees, European context, developing relationships and active listening. Applying PE in the school environment, aims of PE, diversity, religious freedom, plurality of opinion in society and education, countering extremism. Methods for developing education for tolerance. Experiential pedagogy. Overview of methods and activities, concrete examples, video demonstrations, institutions and organisations involved in the protection of HR, third sector. Video analysis - discussion questions, argumentation, development of critical thinking in the framework of education for tolerance, discussion. Positive communication, how to argue properly, how to avoid manipulation, forms of discrimination. Democracy and freedom. How to develop democratic thinking within a European context, values of society and personal values. The teacher, the personality of the teacher and his/her goals in the educational process in education for tolerance. Otherness and prejudice.

Recommended literature:

Reference sources:

Required reading:

BAGALOVÁ, Ľ., GOGOLOVÁ D. (2007). Ľudské práva a zručnosti potrebné na ich uplatnenie. Metodická príručka pre učiteľov základných a stredných škôl. Bratislava: Štátny pedagogický ústav, 2007. 116s. ISBN 978-80-89225-26-2
https://cloud6n.edupage.org/cloud/Ludske_prava_a_zrucnosti_potrebne_na_ich_uplatnenie.pdf?z%3AEOkxIo%2BPktZ20N3iZdGXb2nU5Utxp3cFkE4LvHo1nhT4r7yEiKLYJ9B8tPNFfppW
DÚBRAVOVÁ, V., HRADSKÁ, J., KUMANOVÁ, A. a kol. (2006). MULTI-KULTI na školách: Metodická príručka pre multikultúrnu výchovu. Bratislava: Nadácia Milana Šimečku, 2006. 164s. ISBN 80-89008-21-6
https://globalnevzdelavanie.sk/wp-content/uploads/2019/08/multi-kulti_pre_skoly.pdf

Recommended reading:

MISTRÍK, E. a kol. (2008). Multikultúrna výchova v škole. Bratislava: OSF, 2008. 87s. ISBN 978-80-969271-4-2
http://bojnak.wbl.sk/MultiKulturna_vychova_v_skole.pdf
ONDRUŠEK, D., POTOČKOVÁ, D., HIPŠ, J. (2007). Výchova k tolerancii hrou. Bratislava: PDCS, 2007. 84s. ISBN978-80-969431-5-9.
https://eknizky.sk/wp-content/uploads/2019/02/Vychova_k_tolerancii_hrou.pdf
ŠIŠKOVÁ, T. (200)8. Výchova k tolerancii a proti rasizmu. Praha, 2008. 280s. ISBN 978-80-7367- 182-2
ŠRAMOVÁ, B. (2010). Tolerancia a intolerancia v spoločnosti. Bratislava: Melius, 2010. 180s. ISBN 978-80-97806309
https://kis.ukf.sk/epcfiles/0F78B1FE60F84E33BEE74B56A7D6AFE5/zbornik_komplet.pdf

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 57

A	ABS	B	C	D	E	FX
68,42	0,0	19,3	7,02	1,75	3,51	0,0

Lecturers: Mgr. Barbora Jaslovská, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde018/22	Educational counselling

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
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 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 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:
Learning objectives and outcomes:
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 counseling 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 the provision of 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 can 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 are able to communicate their conclusions, think critically and think in context.

Class syllabus:
Brief outline of the course:
1. School guidance system.
2. The framework for the work of an educational counsellor, professional and personal prerequisites of an educational counsellor, education of an educational counsellor.
3. The class teacher and his/her role in advising pupils and guardians in education and training.
4. Methods of work in educational counselling.
5. Strategies for preventing problem behaviour in pupils.
6. Addressing pupils' educational difficulties.
7. Methods and options for 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:
Reference sources:
Required 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
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:

Past grade distribution
Total number of evaluated students: 50

A	ABS	B	C	D	E	FX
32,0	0,0	26,0	18,0	10,0	8,0	6,0

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

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde018/22	Educational counselling

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
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 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 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:
Learning objectives and outcomes:
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 counseling 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 the provision of 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 can 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 are able to communicate their conclusions, think critically and think in context.

Class syllabus:
Brief outline of the course:
1. School guidance system.
2. The framework for the work of an educational counsellor, professional and personal prerequisites of an educational counsellor, education of an educational counsellor.
3. The class teacher and his/her role in advising pupils and guardians in education and training.
4. Methods of work in educational counselling.
5. Strategies for preventing problem behaviour in pupils.
6. Addressing pupils' educational difficulties.
7. Methods and options for 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:
Reference sources:
Required 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
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:

Past grade distribution
Total number of evaluated students: 50

A	ABS	B	C	D	E	FX
32,0	0,0	26,0	18,0	10,0	8,0	6,0

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

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde030/22	Environmetal education

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
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

CHRENŠČOVÁ, V., ELEK, Š., ELEK, T., FUCHSOVÁ, M., JASAŇ, 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

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

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde030/22	**Course title:** Environmetal education
Educational activities: **Type of activities:** lecture **Number of hours:** **per week:** 2 **per level/semester:** 28 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: 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

CHRENŠČOVÁ, V., ELEK, Š., ELEK, T., FUCHSOVÁ, M., JASAŇ, 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

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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde007/22	Ethics

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: 2 / 2 **per level/semester:** 28 / 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Lecture + seminar, 4 hours /week (2P+2S), i.e. 44 hours /semester, combined method (mostly full-time)
Student workload:
11 x (4) hours of direct teaching = 44 hours; 36 hours of individual preparation for classes (including written preparation in the form of outlines); 30 hours of preparation for the midterm test; 50 hours of preparation for the oral examination. 160 hours in total.
Teaching methods:
Individual preparation consists mainly of work with the text (selected passages from the works of major philosophers that are relevant to the subject) or critical reflection on other material (film); during joint classes, it is mainly monological methods of lecturing, interpretation and explanation, which are suitably supplemented by dialogical methods such as conversation, discussion, the Socratic method, and also work with the text.

Number of credits: 6

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course will be completed by oral examination. Weighting of interim and final marks: 50/50
Intermediate assessment is based on the completion of 3 requirements: active participation in class; preparation of text summaries; a midterm test.
To pass the course you must have met the requirement of at least 90% attendance at lecture/seminar with (in relation to the total number of students in the course) appropriate active involvement of individuals, obtain a minimum of 60% in the evaluation of the text summaries, 60% in the midterm test and 60% in the oral examination.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding results; students have performed excellently during the semester, they have actively participated in the teaching and have shown interest in the subject matter, they can work independently with the literature without any problems and creatively process and present the acquired knowledge, their theoretical knowledge of ethics is at a high level),
B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively

process and present the acquired knowledge, their theoretical knowledge of ethics is at a very good level),
C (80-73%, good - normal reliable work; students performed standardly well during the semester, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of ethics is at a good level),
D (72-66%, satisfactory - acceptable results; students are able to work independently with the literature to a limited extent and are able to process and present the acquired knowledge with problems, they have moderate deficiencies in their theoretical knowledge of ethics),
E (65-60%, sufficient - the results meet the minimum criteria; students have considerable difficulties in working independently with the literature as well as in processing and presenting the acquired knowledge, they have significant deficiencies in theoretical knowledge of ethics),
Fx (59-0%, insufficient - extra work required).
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning objectives and learning outcomes: To provide students with the basic information needed to understand ethics and its importance in the life of the individual and society and to introduce them to selected ethical concepts from philosophy, biology and psychology.
After completing the course, the student can: define the subject of ethics and the basic concepts of ethics, give an overview of the most important ethical concepts and can compare them with each other, understand the development of morality and ethical concepts in a historical context, distinguish the ethical from the non-ethical sphere, navigate ethical issues, clarify the basic categories of ethics, find the intrinsic motivational sources of behavior, cultivate and develop the good in us, argue, apply the acquired knowledge in pedagogical practice. By completing the course, the student develops the following transferable competencies: communication skills, interpersonal skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, reasoning in context.

Class syllabus:
1. Introduction to ethics as a philosophical discipline; definition of the subject of ethics and the basic concepts of ethics, morality, etiquette; basic forms of ethics
2. Virtue ethics (Aristotle)
3. Ancient hedonism (Epicurus)
4. Ancient scepticism (Sextus Empiricus)
5. Medieval ethical concepts (Augustine, Aquinas)
6. Deontological ethics (Kant)
7. Utilitarianism (Bentham, Mill)
8. Ethics of immoralism (Nietzsche)
9. Ethics of reverence for life (Schweitzer)
10. Environmental ethics
11. Biological interpretations of morality (aggression, altruism; Lorenz, Wilson, Ridley)
12. Psychological ethics (Freud, Fromm, Frankl)
13. The problem of evil (Zimbardo, Milgram, Arendt).
14. The question of guilt and responsibility (Jaspers, Sartre, Lévinas)
15. Discursive ethics (Habermas)
16. Bioethics (Habermas)

Recommended literature:
Compulsory readings:
Kohák, E.: Svoboda, svědomí, soužití. Kapitoly z mezilidské etiky. Praha: SLON, 2004
(První prednáška. Filosofie, etika, svoboda, s. 9 - 23).

Aristoteles: Etika Nikomachova (Kniha druhá, kap. 1-6, zlomky 1103a15-1107a28).
Epikuros: O šťastnom živote l. Martin: Thetis, 2014 (List Menoikeovi, s. 73-77).
Sextus Empiricus: Základy pyrrhonskej skepsy. Bratislava: Pravda, 1984 (1. kniha, kap. 1-12, s. 21-29).
Akvinský, T.: Otázky o cnostech I. Praha: Krystal OP, 2013, (De Virt., q. 1, a. 10, s. 161-183).
Kant, I.: Základy metafyziky mravov. Bratislava: Kalligram, 2004 (Predslov a Prvá kapitola, s. 9-30).
Mill, J. S.: Utilitarizmus. In: Mill, J. S.: Logika liberalizmu. Bratislava: Kalligram, 2005 (II. kap. Čo je utilitarizmus, s. 475-499).
Nietzsche, F.: Mimo dobro a zlo: předehra k filosofii budoucnosti. Praha: Aurora, 2003 (Hlava V: K přírodopisu morálky, s. 83-101).
Lorenz, K.: Takzvané zlo. Praha: Mladá fronta, 1992 (12-14. kap., s. 187-231).
Ridley, M.: Původ ctnosti. O evolučních základech a zákonitostech nesobeckého jednání člověka. Praha: Portál, 2015 (3. kap. Vězňovo dilema, s. 63-96).
Schweitzer, A.: Kultúra a etika. Bratislava: Slovenský spisovateľ, 1986 (Etika úcty k životu, s. 350-376).
Freud, S.: Totem a tabu. (časť IV, 5-7, s. 95-107).
Milgram, S.: Poslušnost vůči autoritě. Experiment, který spochybnil lidskou přirozenost. Prel. H Antonínová, Praha: Portál, 2017 (11. kap. Proces poslušnosti: analýza experimentu).
Jaspers, K.: Otázka viny. Praha: Academia, 2006, s. 19-44 (Úvod, časť (A) Schematika rozlišení).
Šmausová, G.: Komunikatívní jednání a komunikatívní racionalita v díle J. Habermasa. In: Filosofický časopis, roč. 47, č. 3, 1999, s. 473-485.
Habermas, J.: Budoucnost lidské přirozenosti. Na ceste k liberální eugenice? Prel. A. Bakešová, Praha: Filosofia, 2003 (Odůvodněná zdrženlivost, s. 9-23).
Zaviš, M.: Úvod do systematickej etiky. Žilina: Žilinská univerzita v Žiline, 2017.
Recommended readings:
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Čapek, J. et al.: Přístupy k etice II. Praha: Filosofia, 2015.
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Remišová, A. (ed.):.Dejiny etického myslenia v Európe a USA. Bratislava: Kalligram, 2008.
Sokol, J.: Etika, život, instituce. Pokus o praktickou filosofii. Praha: Vyšehrad, 2014.
Špinka, Š. et al.: Přístupy k etice I. Praha: Filosofia, 2014.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 240

A	ABS	B	C	D	E	FX
25,83	0,0	26,67	25,42	10,42	2,5	9,17

Lecturers: Mgr. Michal Bizoň, PhD., prof. PaedDr. ThDr. Monika Zaviš, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBde007/22	**Course title:** Ethics

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: 2 / 2 **per level/semester:** 28 / 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Lecture + seminar, 4 hours /week (2P+2S), i.e. 44 hours /semester, combined method (mostly full-time)
Student workload:
11 x (4) hours of direct teaching = 44 hours; 36 hours of individual preparation for classes (including written preparation in the form of outlines); 30 hours of preparation for the midterm test; 50 hours of preparation for the oral examination. 160 hours in total.
Teaching methods:
Individual preparation consists mainly of work with the text (selected passages from the works of major philosophers that are relevant to the subject) or critical reflection on other material (film); during joint classes, it is mainly monological methods of lecturing, interpretation and explanation, which are suitably supplemented by dialogical methods such as conversation, discussion, the Socratic method, and also work with the text.

Number of credits: 6

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course will be completed by oral examination. Weighting of interim and final marks: 50/50
Intermediate assessment is based on the completion of 3 requirements: active participation in class; preparation of text summaries; a midterm test.
To pass the course you must have met the requirement of at least 90% attendance at lecture/seminar with (in relation to the total number of students in the course) appropriate active involvement of individuals, obtain a minimum of 60% in the evaluation of the text summaries, 60% in the midterm test and 60% in the oral examination.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding results; students have performed excellently during the semester, they have actively participated in the teaching and have shown interest in the subject matter, they can work independently with the literature without any problems and creatively process and present the acquired knowledge, their theoretical knowledge of ethics is at a high level),
B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively

process and present the acquired knowledge, their theoretical knowledge of ethics is at a very good level),
C (80-73%, good - normal reliable work; students performed standardly well during the semester, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of ethics is at a good level),
D (72-66%, satisfactory - acceptable results; students are able to work independently with the literature to a limited extent and are able to process and present the acquired knowledge with problems, they have moderate deficiencies in their theoretical knowledge of ethics),
E (65-60%, sufficient - the results meet the minimum criteria; students have considerable difficulties in working independently with the literature as well as in processing and presenting the acquired knowledge, they have significant deficiencies in theoretical knowledge of ethics),
Fx (59-0%, insufficient - extra work required).
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning objectives and learning outcomes: To provide students with the basic information needed to understand ethics and its importance in the life of the individual and society and to introduce them to selected ethical concepts from philosophy, biology and psychology.
After completing the course, the student can: define the subject of ethics and the basic concepts of ethics, give an overview of the most important ethical concepts and can compare them with each other, understand the development of morality and ethical concepts in a historical context, distinguish the ethical from the non-ethical sphere, navigate ethical issues, clarify the basic categories of ethics, find the intrinsic motivational sources of behavior, cultivate and develop the good in us, argue, apply the acquired knowledge in pedagogical practice. By completing the course, the student develops the following transferable competencies: communication skills, interpersonal skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, reasoning in context.

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6. Deontological ethics (Kant)
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8. Ethics of immoralism (Nietzsche)
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16. Bioethics (Habermas)

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Schweitzer, A.: Kultúra a etika. Bratislava: Slovenský spisovateľ, 1986 (Etika úcty k životu, s. 350-376).
Freud, S.: Totem a tabu. (časť IV, 5-7, s. 95-107).
Milgram, S.: Poslušnost vůči autoritě. Experiment, který spochybnil lidskou přirozenost. Prel. H Antonínová, Praha: Portál, 2017 (11. kap. Proces poslušnosti: analýza experimentu).
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Habermas, J.: Budoucnost lidské přirozenosti. Na ceste k liberální eugenice? Prel. A. Bakešová, Praha: Filosofia, 2003 (Odůvodněná zdrženlivost, s. 9-23).
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Kohák, E.: Člověk, dobro a zlo. Praha: JEŽEK, 1993.
Remišová, A. (ed.):.Dejiny etického myslenia v Európe a USA. Bratislava: Kalligram, 2008.
Sokol, J.: Etika, život, instituce. Pokus o praktickou filosofii. Praha: Vyšehrad, 2014.
Špinka, Š. et al.: Přístupy k etice I. Praha: Filosofia, 2014.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 240

A	ABS	B	C	D	E	FX
25,83	0,0	26,67	25,42	10,42	2,5	9,17

Lecturers: Mgr. Michal Bizoň, PhD., prof. PaedDr. ThDr. Monika Zaviš, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde016/22	Ethics and professional ethics

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
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).
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.
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.
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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 etablovaniu etického
kódexu učiteľa? 2013 dostupné na 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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde016/22	Ethics and professional ethics

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
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).
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.
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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:
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Learning objectives and outcomes and transferable competences:
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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 etablovaniu etického
kódexu učiteľa? 2013 dostupné na 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

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde024/22	**Course title:** Family education
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 28 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	

Course requirements:

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.

PŠENIČKA, 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

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde024/22	**Course title:** Family education
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 28 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	

Course requirements:

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.
PŠENIČKA, 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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde032/22	Family education and cooperation between school and family

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
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 will also complete an intermediate written assessment of knowledge (maximum possible points - 60). To pass the course, a minimum of 60% of the points must be obtained (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 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 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:
Learning objectives and outcomes:
The aim of the course Family Education and Family-School Cooperation is to convey basic information about the contemporary family as an important socializing and educational institution. Students will be introduced to the implications of the specifics of family life and family education specifically for the educational process in school. The student will be able to define the family as an educational institution, remember its functions, and know 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, styles and means of family education. Describe and interpret inappropriate approaches in family education and predict their possible effects on student performance in school. The student will be able to apply the knowledge acquired in solving educational difficulties of the pupil resulting from the specifics of family life and family education. The student deals with trends and current forms in family-school cooperation, is able to analyze them and propose solutions in approaches of this cooperation. A particular issue in the aims of education is the knowledge of the aims, criteria and methods of home education.
Transferable competences: by analysing, proposing solutions and discussing the problem tasks assigned during the seminars, the student is able to communicate his/her conclusions, think critically, and reason in context.

Class syllabus:

Recommended literature:

Reference sources:
Required reading:
DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IKAR, 146 s. ISBN 978-80-8200-034-7.
POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská RV. Bratislava: UK, 216 s. ISBN 978-80-223-2458-8
RABUŠICOVÁ, M. ŠEĎOVÁ, K., ČIHÁČEK, V. (2004) Škola a versus rodina. Brno : Masarykova univerzita, 176 s. ISBN 80-210-3598-6
RABUŠICOVÁ, M., EMMEROVÁ,K. (2003) Role rodičů ve vztahu ke škole – teoretické koncepty. In: pedagogika, LIII, 2003, č. 2, s. 141- 151, ISSN 3380-3815
Recommended reading:
POTOČÁROVÁ, M. Výchova k hodnotám v slovenskej rodine. In Pedagogická orientace, 45(5-6),1996.
RABUŠICOVÁ, M., POL,M. (1996) Vztahy školy a rodiny dnes : hledání partnerství. IN : Pedagogika č. 1, č. 2, 1996

SIEGLOVÁ, D. Konec školní nudy - Didaktické metody pro 21. století. Praha : GRADA, 336 s.

Languages necessary to complete the course:
: slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 144

A	ABS	B	C	D	E	FX
60,42	0,0	16,67	9,03	1,39	2,78	9,72

Lecturers: prof. PhDr. Mária Potočarová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde032/22	Family education and cooperation between school and family

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
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 will also complete an intermediate written assessment of knowledge (maximum possible points - 60). To pass the course, a minimum of 60% of the points must be obtained (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 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 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:
Learning objectives and outcomes:
The aim of the course Family Education and Family-School Cooperation is to convey basic information about the contemporary family as an important socializing and educational institution. Students will be introduced to the implications of the specifics of family life and family education specifically for the educational process in school. The student will be able to define the family as an educational institution, remember its functions, and know 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, styles and means of family education. Describe and interpret inappropriate approaches in family education and predict their possible effects on student performance in school. The student will be able to apply the knowledge acquired in solving educational difficulties of the pupil resulting from the specifics of family life and family education. The student deals with trends and current forms in family-school cooperation, is able to analyze them and propose solutions in approaches of this cooperation. A particular issue in the aims of education is the knowledge of the aims, criteria and methods of home education.
Transferable competences: by analysing, proposing solutions and discussing the problem tasks assigned during the seminars, the student is able to communicate his/her conclusions, think critically, and reason in context.

Class syllabus:

Recommended literature:

Reference sources:
Required reading:
DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IKAR, 146 s. ISBN 978-80-8200-034-7.
POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská RV. Bratislava: UK, 216 s. ISBN 978-80-223-2458-8
RABUŠICOVÁ, M. ŠEĎOVÁ, K., ČIHÁČEK, V. (2004) Škola a versus rodina. Brno : Masarykova univerzita, 176 s. ISBN 80-210-3598-6
RABUŠICOVÁ, M., EMMEROVÁ,K. (2003) Role rodičů ve vztahu ke škole – teoretické koncepty. In: pedagogika, LIII, 2003, č. 2, s. 141- 151, ISSN 3380-3815
Recommended reading:
POTOČÁROVÁ, M. Výchova k hodnotám v slovenskej rodine. In Pedagogická orientace, 45(5-6),1996.
RABUŠICOVÁ, M., POL,M. (1996) Vztahy školy a rodiny dnes : hledání partnerství. IN : Pedagogika č. 1, č. 2, 1996

SIEGLOVÁ, D. Konec školní nudy - Didaktické metody pro 21. století. Praha : GRADA, 336 s.

Languages necessary to complete the course:
: slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 144

A	ABS	B	C	D	E	FX
60,42	0,0	16,67	9,03	1,39	2,78	9,72

Lecturers: prof. PhDr. Mária Potočarová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde016/22	Gender aspects in education and training

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Seminar, 2 hours per week, i.e. 22 hours in total per semester, combined method (mostly in attendance)
Student workload:
2 hours seminar per week (2 credits)= 22 hours of instruction, 15 hours of work on assignments given continuously during the semester. 23 hours of continuous study of literature and preparation for seminar, Total 60 hours per semester.
Teaching methods:
Discussion, lecturing, work with text - method of analysis, interpretation, application, work with textbook, experiential methods, group work, guided self-study - moodle.uniba.sk

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final assessment 100/0
100% of the continuous assessment includes: during the semester there will be approximately 4-6 assignments: focused on working with a professional text and its application in an example and interpretation of an example based on the professional text, analysis of stereotypes in the teaching texts, elaboration of the professional literature into an annotation with questions on the readings. Students will use the e-learning environment moodle for their studies.
A minimum score of 60% is required for successful completion of the course.
The grade is awarded on a scale of:
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)
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
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. They are able to link the issue to human rights and education for democratic citizenship.
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 in school, perceive the educational process from a gender perspective. They will learn to identify the topics of relational sex education with the topics of civic education

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 socialization, 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:
Compulsory readings:
BOSÁ, M., MINAROVIČOVÁ, 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 vyjednávaní 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 readings:
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). Sociálně 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.
RENZETTI, C.M., CURRAN, D. J. (2005). Ženy, muži a společnost. Praha: Karolinum. ISBN 80-246-0525-2
ROVŇANOVÁ, 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 language

Notes:

Past grade distribution
Total number of evaluated students: 213

A	ABS	B	C	D	E	FX
85,45	0,0	4,69	3,29	0,47	1,41	4,69

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde016/22	Gender aspects in education and training

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Seminar, 2 hours per week, i.e. 22 hours in total per semester, combined method (mostly in attendance)
Student workload:
2 hours seminar per week (2 credits)= 22 hours of instruction, 15 hours of work on assignments given continuously during the semester. 23 hours of continuous study of literature and preparation for seminar, Total 60 hours per semester.
Teaching methods:
Discussion, lecturing, work with text - method of analysis, interpretation, application, work with textbook, experiential methods, group work, guided self-study - moodle.uniba.sk

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final assessment 100/0
100% of the continuous assessment includes: during the semester there will be approximately 4-6 assignments: focused on working with a professional text and its application in an example and interpretation of an example based on the professional text, analysis of stereotypes in the teaching texts, elaboration of the professional literature into an annotation with questions on the readings. Students will use the e-learning environment moodle for their studies.
A minimum score of 60% is required for successful completion of the course.
The grade is awarded on a scale of:
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)
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
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. They are able to link the issue to human rights and education for democratic citizenship.
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 in school, perceive the educational process from a gender perspective. They will learn to identify the topics of relational sex education with the topics of civic education

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 socialization, 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:
Compulsory readings:
BOSÁ, M., MINAROVIČOVÁ, 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 vyjednávaní 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 readings:
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). Sociálně 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.
RENZETTI, C.M., CURRAN, D. J. (2005). Ženy, muži a společnost. Praha: Karolinum. ISBN 80-246-0525-2
ROVŇANOVÁ, 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 language

Notes:

Past grade distribution
Total number of evaluated students: 213

A	ABS	B	C	D	E	FX
85,45	0,0	4,69	3,29	0,47	1,41	4,69

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde018/22	Gender aspects of education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
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., MINAROVIČOVÁ, 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 vyjednávaní 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). Sociálně 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.
OSAĎAN, 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
ROVŇANOVÁ, 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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde018/22	Gender aspects of education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
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., MINAROVIČOVÁ, 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 vyjednávaní 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). Sociálně 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.
OSAĎAN, 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
ROVŇANOVÁ, 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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde001/22	General educational theory

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 5

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
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. As part of the interim assessment, students will create (25 points) and critically analyse (25 points) a reflective journal (can take the form of a concept map) focused on pedagogical situational (self)reflection (50 points in total). As part of the final assessment, they will develop (30 points) and defend in a colloquium discussion (20 points) a term paper - a conceptual proposal (with pedagogical analysis of a specific problem(s)) to address a selected educational problem(s) in a school or extra-curricular setting (50 points total). The aim is coherent pedagogical (self-)reflection, critique, identification of critical moments of education (and/or teaching) and presentation of students' forming pedagogical thinking, production of ideas for improving the personal progress of the educated and the teacher, anticipation of the development of educational reality (under the influence of current problems and theories). 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. 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 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 (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyse, synthesise and assess (critically evaluate, develop, enrich with own ideas), is oriented in current scientific-pedagogical theories and can also critically analyse and evaluate them - in relation to the key stages of their

development and their implications for practice. It can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, is familiar with current scientific and pedagogical theories and can also critically evaluate them - in relation to the key stages of their development and their implications for practice, but only in selected problems, not in a generalizing way,
C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it adequately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current scientific-pedagogical theories, but lacks their critical and generalizing evaluation,
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation is absent,
E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited in terms of correctness and accuracy, there is no critical analysis and development of their own ideas, the orientation in current scientific-pedagogical theories is limited to partial areas, there is no critical evaluation and generalization of them,
Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in current scientific-pedagogical theories is incoherent, limited to partial areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning outcomes: by completing the course, the student will be competent to implement analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of General educational theory, processes of personal-professional development on the basis of cognition and (self-)reflection, will know and be able to apply (in the specific outcomes of the course) the necessary resources, strategies and methods for this purpose.
Transferable competences: the student will know and be able to apply resources, strategies and methods for the continuous development of intra and interpersonal communication, organizational, (self-)cognitive competences.

Class syllabus:
Brief outline of the course: General educational theory explores educational reality in its breadth and complexity, helping teachers to orient themselves and gain the clearest possible picture of the complex spectrum of different determinants that shape it. It makes accessible the formation and nature of pedagogical thought and characterizes the whole process of constructing pedagogical knowledge. There is a present and necessary discourse in pedagogy about different conceptions and approaches to educational reality. Orientation in the contemporary scientific discourse of pedagogy initiates in student teachers the process of forming individual conceptions which, for their teaching practice, constitute the basic platform of their pedagogical thinking and action.
Lecture topics:
1. Pedagogy as a science. Social, gnoseological, psychological and logical foundations of the science of pedagogy; Scientific legitimacy of pedagogy; Subject of pedagogy; Use and significance of pedagogy in the present.

2. The development of pedagogical thinking in the 20th and 21st centuries. Basic paradigms in education and training; Paradigms of humanization and constructivism; subject and object of education and training.
3. Factors in the development of the human individual. Personality in relation to education; Functions of education; Education, education, teaching, teaching, learning (to); Selected methods of education.
4. Education as a subject of pedagogical science. The nature of education; Attributes of education; Education as deliberate purposeful action; Education and self-education.
5. Conceptual structure of education and training in Slovakia Determinants of selection of the content of education and training in Slovakia; Documents of educational policy; International and domestic documents of educational policy.
6. Education outside the classroom. Specific features, organisation and aims of education outside the classroom.
7. Principles, methods, forms and means of education and training for the meaningful development of the individual (teaching process). Educational problems in school and their optimal solution.
8. Teacher and educator. Status of teacher and educator; competencies, professionalism of teacher; educational styles; humanization of education. Pedagogical diagnostics and effectiveness of the educational process.
9. The phenomenon of teacher social competence. Basic concepts; Characteristic features, approaches and their meaning.
10. Alternative Education. Basic typology of alternative schools; History and development; Modern alternative approaches.
11. Scientific approaches in pedagogy. Basic concepts; Objectives, methods and conceptual bases of pedagogical research.

Recommended literature:

Recommended reading:

HELUS, Z. 2004. Díte v osobnostním pojetí. Obrat k díteti jako výzva a úkol pro učitele i rodiče. 2. prepr. a rozš. vyd. Praha : Portál, 2004. ISBN 80-7178-888-0.
HLÁSNA, S. – HORVÁTHOVÁ, K. – MUCHA, M. – TÓTHOVÁ, R., 2006. Úvod do pedagogiky. Nitra : ENIGMA. ISBN: 80-89132-29-4.
KOSTRUB, D. a kol. 2018. Vychovávanie a starostlivosť o deti do troch rokov veku. Tvorba výchovného program. Bratislava : Univerzita Komenského, 2018. ISBN 978-80-223-4667-2. (.kap.: 5.3 Komunikácia v rodine a v zariadeniach. Ostradický, P., Pirháčová Lapšanská, M.).
MANNIOVÁ, Jolana. Kapitoly z pedagogiky I. Bratislava: Luskpress, 2004. ISBN 80-968956-2-1
POTOČÁROVÁ, M., KOLDEOVÁ, L., FERKOVÁ, Š, DERKOVÁ, J. 2021. Teória výchovy 1. Univerzita Komenského v Bratislave : Bratislava. 1. vydanie, 308 strán. ISBN 978-80-223-5327-4.
PRŮCHA, Ján. Přehled pedagogiky. 3. aktual. vyd. Praha: Portál, s.r.o., 2009. ISBN 978-7367-567-7.
ŠIPOŠOVÁ, M. OSTRADICKÝ, P. 2021. Formovanie pedagogického myslenia študentov učiteľstva angličtiny o problematike výučby gramatiky cudzieho jazyka v kontinuu ich cudzojazyčnej výučby (výskumná štúdia) In Forlang [elektronický dokument] : periodický zborník vedeckých príspevkov a odborných článkov z medzinárodnej vedeckej konferencie konanej 23. - 24. júna 2021 : Roč. 8, č. 1. - : 1. vyd. ISBN 978-80-553-3948-1. - Košice : Technická univerzita v Košiciach, 2021. - S. 368-380 [CD-ROM].
ZELINOVÁ, M. 2012. Voľný čas efektívne a tvorivo. Teória a prax výchovy mimo vyučovania. Iura Edition: Bratislava, 2012. 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: 156

A	ABS	B	C	D	E	FX
34,62	0,0	22,44	19,23	7,69	7,05	8,97

Lecturers: Ing. Mgr. Jozef Strakoš, PhD., Mgr. Peter Ostradický, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde007/22	General theory of instruction

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 3 **per level/semester:** 42
Form of the course: on-site learning

Number of credits: 5

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an examination. The weighting of the interim and final assessment is 50/50.
As part of the interim assessment, students will create (25 points) and critically analyse (25 points) a reflective journal (can take the form of a concept map) focused on pedagogical-didactic situational (self)reflection (50 points in total). As part of the final assessment, they will develop (30 points) and defend in a colloquial discussion (20 points) a term paper - a conceptual proposal (with a pedagogical-didactic analysis of a specific problem) for solving a selected teaching-learning problem in school. The aim is a coherent pedagogical-didactic (self-)reflection, critique, identification of critical moments of teaching and forming pedagogical thinking, production of ideas for improving the personal progress of learners and teachers, anticipation of the development of educational reality (under the influence of current problems and theories). 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 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 (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyse, synthesise and assess (critically evaluate, develop, enrich with own ideas), is oriented in the current scientific-didactic theories and can also critically analyse and evaluate them - in relation to the key stages of their

development and their implications for practice. It can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, but only in selected problems and not in a generalizing way, is oriented in current scientific-didactic theories and can also critically evaluate them - in relation to the key stages of their development and their implications for practice, but only in selected problems and not in a generalizing way.
C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it appropriately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current scientific-didactic theories, but lacks their critical and generalizing evaluation,
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in current scientific-didactic theories is limited to specific areas, their critical evaluation is absent,
E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, critical analysis and development of own ideas is absent, orientation in the current scientific-didactic theories is limited to specific areas, their critical evaluation and generalization is absent,
Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in current scientific-didactic theories is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning outcomes: by completing the course, the student will be competent to implement analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of didactics, processes of personal-professional development based on cognition and (self-)reflection, he/she will be familiar with and be able to apply (in the specific outcomes of the course) the necessary resources, strategies and methods for this purpose.
Transferable competences: the student will know and be able to apply resources, strategies and methods for the continuous development of intra and interpersonal communication, organizational, (self-)cognitive competences.

Class syllabus:
Brief outline of the course: didactics explores the educational process in its breadth and complexity, helping teachers to orient themselves and to get the clearest possible picture of the complex range of different determinants that need to be taken into account in teaching. It makes accessible the formation and nature of teaching objectives, curriculum, as well as practical didactic principles in the teaching process. It characterizes the whole process of constructing a lesson (from the planning phase to evaluation and feedback). A discourse of different concepts and approaches to the teaching process is currently present and necessary in didactics. The orientation in teaching conceptions in student teachers initiates the process of developing individual conceptions, which for their practice represent the basic platform of their pedagogical thinking.
Topics of lectures/seminars:

1. Didactics as a science. Didactic ideas and views of some educators; Subject of didactics; brief development of theoretical foundations; division of didactics; Methods of didactic research.
2. The system and elements of the teaching process. Concept of the teaching process; Objectives of the teaching process; Social, gnoseological, psychological and logical foundations of the teaching process; Conditions of the teaching process; Phases of the teaching process; Teaching as a synthesis of education and upbringing; Models of the teaching process.
3. Educational content and curriculum. Definition of basic terms; Documents of educational policy in Slovakia after 1989; Planned curriculum; Decentralisation of curriculum; Two-level model of curriculum.
4. Teaching/educational objectives. Definition of basic terms; From general to specific learning objectives; Specific (sub) learning objectives; Key competences.
5. Teaching methods. Concept of teaching methods; Classification of teaching methods and their characteristics - logical learning procedures; Characteristics of selected methods, monological methods, dialogical methods, selected activating methods; Determinations of optimal selection of methods.
6. Selected teaching concepts. Introduction to the concepts of teaching; Verbal-narrative teaching; Problem-based teaching; Cooperative teaching; Constructivist concepts of teaching; Constructivism as a theory of cognition; Foundations of constructivism and socio-cognitive constructivism in the theories of J. Piaget and L. S. Vygotsky.
7. Transmission versus construction in the implementation of instruction. Basic features of two antagonistic approaches to teaching - Behaviorism vs. constructivism; Deductive, inductive and participatory approaches in teaching
8. Didactic principles/principles for a meaningful teaching process. Characteristics of didactic principles; Alternative approaches to support authentic/productive learning.
9. Teacher and pupil in teaching. Teaching styles of the teacher; Professional competences; Teacher self-reflection; Creativity in the teacher's work; Pupil in teaching; Communication between teacher and pupil.
10. Diagnostics and assessment in teaching. Control of teaching results; Roles and functions of control in teaching; Internal and external control of the school.
11. Material and didactic resources. Concept and classification of material didactic means; Classification of teaching aids and technical equipment; Functions of material didactic means in the teaching process.

Recommended literature:

Required reading:
TOTHOVÁ R. - KOSTRUB, D. - FERKOVÁ Š. 2017. Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva). Prešov: ROKUS. ISBN 978-80-89510-61-0.
Recommended reading:
FISHER, R.: Učíme děti myslet a učit se. Praha : Portál, 2011. ISBN 978-80-26200-43-7.
HLÁSNA, S. – HORVÁTHOVÁ, K. – MUCHA, M. – TÓTHOVÁ, R., 2006. Úvod do pedagogiky. Nitra : ENIGMA. ISBN: 80-89132-29-4 (3.kap.: Všeobecná didaktika).
KOREŇOVÁ, L.- KOSTRUB, D.-OSTRADICKÝ, P. 2018. Constructionist teaching and learning of mathematics through the optics of qualitative methodology. In DICTAP2018 & ICEE2018 [elektronický dokument]. - : 1. vyd. ISBN 978-1-941968-50-5.
KOSTRUB, D. – OSTRADICKÝ, P. 2014. Phenomena that determine didactic teacher thinking within the process of selecting optimal methods of teaching. In EDUKACJA KU PRZYSZLOŠCI, 2014, 1. vyd., s.114-122. ISBN 978-83-62160-20-4.
KOSTRUB, D. - OSTRADICKÝ, P. 2016. Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MLODZIEZY I DOROSLYCH, 2016, s. 428-438. ISBN 978-83-941235-5-0.

KOSTRUB, D. 2008. Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6.
OSTRADICKÝ, P. 2017. Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017 [elektronický zdroj]. - Brno : Masarykova univerzita, 2017. - ISBN 978-80-87952-22-1. - S. 843-852 [CD-ROM].
OSTRADICKÝ, P. KOSTRUB, D. 2021. Chain (re)actions as the birth and development of pupil autonomy. In EDULEARN21 [elektronický dokument] : 13th annual International Conference on Education and New Learning Technologies, Barcelona, 5th - 6th of July, 2021 : Roč. 13. - : 1. vyd. ISBN 978-84-09-31267-2. - Barcelona : IATED, 2021. - S. 11734-11742 [CD-ROM].
PORUBSKÝ, Š. 2007. Učiteľ-diskurz-žiak. Osobnostno-sociálny model primárnej edukácie. Banská Bystrica: UMB v Banskej Bystrici, 2007. ISBN 978-80-8083-392-3.
SKALKOVÁ, J. 2007. Obecná didaktika. 2., rozšírené a aktualizované vydanie. Praha : Grada,2007. ISBN: 80-24718-21-7.
ŠIPOŠOVÁ, M. OSTRADICKÝ, P. 2021. Formovanie pedagogického myslenia študentov učiteľstva angličtiny o problematike výučby gramatiky cudzieho jazyka v kontinuu ich cudzojazyčnej výučby (výskumná štúdia) In Forlang [elektronický dokument] : periodický zborník vedeckých príspevkov a odborných článkov z medzinárodnej vedeckej konferencie konanej 23. - 24. júna 2021 : Roč. 8, č. 1. - : 1. vyd. ISBN 978-80-553-3948-1. - Košice : Technická univerzita v Košiciach, 2021. - S. 368-380 [CD-ROM]

Languages necessary to complete the course:
slovak and czech and english

Notes:

Past grade distribution
Total number of evaluated students: 67

A	ABS	B	C	D	E	FX
25,37	0,0	22,39	23,88	14,93	11,94	1,49

Lecturers: Ing. Eva Tóblová, PhD., Mgr. Peter Ostradický, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde019/22	Global and development studies

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Seminar, 2 hours/week, i.e. 22 hours/semester, combined method (mostly by attendance).
Student workload: 22 hours of direct teaching, 20 hours of preparation for the midterm test, 18 hours for the midterm assignment. 60 hours in total.
Teaching methods: Problem-based explanation and discussion of the topics covered.

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final assessment: 100/0
The interim assessment includes an interim written assignment on global and development studies (40% of the mark) and an interim didactic test (60% of the mark). To pass the course, a minimum of 60% of the total mark is required.
The rating is awarded on a scale:
A 100-91%, excellent -excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the score (percentage) of the intermediate task, corresponds to an A grade. Note: The score or percentage of the interim assignment reflects the degree to which the student's performance on the interim assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. Both the test and the interim written task are designed to verify the specified learning outcomes.
B 90-81%, very good -above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the score (percentage) of the intermediate task, corresponds to a B grade.
C 80-73%, good -normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to a C grade.
D 72-66%, satisfactory -acceptable results. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of

points or percentages, together with the score (percentage) of the intermediate task, corresponds to a D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to an E.
Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Global and Development Studies focuses on education for enhancing responsibility for the natural, economic, social, cultural environment of the world on both local and global scales, with an emphasis on explaining and understanding the interconnectedness of the world and the need for systemic approaches to global problems. Completion of this course will provide the student with the ability to find the global dimension in the curriculum of traditional academic disciplines, as well as the skill to implement it in context, through project and problem-based inquiry. The graduate will gain the ability to address global issues from the perspective of the individual, the local community, the nation, and the world community.

Class syllabus:
Global and development studies as a dimension of civic education. Millennium Development Goals. Media, its position and role in society. Globalization. Gender equality. Education, its need and accessibility. Environment, Health as a prerequisite for the growth of society. Fair trade. Poverty and hunger. World trade and debt. Humanitarian and development aid. Democracy and civil society. Human rights. War and terrorism. Xenophobia and discrimination; Tolerance and multiculturalism. Minorities, refugees and migration. Demographic developments in the world . Education for sustainable development.

Recommended literature:
LYSÝ, J. a kol. 2007. Globálne rozvojové vzdelávanie, Bratislava. Album, 180 s. ISBN 978-80968667-7-9.
KLINEC, I. 2010. Zelené myslenie pre zelenú budúcnosť. Alternatívne ekonomické a sociálne teórie podporujúce smerovanie k udržateľnému rozvoju. Dostupné na: http://www.akademickyrepozitar.sk/sk/repozitar/zelene-myslenie.pdf
SMITH, CH; KOCH, R. 2011. Samovražda Západu, INAQUE.SK, 2016 s. ISBN 978-80970661-5-4
LORENZ,K. 1990. Osm smrtelných hříchů, Praha: Academia. ISBN 80-200-0842-XNárodná stratégia pre globálne rozvojové vzdelávanie 2012 –2016. Dostupné na http://www.sccd-sk.org/sk/icgv/globalne-vzdelavanie/narodna-strategia-gv
Globálne vzdelávanie na Slovensku. Portál http://www.globalnevzdelavanie.sk/

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 66

A	ABS	B	C	D	E	FX
83,33	0,0	6,06	6,06	3,03	1,52	0,0

Lecturers: prof. PhDr. Jozef Lysý, CSc.

Last change: 10.11.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde019/22	Global and development studies

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Seminar, 2 hours/week, i.e. 22 hours/semester, combined method (mostly by attendance).
Student workload: 22 hours of direct teaching, 20 hours of preparation for the midterm test, 18 hours for the midterm assignment. 60 hours in total.
Teaching methods: Problem-based explanation and discussion of the topics covered.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final assessment: 100/0
The interim assessment includes an interim written assignment on global and development studies (40% of the mark) and an interim didactic test (60% of the mark). To pass the course, a minimum of 60% of the total mark is required.
The rating is awarded on a scale:
A 100-91%, excellent -excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the score (percentage) of the intermediate task, corresponds to an A grade. Note: The score or percentage of the interim assignment reflects the degree to which the student's performance on the interim assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. Both the test and the interim written task are designed to verify the specified learning outcomes.
B 90-81%, very good -above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the score (percentage) of the intermediate task, corresponds to a B grade.
C 80-73%, good -normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to a C grade.
D 72-66%, satisfactory -acceptable results. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of

points or percentages, together with the score (percentage) of the intermediate task, corresponds to a D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to an E.
Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Global and Development Studies focuses on education for enhancing responsibility for the natural, economic, social, cultural environment of the world on both local and global scales, with an emphasis on explaining and understanding the interconnectedness of the world and the need for systemic approaches to global problems. Completion of this course will provide the student with the ability to find the global dimension in the curriculum of traditional academic disciplines, as well as the skill to implement it in context, through project and problem-based inquiry. The graduate will gain the ability to address global issues from the perspective of the individual, the local community, the nation, and the world community.

Class syllabus:
Global and development studies as a dimension of civic education. Millennium Development Goals. Media, its position and role in society. Globalization. Gender equality. Education, its need and accessibility. Environment, Health as a prerequisite for the growth of society. Fair trade. Poverty and hunger. World trade and debt. Humanitarian and development aid. Democracy and civil society. Human rights. War and terrorism. Xenophobia and discrimination; Tolerance and multiculturalism. Minorities, refugees and migration. Demographic developments in the world . Education for sustainable development.

Recommended literature:
LYSÝ, J. a kol. 2007. Globálne rozvojové vzdelávanie, Bratislava. Album, 180 s. ISBN 978-80968667-7-9.
KLINEC, I. 2010. Zelené myslenie pre zelenú budúcnosť. Alternatívne ekonomické a sociálne teórie podporujúce smerovanie k udržateľnému rozvoju. Dostupné na: http://www.akademickyrepozitar.sk/sk/repozitar/zelene-myslenie.pdf
SMITH, CH; KOCH, R. 2011. Samovražda Západu, INAQUE.SK, 2016 s. ISBN 978-80970661-5-4
LORENZ,K. 1990. Osm smrtelných hříchů, Praha: Academia. ISBN 80-200-0842-XNárodná stratégia pre globálne rozvojové vzdelávanie 2012 –2016. Dostupné na http://www.sccd-sk.org/sk/icgv/globalne-vzdelavanie/narodna-strategia-gv
Globálne vzdelávanie na Slovensku. Portál http://www.globalnevzdelavanie.sk/

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 66

A	ABS	B	C	D	E	FX
83,33	0,0	6,06	6,06	3,03	1,52	0,0

Lecturers: prof. PhDr. Jozef Lysý, CSc., prof. PaedDr. ThDr. Monika Zaviš, PhD.

Last change: 10.11.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde009/22	Guidelines for writing professional texts in education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 5

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with a grade of: 100% of the intermediate grade.
The interim evaluation includes the following:
• Intermediate work: 40 points,
• term paper: 60 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 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:
Learning objectives and outcomes:
Students will acquire knowledge in the field of professional text production and will be able to work independently with professional text. They will be familiar with the specific genres of professional texts in pedagogy and the requirements for their content, form and language.
The student will be able to use the acquired knowledge and skills in the creation of his/her own professional text,
teaching resources, term and final papers.
The student will master access to material such as scientific and professional literature, statistical materials, empirical data, etc.; he/she will master the principles of using professional terminology, editing the linguistic and formal aspects of a professional text. Students will acquire the skills to write a professional text in pedagogy in compliance with the principles of professional text production in the sense of publishing ethics.
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:
Definition of basic terms.
Study of professional texts, research, effective reading and documentation of what you have read.
Genres used in pedagogy, professional style and peculiarities of professional text structure.
Professional terminology and its use.
Linguistic and formal aspects of the professional text.
Content of professional texts.
Recommended models for the production of professional texts (IMRAD).
Working text, its revision, formal and linguistic adaptation.
The most common mistakes when writing professional texts.
Publication ethics, plagiarism and copyright infringement.
Selected software tools for creating professional texts in pedagogy.
Methods of in-text citation.
Bibliographic references

Recommended literature:
Required reading:
STAROŇOVÁ, K. (2011). Vedecké písanie: Ako písať akademické a vedecké texty. Martin.
ŠANDEROVÁ, J. (2007). Jak číst a psát odborný text ve spoločenských vědách. Praha.
Recommended reading:

KATUŠČÁK, D. (2013). Ako písať vysokoškolské a kvalifikačné práce. Bratislava : Enigma, 2013.
KIMLIČKA, Š. (2002). Ako citovať a vytvárať zoznamy bibliografických odkazov podľa noriem ISO 690 pre „klasické“ aj elektronické zdroje. Bratislava: Stimul, 2002.
MEŠKO, D. a kol. (2004). Akademická príručka. Martin: Osveta, 2004. 496 s. ISBN 80-8063-150-6

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 93

A	ABS	B	C	D	E	FX
49,46	0,0	22,58	11,83	5,38	5,38	5,38

Lecturers: PaedDr. Lujza Koldeová, PhD., Mgr. Lucia Hradská

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde009/22	Guidelines for writing professional texts in education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 5

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with a grade of: 100% of the intermediate grade.
The interim evaluation includes the following:
• Intermediate work: 40 points,
• term paper: 60 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 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:
Learning objectives and outcomes:
Students will acquire knowledge in the field of professional text production and will be able to work independently with professional text. They will be familiar with the specific genres of professional texts in pedagogy and the requirements for their content, form and language.
The student will be able to use the acquired knowledge and skills in the creation of his/her own professional text,
teaching resources, term and final papers.
The student will master access to material such as scientific and professional literature, statistical materials, empirical data, etc.; he/she will master the principles of using professional terminology, editing the linguistic and formal aspects of a professional text. Students will acquire the skills to write a professional text in pedagogy in compliance with the principles of professional text production in the sense of publishing ethics.
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:
Definition of basic terms.
Study of professional texts, research, effective reading and documentation of what you have read.
Genres used in pedagogy, professional style and peculiarities of professional text structure.
Professional terminology and its use.
Linguistic and formal aspects of the professional text.
Content of professional texts.
Recommended models for the production of professional texts (IMRAD).
Working text, its revision, formal and linguistic adaptation.
The most common mistakes when writing professional texts.
Publication ethics, plagiarism and copyright infringement.
Selected software tools for creating professional texts in pedagogy.
Methods of in-text citation.
Bibliographic references

Recommended literature:
Required reading:
STAROŇOVÁ, K. (2011). Vedecké písanie: Ako písať akademické a vedecké texty. Martin.
ŠANDEROVÁ, J. (2007). Jak číst a psát odborný text ve spoločenských vědách. Praha.
Recommended reading:

KATUŠČÁK, D. (2013). Ako písať vysokoškolské a kvalifikačné práce. Bratislava : Enigma, 2013.
KIMLIČKA, Š. (2002). Ako citovať a vytvárať zoznamy bibliografických odkazov podľa noriem ISO 690 pre „klasické“ aj elektronické zdroje. Bratislava: Stimul, 2002.
MEŠKO, D. a kol. (2004). Akademická príručka. Martin: Osveta, 2004. 496 s. ISBN 80-8063-150-6

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 93

A	ABS	B	C	D	E	FX
49,46	0,0	22,58	11,83	5,38	5,38	5,38

Lecturers: PaedDr. Lujza Koldeová, PhD., Mgr. Lucia Hradská

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde024/22	History of European culture

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde024/22	History of European culture

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde022/22	History of education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
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

Learning outcomes:
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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde022/22	History of education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
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

Learning outcomes:
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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde014/22	History of philosophy 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde014/22	History of philosophy 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde015/15	History of philosophy 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 90

A	ABS	B	C	D	E	FX
35,56	0,0	34,44	15,56	5,56	4,44	4,44

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 03.09.2016

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde015/15	History of philosophy 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 90

A	ABS	B	C	D	E	FX
35,56	0,0	34,44	15,56	5,56	4,44	4,44

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 03.09.2016

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde005/22	History of philosophy I.

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Lecture+seminar, 2 hours/week, i.e., 22 hours per semester, combined method (mostly full-time)
Student workload:
11 x (2) hours of direct teaching = 22 hours; 33 hours of individual preparation for classes (including written); 30 hours of preparation for final test; 35 hours of preparation for exam. 120 hours total.
Learning methods:
The individual preparation consists mainly of work with the text (selected passages from the works of major philosophers that are relevant to the subject); during the common lessons, it is mainly monological methods of lecturing, interpretation and explanation, which are suitably supplemented by dialogical methods such as conversation, discussion, the Socratic method, and also work with the text.

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBde004/22 - Philosophical propedeutics

Recommended prerequisites:
B-VOBde004 Philosophical propedeutics

Course requirements:
The course ends with an oral examination. Weighting of interim and final marks: 50/50
Interim assessment includes: preparation of summaries for assigned texts; final test.
To pass the course, a minimum of 60% marks in the outlines, 60% in the test and 60% in the oral examination is required.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet the minimum criteria),
Fx (59-0%, inadequate - extra work required).
The assessment conditions in each assessment area will be specified in the course syllabus.
Scale of assessment (preliminary/final): 50/50

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 also 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:
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:

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: 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, Abélard); High Scholasticism (Albert the Great, Aquinas, Bonaventure, R. Bacon); Late Scholasticism (Occam, Scotus)

Renaissance philosophy: M. Kuzansky; Renaissance Platonism and Aristotelianism (Ficinus, Mirandola, Pompanazzi); Renaissance natural science (Copernicus, Kepler, Galileo)

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. Enlightenment in France (Montesquieu, Voltaire, Rousseau, Encyclopedists, Materialists)
7. Enlightenment in Germany (Kant)

Recommended literature:

Compulsory readings:
Selected passages from the works:
Antológia z diel filozofov - Predsokratovci a Platón. Bratislava: IRIS, 1998.
Antológia z diel filozofov - Od Aristotela po Plotina. Bratislava: IRIS, 2007.
Antológia z diel filozofov III. - Patristika a scholastika. Bratislava: Pravda, 1975.

Antológia z diel filozofov - Humanizmus a renesancia. Bratislava: IRIS, 2009.
Antológia z diel filozofov V. Novoveká empirická a osvietenská filozofia. Bratislava: VPL, 1976.
Antológia z diel filozofov VI. Novoveká racionalistická filozofia. Bratislava: Epocha, 1970.
Recommended readings:
Antológia z diel filozofov - Patristika a scholastika. Bratislava: Dobrá kniha, 2009.
Leško, V. – Mihina, F.: Dejiny filozofie. Bratislava: Iris, 1993.
Scruton, R.: Krátké dějiny novověké filosofie. Od Descarta k Wittgesteinovi. Brno: Barrister & Principal, 2005.
Storig, H. J.: Malé dějiny filosofie. Kostelní Vydří: KNA, 2007.
Dějiny filosofie zv. 1-9. Praha: Oikoymenh, 2001 – 2020.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 771

A	ABS	B	C	D	E	FX
32,56	0,0	30,61	18,03	8,04	4,28	6,49

Lecturers: Mgr. Michal Bizoň, PhD., doc. PhDr. Branislav Malík, CSc.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde005/22	History of philosophy I.

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Lecture+seminar, 2 hours/week, i.e., 22 hours per semester, combined method (mostly full-time)
Student workload:
11 x (2) hours of direct teaching = 22 hours; 33 hours of individual preparation for classes (including written); 30 hours of preparation for final test; 35 hours of preparation for exam. 120 hours total.
Learning methods:
The individual preparation consists mainly of work with the text (selected passages from the works of major philosophers that are relevant to the subject); during the common lessons, it is mainly monological methods of lecturing, interpretation and explanation, which are suitably supplemented by dialogical methods such as conversation, discussion, the Socratic method, and also work with the text.

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBde004/22 - Philosophical propedeutics

Recommended prerequisites:
B-VOBde004 Philosophical propedeutics

Course requirements:
The course ends with an oral examination. Weighting of interim and final marks: 50/50
Interim assessment includes: preparation of summaries for assigned texts; final test.
To pass the course, a minimum of 60% marks in the outlines, 60% in the test and 60% in the oral examination is required.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet the minimum criteria),
Fx (59-0%, inadequate - extra work required).
The assessment conditions in each assessment area will be specified in the course syllabus.
Scale of assessment (preliminary/final): 50/50

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 also 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:
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:
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: 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, Abélard); High Scholasticism (Albert the Great, Aquinas, Bonaventure, R. Bacon); Late Scholasticism (Occam, Scotus)
Renaissance philosophy: M. Kuzansky; Renaissance Platonism and Aristotelianism (Ficinus, Mirandola, Pompanazzi); Renaissance natural science (Copernicus, Kepler, Galileo)
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. Enlightenment in France (Montesquieu, Voltaire, Rousseau, Encyclopedists, Materialists)
7. Enlightenment in Germany (Kant)

Recommended literature:
Compulsory readings:
Selected passages from the works:
Antológia z diel filozofov - Predsokratovci a Platón. Bratislava: IRIS, 1998.
Antológia z diel filozofov - Od Aristotela po Plotina. Bratislava: IRIS, 2007.
Antológia z diel filozofov III. - Patristika a scholastika. Bratislava: Pravda, 1975.

Antológia z diel filozofov - Humanizmus a renesancia. Bratislava: IRIS, 2009.
Antológia z diel filozofov V. Novoveká empirická a osvietenská filozofia. Bratislava: VPL, 1976.
Antológia z diel filozofov VI. Novoveká racionalistická filozofia. Bratislava: Epocha, 1970.
Recommended readings:
Antológia z diel filozofov - Patristika a scholastika. Bratislava: Dobrá kniha, 2009.
Leško, V. – Mihina, F.: Dejiny filozofie. Bratislava: Iris, 1993.
Scruton, R.: Krátké dějiny novověké filosofie. Od Descarta k Wittgesteinovi. Brno: Barrister & Principal, 2005.
Storig, H. J.: Malé dějiny filosofie. Kostelní Vydří: KNA, 2007.
Dějiny filosofie zv. 1-9. Praha: Oikoymenh, 2001 – 2020.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 771

A	ABS	B	C	D	E	FX
32,56	0,0	30,61	18,03	8,04	4,28	6,49

Lecturers: Mgr. Michal Bizoň, PhD., doc. PhDr. Branislav Malík, CSc.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde006/22	History of philosophy II.

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Lecture + seminar; 2 hours weekly/22 hours per semester, blended learning (mainly face-to-face)
Student workload: 22 hours of face-to-face learning, 28 hours to work on written assignment, 50 hours of preparation for the final test, 20 hours of preparation for the oral examination. 120 hours in total.
Teaching methods:
- Problem-based learning.
- In seminars: Discussion of the topics covered, work with academic texts.

Number of credits: 4

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBde005/22 - History of philosophy I.

Recommended prerequisites:
B-VOBde005 – History of philosophy I.

Course requirements:
Weighting of continuous/final evaluation: 50/50 (the course is completed with an examination)
The continuous evaluation includes the written assignment - a structured interpretation of a specific philosophical text related to the period in the history of philosophy in question (30% of the grade)
The final evaluation includes a final didactic test (50% of the grade) and an oral examination focused on the understanding of the material (20% of the grade).
To pass the course, a minimum of 60% of the total score is required.
Grading Scale:
A 100-91%, well done - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to an A grade.
Note: The mark or percentage of the written assignment reflects the extent to which the assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so that it stratifies students not only according to the extent of knowledge acquired. Both the test and the written assignment are designed to verify the specified learning outcomes. The oral examination is aimed at verifying understanding of the material.
B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of acquired knowledge and mobilised cognitive abilities) which, in

terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to a B grade.
C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to a C.
D 72-66%, satisfactory - acceptable performance. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to a D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the written assignment mark and the oral examination results, corresponds to an E.
Fx 59-0%, inadequate. The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The aim of the History of Philosophy II course is to present philosophy and its history as a kind of laboratory of human thought and the intellectual achievements of individual philosophers as an inspiring demonstration of how human thought was born, changed over time, and refined and qualitatively developed in the encounter with other points of view. History will be presented as a dialogue in which different, often contradictory views and ideological positions not only clash but also converge. The course will also aim, by comparing philosophical thought in different historical periods, to highlight the basic thematic shifts and changes in the logic of philosophical reasoning and methods of philosophical engagement with the world that have taken place during its history (with a particular focus on contemporary philosophical thought). The student will know the extra-philosophical (cultural-historical) and intra-philosophical preconditions of these changes. The student knows the preconditions for the emergence and formation of selected philosophical trends and orientations and can identify their overlaps with relevant disciplines and other components of culture. The student will also acquire the conceptual and methodological tools related to the profile directions of contemporary philosophical thought. Knowledge of the different approaches of different philosophical trends and their key representatives of certain problems and themes will facilitate students' professional and human orientation in the contemporary world, since many contemporary pedagogical, economic, social, legal and political concepts are based on their conceptual framework. The problem field defined in this way will help students reflect and refine their own position and provide them with arguments for defending their own views and attitudes on certain professional and social topics. The history of philosophy will be presented in a way that allows students to experience the encounter with the "other", thus exposing them to the necessity of coming to terms with plurality and heterogeneity of opinion to teach them tolerance and respect for other opinions and their bearers. It is also an expected goal of a course in the history of philosophy that the discussions that the issues raised by contemporary philosophical thought naturally evoke will cultivate in students the ability to think critically and abstractly and hone their argumentation and communication skills.

Class syllabus:
History of Philosophy II focuses on the period from the end of the German Enlightenment to the present. Criterial features that phrase the thought of that period into certain more ideologically compact sections and formations (paradigms). General characteristics of the philosophical thought developed in that period and the key ideological and thematic shifts that philosophical thought has undergone in comparison with its previous historical forms (literary turn, linguistic turn, pictorial

turn, turn to the everyday, departure from metaphysics, questioning of rationalist attitudes and historical optimism, departure from anthropocentrism, etc.). Representative philosophical trends and orientations developed within contemporary philosophical thought with a closer focus on their cultural-historical and socio-political background, their symptomatic features, methods and their own conceptual maps. The influence of contemporary philosophical thought on selected disciplines, the arts (literature, film and visual arts) and socio-political thought.

Recommended literature:

STORIG, H. J. 2007. Malé dějiny filosofie. Praha: Karmelitánské nakladatelství. ISBN 978-80-7195-206-0.

Recommended readings:

LEŠKO, V., MIHINA, F. 1993. Dejiny filozofie. Bratislava: Iris, 2. vyd. ISBN 80-967013-8-X.

PETŘÍČEK, M. 1999. Úvod do (současné) filosofie. Praha: Herrmann & synové. ISBN 978-80-8003-305-7.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 233

A	ABS	B	C	D	E	FX
20,17	0,0	16,31	28,76	21,46	9,44	3,86

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde006/22	History of philosophy II.

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Lecture + seminar; 2 hours weekly/22 hours per semester, blended learning (mainly face-to-face)
Student workload: 22 hours of face-to-face learning, 28 hours to work on written assignment, 50 hours of preparation for the final test, 20 hours of preparation for the oral examination. 120 hours in total.
Teaching methods:
- Problem-based learning.
- In seminars: Discussion of the topics covered, work with academic texts.

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBde005/22 - History of philosophy I.

Recommended prerequisites:
B-VOBde005 – History of philosophy I.

Course requirements:
Weighting of continuous/final evaluation: 50/50 (the course is completed with an examination)
The continuous evaluation includes the written assignment - a structured interpretation of a specific philosophical text related to the period in the history of philosophy in question (30% of the grade)
The final evaluation includes a final didactic test (50% of the grade) and an oral examination focused on the understanding of the material (20% of the grade).
To pass the course, a minimum of 60% of the total score is required.
Grading Scale:
A 100-91%, well done - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to an A grade.
Note: The mark or percentage of the written assignment reflects the extent to which the assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so that it stratifies students not only according to the extent of knowledge acquired. Both the test and the written assignment are designed to verify the specified learning outcomes. The oral examination is aimed at verifying understanding of the material.
B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of acquired knowledge and mobilised cognitive abilities) which, in

terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to a B grade.
C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to a C.
D 72-66%, satisfactory - acceptable performance. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to a D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the written assignment mark and the oral examination results, corresponds to an E.
Fx 59-0%, inadequate. The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The aim of the History of Philosophy II course is to present philosophy and its history as a kind of laboratory of human thought and the intellectual achievements of individual philosophers as an inspiring demonstration of how human thought was born, changed over time, and refined and qualitatively developed in the encounter with other points of view. History will be presented as a dialogue in which different, often contradictory views and ideological positions not only clash but also converge. The course will also aim, by comparing philosophical thought in different historical periods, to highlight the basic thematic shifts and changes in the logic of philosophical reasoning and methods of philosophical engagement with the world that have taken place during its history (with a particular focus on contemporary philosophical thought). The student will know the extra-philosophical (cultural-historical) and intra-philosophical preconditions of these changes. The student knows the preconditions for the emergence and formation of selected philosophical trends and orientations and can identify their overlaps with relevant disciplines and other components of culture. The student will also acquire the conceptual and methodological tools related to the profile directions of contemporary philosophical thought. Knowledge of the different approaches of different philosophical trends and their key representatives of certain problems and themes will facilitate students' professional and human orientation in the contemporary world, since many contemporary pedagogical, economic, social, legal and political concepts are based on their conceptual framework. The problem field defined in this way will help students reflect and refine their own position and provide them with arguments for defending their own views and attitudes on certain professional and social topics. The history of philosophy will be presented in a way that allows students to experience the encounter with the "other", thus exposing them to the necessity of coming to terms with plurality and heterogeneity of opinion to teach them tolerance and respect for other opinions and their bearers. It is also an expected goal of a course in the history of philosophy that the discussions that the issues raised by contemporary philosophical thought naturally evoke will cultivate in students the ability to think critically and abstractly and hone their argumentation and communication skills.

Class syllabus:
History of Philosophy II focuses on the period from the end of the German Enlightenment to the present. Criterial features that phrase the thought of that period into certain more ideologically compact sections and formations (paradigms). General characteristics of the philosophical thought developed in that period and the key ideological and thematic shifts that philosophical thought has undergone in comparison with its previous historical forms (literary turn, linguistic turn, pictorial

turn, turn to the everyday, departure from metaphysics, questioning of rationalist attitudes and historical optimism, departure from anthropocentrism, etc.). Representative philosophical trends and orientations developed within contemporary philosophical thought with a closer focus on their cultural-historical and socio-political background, their symptomatic features, methods and their own conceptual maps. The influence of contemporary philosophical thought on selected disciplines, the arts (literature, film and visual arts) and socio-political thought.

Recommended literature:

STORIG, H. J. 2007. Malé dějiny filosofie. Praha: Karmelitánské nakladatelství. ISBN 978-80-7195-206-0.

Recommended readings:

LEŠKO, V., MIHINA, F. 1993. Dejiny filozofie. Bratislava: Iris, 2. vyd. ISBN 80-967013-8-X.

PETŘÍČEK, M. 1999. Úvod do (současné) filosofie. Praha: Herrmann & synové. ISBN 978-80-8003-305-7.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 233

A	ABS	B	C	D	E	FX
20,17	0,0	16,31	28,76	21,46	9,44	3,86

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde003/22	History of schooling and education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 5

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an examination. The weighting of the interim and final assessment is 50/50.
Interim assessment (50%) consists of an assessment of 10 assignments completed by students. The solution of each task is assessed on a 2-0 point scale according to the specific criteria set for each task. The maximum possible number of points obtained in the interim assessment is 20.
The final grade (50%) consists of an assessment of the following knowledge and competencies demonstrated by the student in the oral examination: The student's ability to use professional terminology (assessed on a 2-0 point scale), to define the subject and describe the system of the history of education (2-0), to explain the context of the emergence and the main features of the historical currents of educational thought (4-0), to describe and compare the systems of education in different historical periods (6-0), to explain the views and characterize the work of significant figures in the history of education, to critically evaluate them and to identify their influence on education and education today (6-0). The maximum possible marks in the continuous assessment are 20.
For successful completion of the course it is necessary to obtain at least 60% of the points (24 points).
The overall grade is awarded on a grading scale:
A (40-37 points) - excellent (outstanding results),
B (36-33 points) - very good (above average standard),
C (32-30 points) - good (average results),
D (29-27 points) - satisfactory (acceptable results),
E (26-24 points) - sufficient (results meet the minimum criteria),
FX (23-0 points) - underperforming (unacceptable results).
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): 50/50

Learning outcomes:
Learning outcomes:
Upon completion of the course, students will be able to use professional terminology, define the subject, and describe the system of the history of pedagogy. 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.
Transferable competences: 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 status 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 competences 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 pedagogy. 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:

Reference sources:
BRŤKOVÁ, M., et al. Kapitoly z dejín pedagogiky. Bratislava: Pressent 2000.
JŮVA,V. jun., JŮVA, V. sen. Stručné dějiny pedagogiky. Brno: Paido 2003.
KASPER, T, KASPEROVÁ, D. Dějiny pedagogiky. Praha: Grada. 2008.
KUDLÁČOVÁ, B. Človek a výchova v dejinách európskeho myslenia. Trnava: PF TU, 2007.
PORUBSKÝ, Š. Úryvky z dejín pedagogického myslenia. Banská Bystrica: PF UMB, 2012.
PŠENÁK, J. Dejiny školstva a pedagogiky. Žilina: EDIS-vydavateľstvo ŽUŽ 2012.
ŠMAHELOVÁ, B. Nástin vývoje pedagogického myšlení. Brno: MSD, spol. s r.o., 2008

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 112

A	ABS	B	C	D	E	FX
33,93	0,0	16,07	16,96	10,71	6,25	16,07

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde028/20	Internship A

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 10s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 16

A	ABS	B	C	D	E	FX
93,75	0,0	0,0	0,0	0,0	0,0	6,25

Lecturers: Ing. Mgr. Jozef Strakoš, PhD., doc. Mgr. Martin Kuruc, PhD.

Last change: 03.02.2021

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde028/20	Internship A

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 10s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 16

A	ABS	B	C	D	E	FX
93,75	0,0	0,0	0,0	0,0	0,0	6,25

Lecturers: Ing. Mgr. Jozef Strakoš, PhD., doc. Mgr. Martin Kuruc, PhD.

Last change: 03.02.2021

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde029/20	Internship B

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 10s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 2

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

Lecturers: Ing. Mgr. Jozef Strakoš, PhD., doc. Mgr. Martin Kuruc, PhD.

Last change: 03.02.2021

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde029/20	Internship B

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 10s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 2

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

Lecturers: Ing. Mgr. Jozef Strakoš, PhD., doc. Mgr. Martin Kuruc, PhD.

Last change: 03.02.2021

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde027/20	Internship I.

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 32s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 7

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

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 13.02.2021

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde027/20	Internship I.

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 32s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 7

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

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 13.02.2021

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde017/15	Introduction to gender studies

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 406

A	ABS	B	C	D	E	FX
75,86	0,0	7,39	7,39	3,2	2,46	3,69

Lecturers: Mgr. Katarína Minarovičová, PhD., Mgr. Veronika Valkovičová, PhD.

Last change: 03.09.2016

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde017/15	Introduction to gender studies

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 406

A	ABS	B	C	D	E	FX
75,86	0,0	7,39	7,39	3,2	2,46	3,69

Lecturers: Mgr. Veronika Valkovičová, PhD.

Last change: 03.09.2016

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde001/22	Introduction to the citizenship education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Seminar, 2 hours/week, i.e., a total of 22 hours per semester, combined method (mostly full-time)
Student workload: 11x2 direct teaching = 22 hours per semester. 20 hours preparation of continuous work, 30 hours preparation of the final thesis, 28 hours guided self-study and preparation for the seminar, total 100 hours per semester.
Teaching methods: discussion of the topic, small group work, solving model situations, analysis and interpretation of literary sources, analysis of educational documents, guided self-study

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0
Quality of the interim and final work. The topic of the thesis. The student identifies a selected situation in which a public interest is manifested, and the participants must exercise their civic competence. He/she names the situation, interprets its main layers, and identifies the civic competencies that are manifested in it.
In the case of combined and e-learning teaching, successfully solving sub-tasks given in e-learning (moodle.uniba.sk) on the same topic as in face-to-face teaching.
The ability to orient oneself in the basics of education for citizenship in Slovak education, to search and analyze educational documents of Slovak education, to solve model situations of civic life and the ability to apply the acquired knowledge to them, to construct logical arguments, the ability to orient oneself in the theoretical sources for education for citizenship is evaluated.
Evaluation:
A (100-91%, excellent - outstanding results), students originally, in detail, adequately and accurately name a current problem in society that concerns public life, originally interpret its layers,
B (90-81%, very good - above average standard), students adequately name a current problem in society that relates to public life, creatively interpret its layers,
C (80-73%, good - normal reliable work), students name a problem in society that relates to public life, interpret its layers,
D (72-66%, satisfactory - acceptable performance), students name a problem in society that relates to public life and fail to distinguish its major layers,

E (65-60%, satisfactory - results meet the minimum criteria), students only simply name a problem in society that relates to public life,
Fx (59-0%, insufficient - extra work required), students cannot adequately name a problem in society that relates to public life and cannot distinguish between its different layers.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student knows the structure and goals of citizenship education, knows, and identifies the manifestations of citizenship in real life. The student can analyze different situations where citizenship is realized and manifested. The student distinguishes the main civic virtues, rights, and responsibilities He/she develops the ability of argumentation and independent critical thinking in the issues of civic life and in its theoretical reflection. Understands the position and basic structure of civics in the National Curriculum.

Class syllabus:
Targeting citizenship education. The structure and layers of citizenship. Civic virtues, duties, rights, responsibilities, competences of a citizen. Manifestations of citizenship in real life. Exercise of rights and duties of a citizen. National Curriculum, the subject Civic Education. Principles of its teaching, principles of extracurricular education for citizenship. The main institutions dealing with citizenship education in the Slovak Republic.

Recommended literature:
Where are we? Mental maps of Slovakia. 2010. M. Bútora, M. Kollár, G. M. Mesežnikov, Z. Bútorová (ed.) Bratislava : Kalligram. ISBN 978-80-8934-519-9
MISTRÍK, E. - GAŽOVIČ, O. - BOLEČEKOVÁ, M. - PROFANT, T. - GODOVIČOVÁ, E. - KURČÍKOVÁ, K. - KAMARÁŠOVÁ, L. - ČERNOTA, M. - CENKER, M. 2014: Development education. Topics and methods. J. Cenker (ed.). Bratislava : Pontis. ISBN 978-8-971310-2-9. s. 6-34
MISTRÍK, E. - ČUCHRANOVÁ, D. - DÚBRAVOVÁ, V. - LYSÝ, J. - MALÍK, B. 2001: Citizen and citizenship. Bratislava : Pope Print. ISBN 80-968626-6-9
Citizenship, participation and deliberation in Slovakia. Theory and reality. 2010. J. Plichtová (ed.) Bratislava : Veda. ISBN 978-80-224117-3-8
Existing textbooks for civic education in primary and secondary schools.
Students independently search for additional literature as needed for their final coursework, as the analysis of various civic issues requires special resources.

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 358

A	ABS	B	C	D	E	FX
52,23	0,0	25,98	9,5	2,79	3,35	6,15

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde001/22	Introduction to the citizenship education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Seminar, 2 hours/week, i.e., a total of 22 hours per semester, combined method (mostly full-time)
Student workload: 11x2 direct teaching = 22 hours per semester. 20 hours preparation of continuous work, 30 hours preparation of the final thesis, 28 hours guided self-study and preparation for the seminar, total 100 hours per semester.
Teaching methods: discussion of the topic, small group work, solving model situations, analysis and interpretation of literary sources, analysis of educational documents, guided self-study

Number of credits: 4

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0
Quality of the interim and final work. The topic of the thesis. The student identifies a selected situation in which a public interest is manifested, and the participants must exercise their civic competence. He/she names the situation, interprets its main layers, and identifies the civic competencies that are manifested in it.
In the case of combined and e-learning teaching, successfully solving sub-tasks given in e-learning (moodle.uniba.sk) on the same topic as in face-to-face teaching.
The ability to orient oneself in the basics of education for citizenship in Slovak education, to search and analyze educational documents of Slovak education, to solve model situations of civic life and the ability to apply the acquired knowledge to them, to construct logical arguments, the ability to orient oneself in the theoretical sources for education for citizenship is evaluated.
Evaluation:
A (100-91%, excellent - outstanding results), students originally, in detail, adequately and accurately name a current problem in society that concerns public life, originally interpret its layers,
B (90-81%, very good - above average standard), students adequately name a current problem in society that relates to public life, creatively interpret its layers,
C (80-73%, good - normal reliable work), students name a problem in society that relates to public life, interpret its layers,
D (72-66%, satisfactory - acceptable performance), students name a problem in society that relates to public life and fail to distinguish its major layers,

E (65-60%, satisfactory - results meet the minimum criteria), students only simply name a problem in society that relates to public life,
Fx (59-0%, insufficient - extra work required), students cannot adequately name a problem in society that relates to public life and cannot distinguish between its different layers.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student knows the structure and goals of citizenship education, knows, and identifies the manifestations of citizenship in real life. The student can analyze different situations where citizenship is realized and manifested. The student distinguishes the main civic virtues, rights, and responsibilities He/she develops the ability of argumentation and independent critical thinking in the issues of civic life and in its theoretical reflection. Understands the position and basic structure of civics in the National Curriculum.

Class syllabus:
Targeting citizenship education. The structure and layers of citizenship. Civic virtues, duties, rights, responsibilities, competences of a citizen. Manifestations of citizenship in real life. Exercise of rights and duties of a citizen. National Curriculum, the subject Civic Education. Principles of its teaching, principles of extracurricular education for citizenship. The main institutions dealing with citizenship education in the Slovak Republic.

Recommended literature:
Where are we? Mental maps of Slovakia. 2010. M. Bútora, M. Kollár, G. M. Mesežnikov, Z. Bútorová (ed.) Bratislava : Kalligram. ISBN 978-80-8934-519-9
MISTRÍK, E. - GAŽOVIČ, O. - BOLEČEKOVÁ, M. - PROFANT, T. - GODOVIČOVÁ, E. - KURČÍKOVÁ, K. - KAMARÁŠOVÁ, L. - ČERNOTA, M. - CENKER, M. 2014: Development education. Topics and methods. J. Cenker (ed.). Bratislava : Pontis. ISBN 978-8-971310-2-9. s. 6-34
MISTRÍK, E. - ČUCHRANOVÁ, D. - DÚBRAVOVÁ, V. - LYSÝ, J. - MALÍK, B. 2001: Citizen and citizenship. Bratislava : Pope Print. ISBN 80-968626-6-9
Citizenship, participation and deliberation in Slovakia. Theory and reality. 2010. J. Plichtová (ed.) Bratislava : Veda. ISBN 978-80-224117-3-8
Existing textbooks for civic education in primary and secondary schools.
Students independently search for additional literature as needed for their final coursework, as the analysis of various civic issues requires special resources.

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 358

A	ABS	B	C	D	E	FX
52,23	0,0	25,98	9,5	2,79	3,35	6,15

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde023/22	Leisure time education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
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 educationis 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 educationcourse 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 emocí 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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde023/22	Leisure time education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
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 educationis 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 educationcourse 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 emocí 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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde032/22	Medial education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
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).

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 etablovaniu etického
kódexu učiteľa? 2013 dostupné na 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: 152

A	ABS	B	C	D	E	FX
59,87	0,0	18,42	9,87	1,32	0,0	10,53

Lecturers: PhDr. Slávka Drozdová, PhD., doc. PhDr. Branislav Malík, CSc.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde032/22	Medial education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
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).

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 etablovaniu etického
kódexu učiteľa? 2013 dostupné na 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: 152

A	ABS	B	C	D	E	FX
59,87	0,0	18,42	9,87	1,32	0,0	10,53

Lecturers: PhDr. Slávka Drozdová, PhD., doc. PhDr. Branislav Malík, CSc.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde008/22	Methodology of research in educational science

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 3 **per level/semester:** 42
Form of the course: on-site learning

Number of credits: 5

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by examination, the ratio of midterm/final assessment is 50/50.
The interim evaluation includes the following:
• semester work in the form of a subject portfolio: proposal (design) of educational research of quantitative or qualitative nature - 50 points,
The final evaluation includes the following:
• assessment of knowledge and selected competences in the form of a written test - 50 points.
The rating is awarded on a scale:
A (100-94%, excellent - excellent results with only minimal errors),
B (93-86%, very good - above average results with minor errors),
C (85-76%, good - normal reliable work, average results),
D (75-68%, satisfactory - acceptable results, but significant errors occur),
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 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 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): 50/50

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
Students will acquire knowledge of the basics of research in educational sciences, get acquainted with the basic concepts and theoretical-methodological knowledge necessary for designing (planning, conducting and evaluating) in the field of research... In the theoretical-empirical level in the framework of the analysis of individual quantitative and qualitative tools, methods and techniques, they will acquire the knowledge and acquire the competences necessary for planning, conducting and evaluating research in educational sciences of quantitative and qualitative nature. Students will acquire the competences to solve and resolve problems in the field of research in educational sciences.
Transferable competences: the course develops students' analytical, critical, evaluative, contextual and creative thinking and reasoning in context. In terms of self-reflection, the student is able to evaluate and assess his/her own availability to conduct research in educational sciences

Class syllabus:
Brief outline of the course:
Science and research. Types of research. Validity, reliability and objectivity/objective truth. Subjectivity/subjective truth. Ethical aspects of research. Subjects in research in educational sciences and their specificities.
Quantitative and qualitative oriented research in educational sciences. Intentions, subjects and objects in research, principals in research, observed phenomena and conditions for the implementation of quantitative and qualitative oriented research in educational sciences.
Scientific hypotheses and variables for quantifying the phenomena under study. Operationalization of variables.
Questionnaire design, implementation and evaluation.
Assessment scales - typology, creation and evaluation.
The sociometry method and the measurement of social climate.
Interview design and use. Differences between quantitative and qualitative interviews.
Quantitative and qualitative observation in research..
Content analysis of documents from a quantitative and qualitative point of view.
Data processing, data analysis and interpretation. Statistical-mathematical procedures and triangulation processes. Dissemination of findings. Study design/design.

Recommended literature:
Required reading:

Gavora, P., Koldeová, L., Dvorská, D., Pekárová, J., Moravčík, M. 2010. Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. http://www.e-metodologia.fedu.uniba.sk/ ISBN 978–80–223–2951–4
Kostrub, D. 2016. Základy kvalitatívnej metodológie. Bratislava: UK. ISBN 978-80-223-4166-0
Recommended reading:
Ferjenčík, J. 2000. Úvod do metodológie psychologického výzkumu. Praha: Portál. ISBN 80-7178-367-6
Gavora, P. 2008. Úvod do pedagogického výskumu. Bratislava: UK. ISBN 978-80-223-2391-8
Maňák, J., Švec, V. 2004. Cesty pedagogického výzkumu. Brno: Paido. ISBN 978-80-7315-0785
Švec, Š. 2009. Metodologie věd o výchově: kvantitativně-scientické a kvalitativně-humanitní přístupy v edukačním výzkumu. Brno: Paido. ISBN 978-80-731-5192-8
Tomšik, R. 2017. Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: PdF UKF. ISBN 978-80-558-1206-9

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers: PaedDr. Lujza Koldeová, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBde010/22	**Course title:** Methodology of writing of citizenship education special text
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 28 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Seminar work - 13 hours per semester, combined method Study workload: 13 hours of classes, preparation of a topic for course thesis: 3 parts of the seminar work, 3 x 10 hours = 30 hours, 9 hours of guided self-study. Total of 52 hours. Teaching methods: The pedagogical approaches include a monologue with a presentation (connecting theoretical knowledge about academic writing with practice), collective or group discussions, activating methods as practical exercises (e.g. case studies and quizzes). Part of the final assessment is a collective seminar work divided into three parts - work with literature review and empirical research.	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: I.	
Prerequisites:	
Course requirements: The course is completed with a grade. Weight of interim and final assessment: 100/0 During the semester, students must prepare and submit 3 parts of a group seminar work (100 points in total): - 1. part of the seminar work – 30 points - 2. part of the seminar work – 40 points - 3. part of the seminar work – 30 points The grading is given on a scale: A (100-91%, excellent - excellent results), B (90-81%, very good – above average standard), C (80-73%, good - regular reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient – the results meet the minimum criteria), Fx (59-0%, insufficient - more additional work required) In order to successfully complete the course, it is necessary to obtain at least 60% of the point evaluation. Having passed the course, students with obtain the following skills: Grade A: excellent performance, the student has an excellent command of the theoretical and practical skills of academic writing,	

Grade B: very good performance, the student has very good theoretical knowledge and practical academic writing skills,
Grade C: good performance, the student has theoretical knowledge of academic writing, but has only weak practical skills,
Grade D: satisfactory performance, the student has weak theoretical knowledge of academic writing and has weak practical skills,
Grade E: sufficient performance, the student demonstrates only theoretical or only practical skills in writing an academic text,
Grade Fx: insufficient performance, the student has not demonstrated any theoretical or practical academic writing skills.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The objectives of the course are the development of professional, methodical and expressive skills of the students, as well as information literacy. The aim of the course is to prepare students for professional communication - writing professional academic texts for successful completion of compulsory subjects and the study itself. Part of the course evaluation is a group seminar work - the aim of the activity is to develop the ability of collective cooperation and mutual motivation.
After completing the course, the student will:
- Know how to navigate primary and secondary professional and scientific sources in the field of study,
- Be able to recognise and apply the principles of research and copyright ethics,
- Be able to critically evaluate the professional quality of information and data sources,
- Be able to apply the principles of writing a professional text,
- Be able to structure a professional text in accordance with the customs of the field.

Class syllabus:
The subject is divided into several thematic areas, which are devoted to the theoretical aspects and the practice of academic writing as a form of professional communication:
Topic 1 – Introduction to the course
Topic 2 - Basics of social science research methods
Topic 3 - Ethics of academic research and writing, processing of sources and selection of suitable data
Topic 4 - Practical aspects of the "introduction and theoretical foundations"
Topic 5 - Argumentation in an academic text
Topic 6 - Practical aspects of "research findings"
Topic 7 - Practical aspects of "academic discussion and conclusions"
Topic 8 - Stylistic coherence of the academic text
Topic 9 - Publication requirements
Topic 10 – Discussion and peer review

Recommended literature:
GAVORA, P. a kol. elektronická učebnica pedagogického výskumu. [online]. Bratislava: Univerzita Komenského, 2010. Dostupné na: www.e-metodologia.fedu.uniba.sk
STAROŇOVÁ, K. Vedecké písanie. Bratislava : Osveta, 2011. ISBN 978-80-8063-359-2.
SKUTIL, M. a kol. Zásady pedagogicko-psychologického výzkumu pro studenty učitelství. Praha: Portál, 2011. ISBN 978-80-7367-778-7
Recommended readings:
KATUŠČÁK, D. Ako písať záverečné a kvalifikačné práce. Bratislava : Enigma, 2007. ISBN 80-8913-245-4.

MEŠKO, D., KATUŠČÁK, D., FINDRA, J. a kol. Akademická príručka. Martin: Osveta, 2006. ISBN 80-8063-200-6.
MACHALOVÁ, T. Akademické psaní pro právniky. Praha: Aleš Čeněk, 2018. ISBN 9-7880-7380-738-2
MIOVSKÝ, M. Kvalitativní prístup a metody v psychologickém výskumu. Praha: Grada, 2006. ISBN 80-2471-362-4
VYDRA, A. Akademické písanie: Ako vzniká filozofický text. Trnava: Trnavská univerzita, 2010. ISBN 978-80-8082-380-1.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 252

A	ABS	B	C	D	E	FX
30,95	0,0	37,3	24,6	4,37	1,19	1,59

Lecturers: Mgr. Veronika Valkovičová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde010/22	Methodology of writing of citizenship education special text

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Seminar work - 13 hours per semester, combined method
Study workload:
13 hours of classes, preparation of a topic for course thesis: 3 parts of the seminar work, 3 x 10 hours = 30 hours, 9 hours of guided self-study. Total of 52 hours.
Teaching methods:
The pedagogical approaches include a monologue with a presentation (connecting theoretical knowledge about academic writing with practice), collective or group discussions, activating methods as practical exercises (e.g. case studies and quizzes). Part of the final assessment is a collective seminar work divided into three parts - work with literature review and empirical research.

Number of credits: 2

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Course requirements:
The course is completed with a grade. Weight of interim and final assessment: 100/0
During the semester, students must prepare and submit 3 parts of a group seminar work (100 points in total):
- 1. part of the seminar work – 30 points
- 2. part of the seminar work – 40 points
- 3. part of the seminar work – 30 points

The grading is given on a scale:
A (100-91%, excellent - excellent results),
B (90-81%, very good – above average standard),
C (80-73%, good - regular reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient – the results meet the minimum criteria),
Fx (59-0%, insufficient - more additional work required)
In order to successfully complete the course, it is necessary to obtain at least 60% of the point evaluation.
Having passed the course, students with obtain the following skills:
Grade A: excellent performance, the student has an excellent command of the theoretical and practical skills of academic writing,

Grade B: very good performance, the student has very good theoretical knowledge and practical academic writing skills,
Grade C: good performance, the student has theoretical knowledge of academic writing, but has only weak practical skills,
Grade D: satisfactory performance, the student has weak theoretical knowledge of academic writing and has weak practical skills,
Grade E: sufficient performance, the student demonstrates only theoretical or only practical skills in writing an academic text,
Grade Fx: insufficient performance, the student has not demonstrated any theoretical or practical academic writing skills.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The objectives of the course are the development of professional, methodical and expressive skills of the students, as well as information literacy. The aim of the course is to prepare students for professional communication - writing professional academic texts for successful completion of compulsory subjects and the study itself. Part of the course evaluation is a group seminar work - the aim of the activity is to develop the ability of collective cooperation and mutual motivation.
After completing the course, the student will:
- Know how to navigate primary and secondary professional and scientific sources in the field of study,
- Be able to recognise and apply the principles of research and copyright ethics,
- Be able to critically evaluate the professional quality of information and data sources,
- Be able to apply the principles of writing a professional text,
- Be able to structure a professional text in accordance with the customs of the field.

Class syllabus:
The subject is divided into several thematic areas, which are devoted to the theoretical aspects and the practice of academic writing as a form of professional communication:
Topic 1 – Introduction to the course
Topic 2 - Basics of social science research methods
Topic 3 - Ethics of academic research and writing, processing of sources and selection of suitable data
Topic 4 - Practical aspects of the "introduction and theoretical foundations"
Topic 5 - Argumentation in an academic text
Topic 6 - Practical aspects of "research findings"
Topic 7 - Practical aspects of "academic discussion and conclusions"
Topic 8 - Stylistic coherence of the academic text
Topic 9 - Publication requirements
Topic 10 – Discussion and peer review

Recommended literature:
GAVORA, P. a kol. elektronická učebnica pedagogického výskumu. [online]. Bratislava: Univerzita Komenského, 2010. Dostupné na: www.e-metodologia.fedu.uniba.sk
STAROŇOVÁ, K. Vedecké písanie. Bratislava : Osveta, 2011. ISBN 978-80-8063-359-2.
SKUTIL, M. a kol. Zásady pedagogicko-psychologického výzkumu pro studenty učitelství. Praha: Portál, 2011. ISBN 978-80-7367-778-7
Recommended readings:
KATUŠČÁK, D. Ako písať záverečné a kvalifikačné práce. Bratislava : Enigma, 2007. ISBN 80-8913-245-4.

MEŠKO, D., KATUŠČÁK, D., FINDRA, J. a kol. Akademická príručka. Martin: Osveta, 2006. ISBN 80-8063-200-6.
MACHALOVÁ, T. Akademické psaní pro právniky. Praha: Aleš Čeněk, 2018. ISBN 9-7880-7380-738-2
MIOVSKÝ, M. Kvalitativní prístup a metody v psychologickém výskumu. Praha: Grada, 2006. ISBN 80-2471-362-4
VYDRA, A. Akademické písanie: Ako vzniká filozofický text. Trnava: Trnavská univerzita, 2010. ISBN 978-80-8082-380-1.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 252

A	ABS	B	C	D	E	FX
30,95	0,0	37,3	24,6	4,37	1,19	1,59

Lecturers: Mgr. Veronika Valkovičová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde033/22	Multicultural education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
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 multikultúrnu 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

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: Mgr. Katarína Minarovičová, PhD., prof. PhDr. Erich Mistrík, CSc.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde033/22	**Course title:** Multicultural education
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 28 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: 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 multikultúrnu 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

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: Mgr. Katarína Minarovičová, PhD., prof. PhDr. Erich Mistrík, CSc.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde020/22	Pathopsychology for teachers

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
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

Lecturers: doc. MUDr. Viacheslav Basaliukov, CSc., doc. PhDr. Marian Groma, PhD.

Last change: 22.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde020/22	Pathopsychology for teachers

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
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

Lecturers: doc. MUDr. Viacheslav Basaliukov, CSc., doc. PhDr. Marian Groma, PhD.

Last change: 22.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde017/22	**Course title:** Pedagogy of children and adolescents with learning disabilities
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 28 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	

Course requirements:

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 prepare 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 called upon 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 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:
The aim of the course Pedagogy of children and adolescents with learning disabilities is to provide students with a basic framework of knowledge in the field of education of pupils with specific developmental learning disabilities. The student will be able to define the concept of specific developmental learning disabilities, categorize the different types of specific learning disabilities. The student is oriented in the basic terminology of education of individuals with SEN. Understands the etiology of learning disabilities from a variety of theoretical perspectives. Is able to characterise the educational options for individuals with SEND. Can explain the implications of a learning disability to the educational process. Knows and understands the specifics of educating individuals with learning disabilities, particularly in relation to secondary school pupils. Can name and justify selected support measures in the education of pupils with SEND. Explain the importance of teacher collaboration with other educational and professional staff of the school and the school counselling centre in the care of pupils with SEN. Know the educational programmes for pupils with SEN.
Transferable competences developed during the students' work in the seminars: critical thinking skills, contextual reasoning, communication skills.

Class syllabus:
Brief outline of the course:
Terminological definition of specific developmental learning disabilities (SDLD), their
Characteristics, classification, etiology, symptomatology, predictors. Peculiarities of psychological development of an individual with SPDU. Diagnosis and documentation of SAD. Impacts of specific learning disabilities on the educational process. Supportive measures in the education of pupils with SEN and special-pedagogical care for pupils with SEN, re-education of individual types of disorders. Education of pupils with SEN, methods of teacher's work with pupils with SEN. Pupils with specific developmental learning disability in secondary schools. Educational programme for pupils with specific learning disability. Possibilities of teacher's cooperation with school counseling facilities.

Recommended literature:
Reference sources:
Required reading:
HARČARÍKOVÁ, T. 2008. Pedagogika jednotlivcov s poruchami učenia. Bratislava: Pedagogická fakulta UK. 94 s. ISBN 978-80-89113-57-6. https://www.fedu.uniba.sk/uploads/media/PTP_vybrane_kapitoly.pdf
MIKULAJOVÁ, M. Jazykovo-kognitívne metódy prevencie a terapie dyslexie. Bratislava: MABAG. 69s. ISBN: 978-80-89113-74-3.

https://www.sal.sk/doc/publikacie/jazykovo-kognitivne-metody-prevencie-a-terapie-dyslexie.pdf
Recommended reading:
JUCOVIČOVÁ, D.-ŽÁČKOVÁ, H. Reedukace specifických poruch učení u dětí. Praha: Portál 175 s. ISBN978-880-73674748.
KREJČOVÁ, L.- HLADÍKOVÁ, Z. 2019. Zvládame specifické poruchy učení. Brno: Edika. 248 s. ISBN 978-80-266-1400-5.
MIKULAJOVÁ, M. 2012. Čítanie, písanie a dyslexia. Bratislava: Slovenská asociála
POKORNÁ, V. 2010. Teórie a náprava vývojových poruch učení a chování. Praha: Portál, 336s.
Vzdelávací program pre žiakov so špecifickou vývinovou poruchou učenia. Štátny pedagogický ústav https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/vp-deti-ziakov-so-zdravotnym-znevyhodnenim/vp-ziakov-vyvinovymi-poruchami-ucenia/
ZEMANČÍKOVÁ, V. 2021. Schopnosť plynulého čítania vo vzťahu k vybraným percepčným a percepčno-motorickým schopnostiam dieťaťa so špecifickou vývinovou poruchou učenia dyslexiou. Olomouc: PdF UP v Olomouci. DP

Languages necessary to complete the course:
slovak language, czech language

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
11,11	0,0	25,93	29,63	18,52	0,0	14,81

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde017/22	Pedagogy of children and adolescents with learning disabilities

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
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 prepare 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 called upon 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 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:
The aim of the course Pedagogy of children and adolescents with learning disabilities is to provide students with a basic framework of knowledge in the field of education of pupils with specific developmental learning disabilities. The student will be able to define the concept of specific developmental learning disabilities, categorize the different types of specific learning disabilities. The student is oriented in the basic terminology of education of individuals with SEN. Understands the etiology of learning disabilities from a variety of theoretical perspectives. Is able to characterise the educational options for individuals with SEND. Can explain the implications of a learning disability to the educational process. Knows and understands the specifics of educating individuals with learning disabilities, particularly in relation to secondary school pupils. Can name and justify selected support measures in the education of pupils with SEND. Explain the importance of teacher collaboration with other educational and professional staff of the school and the school counselling centre in the care of pupils with SEN. Know the educational programmes for pupils with SEN.
Transferable competences developed during the students' work in the seminars: critical thinking skills, contextual reasoning, communication skills.

Class syllabus:
Brief outline of the course:
Terminological definition of specific developmental learning disabilities (SDLD), their
Characteristics, classification, etiology, symptomatology, predictors. Peculiarities of psychological development of an individual with SPDU. Diagnosis and documentation of SAD. Impacts of specific learning disabilities on the educational process. Supportive measures in the education of pupils with SEN and special-pedagogical care for pupils with SEN, re-education of individual types of disorders. Education of pupils with SEN, methods of teacher's work with pupils with SEN. Pupils with specific developmental learning disability in secondary schools. Educational programme for pupils with specific learning disability. Possibilities of teacher's cooperation with school counseling facilities.

Recommended literature:
Reference sources:
Required reading:
HARČARÍKOVÁ, T. 2008. Pedagogika jednotlivcov s poruchami učenia. Bratislava: Pedagogická fakulta UK. 94 s. ISBN 978-80-89113-57-6. https://www.fedu.uniba.sk/uploads/media/PTP_vybrane_kapitoly.pdf
MIKULAJOVÁ, M. Jazykovo-kognitívne metódy prevencie a terapie dyslexie. Bratislava: MABAG. 69s. ISBN: 978-80-89113-74-3.

https://www.sal.sk/doc/publikacie/jazykovo-kognitivne-metody-prevencie-a-terapie-dyslexie.pdf
Recommended reading:
JUCOVIČOVÁ, D.-ŽÁČKOVÁ, H. Reedukace specifických poruch učení u dětí. Praha: Portál 175 s. ISBN978-880-73674748.
KREJČOVÁ, L.- HLADÍKOVÁ, Z. 2019. Zvládame specifické poruchy učení. Brno: Edika. 248 s. ISBN 978-80-266-1400-5.
MIKULAJOVÁ, M. 2012. Čítanie, písanie a dyslexia. Bratislava: Slovenská asociála
POKORNÁ, V. 2010. Teórie a náprava vývojových poruch učení a chování. Praha: Portál, 336s.
Vzdelávací program pre žiakov so špecifickou vývinovou poruchou učenia. Štátny pedagogický ústav https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/vp-deti-ziakov-so-zdravotnym-znevyhodnenim/vp-ziakov-vyvinovymi-poruchami-ucenia/
ZEMANČÍKOVÁ, V. 2021. Schopnosť plynulého čítania vo vzťahu k vybraným percepčným a percepčno-motorickým schopnostiam dieťaťa so špecifickou vývinovou poruchou učenia dyslexiou. Olomouc: PdF UP v Olomouci. DP

Languages necessary to complete the course:
slovak language, czech language

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
11,11	0,0	25,93	29,63	18,52	0,0	14,81

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde028/22	Pedagogy of individuals with special educational needs

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
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
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-znevyhodnenim-vseobecnym-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
HARČARÍKOVA, 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:

Past grade distribution
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

Lecturers: Mgr. Vladimíra Zemančíková, PhD., Mgr. Miroslava Tomášková, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde028/22	Pedagogy of individuals with special educational needs

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
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
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-znevyhodnenim-vseobecnym-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
HARČARÍKOVA, 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:

Past grade distribution
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

Lecturers: Mgr. Vladimíra Zemančíková, PhD., Mgr. Miroslava Tomášková, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde004/22	Philosophical propedeutics

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Lecture+seminar, 2 hours weekly/22 hours per semester; blended learning (mainly face-to-face)
Student workload:
22 hours of direct teaching, 50 hours of preparation for the final test, 30 hours of continuous written work, 18 hours of guided self-study (work with a philosophical text). 120 hours in total.
Learning method:
- In the framework of lectures: problem-based interpretation.
- In seminars: Discussion of the topics covered. Solution of certain model situations (philosophical antinomies or dilemmas, generation of alternative views and critical positions on certain philosophical concepts, application of certain philosophical methods to a specifically induced problem or situation (Socratic dialogue, methodological skepticism, etc.).

Number of credits: 4

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of continuous/final evaluation: 50/50
The continuous evaluation: includes essay writing (structured essay) on a topic given in advance, written in accordance with pre-specified criteria.
The final evaluation: includes passing a didactic test focused on knowledge of basic philosophical categories.
For successful completion of the course it is necessary to obtain at least 60% of the total score.
Grading Scale:
A 100-91%, well done - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the grade (percentage) of the written work, corresponds to an A grade.
Note: The score or percentage of the structured essay reflects the degree to which the student's essay conforms to the criteria specified in the assignment. The didactic test contains tasks of varying cognitive difficulty, so that students are not stratified only by the extent of knowledge they have acquired. Both the test and the written work are designed to verify the specified learning outcomes.
B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in

terms of points or percentage, together with the grade (percentage) of the written work, corresponds to a B grade.
C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the written work, corresponds to a grade of C.
D 72-66%, satisfactory - acceptable results. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the score (percentage) of the written work, corresponds to a grade D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the written work, corresponds to an E.
Fx 59-0%, inadequate. The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student can define the place and role of philosophy in the whole of human culture and in the system of university education. The student has mastered the conceptual and methodological tools essential to the study of the history of philosophy. The student knows the background of the origins of philosophy and the motives that are considered to initiate philosophical reflection. The student will be familiar with its social functions and the functions it fulfils in relation to the intimate human personality. They will become familiar with the key conceptual problems that philosophy thematizes and addresses and the range of possible solutions to them. Through methodically induced problem situations, the student will cultivate abstract and critical thinking skills and will hone their argumentation and communication skills through mastery of the principles of philosophical dialogue.

Class syllabus:
The place of philosophy in the life of man, in the whole of human culture and in the system of university education. The reasons for the inclusion of philosophy in the ISCED 3 national curriculum and the effects expected from its teaching. Possible ways of 'introduction to philosophy' and their meaning. Identifying features of philosophy and philosophical thinking and its differences from other ways of human learning about the world. Thinking, reflecting and inventing as the intended outcomes of teaching philosophy. Introduction to philosophy through the problems it solves, the questions it answers, the functions attributed to it, its origins and the methods it employs. Basic philosophical categories, methods and disciplines, profiling philosophical thinking in relevant cultural and historical contexts, key philosophical problems and their model solutions. The internal structure of philosophy. Basic philosophical disciplines. The most typical positions within ontology, gnoseology, axiology and philosophy of history. The issue of freedom as the most intense area of overlap between philosophy and civic life. The most famous emancipatory projects in the history of philosophical thought and their reception in relevant socio-political concepts.

Recommended literature:
JASPERS, K. 1996. Úvod do filosofie. Praha: Oikoymenh. 119 s. ISBN 80-86005-05-4.
JASPERS, K. 2002. Malá škola filozofického myslenia. Bratislava: Kaligram. ISBN 80-7149-446-1.
LIESSMANN, K. - ZENATY, G. 1994. O myšlení (Úvod do filosofie). Olomouc: Votobia. ISBN 80-85619-94-6.
Recommended reading:
MICHÁLEK, J. 1992. Co je filosofie? Praha: Oikoymenh. 88 s. ISBN 80-85241-22-6.
NOVOSÁD, F. 2016. Idey na trhovisku. Bratislava: Iris. ISBN 978-80-8153-066-1.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 353

A	ABS	B	C	D	E	FX
44,19	0,0	32,58	13,31	2,27	2,55	5,1

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde004/22	Philosophical propedeutics

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Lecture+seminar, 2 hours weekly/22 hours per semester; blended learning (mainly face-to-face)
Student workload:
22 hours of direct teaching, 50 hours of preparation for the final test, 30 hours of continuous written work, 18 hours of guided self-study (work with a philosophical text). 120 hours in total.
Learning method:
- In the framework of lectures: problem-based interpretation.
- In seminars: Discussion of the topics covered. Solution of certain model situations (philosophical antinomies or dilemmas, generation of alternative views and critical positions on certain philosophical concepts, application of certain philosophical methods to a specifically induced problem or situation (Socratic dialogue, methodological skepticism, etc.).

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of continuous/final evaluation: 50/50
The continuous evaluation: includes essay writing (structured essay) on a topic given in advance, written in accordance with pre-specified criteria.
The final evaluation: includes passing a didactic test focused on knowledge of basic philosophical categories.
For successful completion of the course it is necessary to obtain at least 60% of the total score.
Grading Scale:
A 100-91%, well done - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the grade (percentage) of the written work, corresponds to an A grade.
Note: The score or percentage of the structured essay reflects the degree to which the student's essay conforms to the criteria specified in the assignment. The didactic test contains tasks of varying cognitive difficulty, so that students are not stratified only by the extent of knowledge they have acquired. Both the test and the written work are designed to verify the specified learning outcomes.
B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in

terms of points or percentage, together with the grade (percentage) of the written work, corresponds to a B grade.
C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the written work, corresponds to a grade of C.
D 72-66%, satisfactory - acceptable results. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the score (percentage) of the written work, corresponds to a grade D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the written work, corresponds to an E.
Fx 59-0%, inadequate. The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student can define the place and role of philosophy in the whole of human culture and in the system of university education. The student has mastered the conceptual and methodological tools essential to the study of the history of philosophy. The student knows the background of the origins of philosophy and the motives that are considered to initiate philosophical reflection. The student will be familiar with its social functions and the functions it fulfils in relation to the intimate human personality. They will become familiar with the key conceptual problems that philosophy thematizes and addresses and the range of possible solutions to them. Through methodically induced problem situations, the student will cultivate abstract and critical thinking skills and will hone their argumentation and communication skills through mastery of the principles of philosophical dialogue.

Class syllabus:
The place of philosophy in the life of man, in the whole of human culture and in the system of university education. The reasons for the inclusion of philosophy in the ISCED 3 national curriculum and the effects expected from its teaching. Possible ways of 'introduction to philosophy' and their meaning. Identifying features of philosophy and philosophical thinking and its differences from other ways of human learning about the world. Thinking, reflecting and inventing as the intended outcomes of teaching philosophy. Introduction to philosophy through the problems it solves, the questions it answers, the functions attributed to it, its origins and the methods it employs. Basic philosophical categories, methods and disciplines, profiling philosophical thinking in relevant cultural and historical contexts, key philosophical problems and their model solutions. The internal structure of philosophy. Basic philosophical disciplines. The most typical positions within ontology, gnoseology, axiology and philosophy of history. The issue of freedom as the most intense area of overlap between philosophy and civic life. The most famous emancipatory projects in the history of philosophical thought and their reception in relevant socio-political concepts.

Recommended literature:
JASPERS, K. 1996. Úvod do filosofie. Praha: Oikoymenh. 119 s. ISBN 80-86005-05-4.
JASPERS, K. 2002. Malá škola filozofického myslenia. Bratislava: Kaligram. ISBN 80-7149-446-1.
LIESSMANN, K. - ZENATY, G. 1994. O myšlení (Úvod do filosofie). Olomouc: Votobia. ISBN 80-85619-94-6.
Recommended reading:
MICHÁLEK, J. 1992. Co je filosofie? Praha: Oikoymenh. 88 s. ISBN 80-85241-22-6.
NOVOSÁD, F. 2016. Idey na trhovisku. Bratislava: Iris. ISBN 978-80-8153-066-1.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 353

A	ABS	B	C	D	E	FX
44,19	0,0	32,58	13,31	2,27	2,55	5,1

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde022/22	Political ethics

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Seminar, 22 hours per semester, combined method.
Student workload: 22 hours of direct instruction, 20 hours of preparation for the midterm test, 18 hours for the midterm assignment. Total: 60 hours.
Method of training: Problem-based interpretation and discussion of the topics covered.

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBde003/22 - Political science II.

Recommended prerequisites:
B-VOBde003 Political science II.

Course requirements:
Weighting of intermediate/final assessment: 100/0
The interim assessment includes an interim written assignment on democracy theory (40% of the grade) and an interim didactic test (60% of the grade). To pass the course, a minimum of 60% of the total mark is required.
Prerequisites for successful completion of the course:
Intermediate/final grade weighting: 100/0
The interim assessment includes an interim written assignment on the theory of demcracies (40% of the grade) and an interim didactic test (60% of the grade). To pass the course, a minimum of 60% of the total mark is required.
The grade is awarded on a scale:
A 100-94%, excellent - outstanding results; students perform well, their theoretical knowledge of ethics of responsibility is at an excellent level, they have a standard very good ability to evaluate knowledge critically and analytically, to compare different moral concepts, they hand in assignments on time. They have demonstrated a level of knowledge (extent of knowledge acquired and cognitive abilities mobilised) in the mid-term test which, in terms of points or percentages, together with the score (percentage) of the mid-term written assignment, corresponds to an A grade.
B 93-86%, very good - above average standard; students performed well, their theoretical knowledge of ethics of responsibility is at a very good level, they have a good ability to apply knowledge critically and analytically, they critically evaluate and compare literary sources at a very good level, they generally hand in interim assignments on time. They have demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) in the interim test

which, in terms of points or percentage, together with the score (percentage) of the interim written assignment, is equivalent to a grade B.
C 85-76%, good - routinely reliable work; students performed standardly well, their theoretical knowledge of the ethics of responsibility is at a good level, but they lack the ability to analytically compartmentalize this knowledge and critically evaluate individual concepts. In the midterm test, they demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilized) that, in terms of points or percentages, together with the scores (percentages) on the midterm writing assignment, corresponds to a grade of C.
D 75-68%, satisfactory - acceptable performance; students were less prepared during the semester, turning in interim assignments after the assignment due date. They are slightly deficient in the concept of ethics of responsibility; they cannot analytically process the concepts. Information. They demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) in the midterm test that, in terms of points or percentage, together with the score (percentage) of the midterm writing assignment, corresponds to a grade of D.
E 67-60%, adequate - results meet minimum criteria, students were less prepared during the semester, turned in assignments after the assignment due date. They are more deficient in the concepts of political ethics, unable to process information analytically and critically. They demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) on the midterm test that, in terms of points or percentages, along with the score (percentage) on the midterm writing assignment, is equivalent to an E grade.
Fx 59-0%, Inadequate - additional work, extra study required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Students will be introduced to key topics in political ethics, which is a constitutive aspect of political science. They will acquire the ability to critically analyse the moral aspects of politics in the processes of democratic citizenship formation. They will acquire the ability to interpret the paradoxes of morality in modern times. They will be able to present the essential features of political ethics in its entirety and to point out its ambivalent character.

Class syllabus:
Brief outline of the course:
1. The ambivalence of modernity and the ambivalence of morality
1.1 The content of the political:
Political ethics as a problem of its mastery
1.2 The process of the political:
Political ethics and the democratic question
1.3 Forms of the political:
Political ethics and social governance
2. Political ethics as a critique of domination
3. Political ethics as a theory of communicative justice
3.1 Distinction between ethics and morality
Justice as a principle of politics
3.2 Moral foundations of justice:
The ethics of discourses
3.3 The political institutionalisation of justice
Morality and deliberative politics
3.4 A Critique of Communicative Ethics
4. The political ethics of communitarianism

4.1 The Substantive Model:
The morality of patriotism
4.2 Republican Model:
Participation and self-management
4.3 The normative public model:
The idea of particularistic justice
4.4 Critique of communitarianism
5. Political ethics as a principle of accountability

Recommended literature:

JONAS, H. 1997. Princip odpovědnosti. Pokus o etiku pro technologickou civilizaci. Praha:OIKOYMENH. 318 s. (vybrané kapitoly) ISBN 80-86005-06-2
JASPERS, K. 1965. Otázka viny. Praha: Mladá fronta 92 s.
Recommended readings:
SHAPIRO, I. 2003. Morální základy politiky. Praha: Karolinum. 239 s. (kapitola 8). ISBN 80-246-0716-6
ŠMAJS, J. 1995. Ohrožená kultura. Od evoluční ontologie k ekologické politice. 1.vyd. Brno:"Zvláštní vydání... ", 105 s. ISBN 80-85436-38-8

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 205

A	ABS	B	C	D	E	FX
69,27	0,0	25,37	4,88	0,49	0,0	0,0

Lecturers: prof. PhDr. Jozef Lysý, CSc.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde022/22	Political ethics

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Seminar, 22 hours per semester, combined method.
Student workload: 22 hours of direct instruction, 20 hours of preparation for the midterm test, 18 hours for the midterm assignment. Total: 60 hours.
Method of training: Problem-based interpretation and discussion of the topics covered.

Number of credits: 2

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBde003/22 - Political science II.

Recommended prerequisites:
B-VOBde003 Political science II.

Course requirements:
Weighting of intermediate/final assessment: 100/0
The interim assessment includes an interim written assignment on democracy theory (40% of the grade) and an interim didactic test (60% of the grade). To pass the course, a minimum of 60% of the total mark is required.
Prerequisites for successful completion of the course:
Intermediate/final grade weighting: 100/0
The interim assessment includes an interim written assignment on the theory of demcracies (40% of the grade) and an interim didactic test (60% of the grade). To pass the course, a minimum of 60% of the total mark is required.
The grade is awarded on a scale:
A 100-94%, excellent - outstanding results; students perform well, their theoretical knowledge of ethics of responsibility is at an excellent level, they have a standard very good ability to evaluate knowledge critically and analytically, to compare different moral concepts, they hand in assignments on time. They have demonstrated a level of knowledge (extent of knowledge acquired and cognitive abilities mobilised) in the mid-term test which, in terms of points or percentages, together with the score (percentage) of the mid-term written assignment, corresponds to an A grade.
B 93-86%, very good - above average standard; students performed well, their theoretical knowledge of ethics of responsibility is at a very good level, they have a good ability to apply knowledge critically and analytically, they critically evaluate and compare literary sources at a very good level, they generally hand in interim assignments on time. They have demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) in the interim test

which, in terms of points or percentage, together with the score (percentage) of the interim written assignment, is equivalent to a grade B.
C 85-76%, good - routinely reliable work; students performed standardly well, their theoretical knowledge of the ethics of responsibility is at a good level, but they lack the ability to analytically compartmentalize this knowledge and critically evaluate individual concepts. In the midterm test, they demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilized) that, in terms of points or percentages, together with the scores (percentages) on the midterm writing assignment, corresponds to a grade of C.
D 75-68%, satisfactory - acceptable performance; students were less prepared during the semester, turning in interim assignments after the assignment due date. They are slightly deficient in the concept of ethics of responsibility; they cannot analytically process the concepts. Information. They demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) in the midterm test that, in terms of points or percentage, together with the score (percentage) of the midterm writing assignment, corresponds to a grade of D.
E 67-60%, adequate - results meet minimum criteria, students were less prepared during the semester, turned in assignments after the assignment due date. They are more deficient in the concepts of political ethics, unable to process information analytically and critically. They demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) on the midterm test that, in terms of points or percentages, along with the score (percentage) on the midterm writing assignment, is equivalent to an E grade.
Fx 59-0%, Inadequate - additional work, extra study required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Students will be introduced to key topics in political ethics, which is a constitutive aspect of political science. They will acquire the ability to critically analyse the moral aspects of politics in the processes of democratic citizenship formation. They will acquire the ability to interpret the paradoxes of morality in modern times. They will be able to present the essential features of political ethics in its entirety and to point out its ambivalent character.

Class syllabus:
Brief outline of the course:
1. The ambivalence of modernity and the ambivalence of morality
1.1 The content of the political:
Political ethics as a problem of its mastery
1.2 The process of the political:
Political ethics and the democratic question
1.3 Forms of the political:
Political ethics and social governance
2. Political ethics as a critique of domination
3. Political ethics as a theory of communicative justice
3.1 Distinction between ethics and morality
Justice as a principle of politics
3.2 Moral foundations of justice:
The ethics of discourses
3.3 The political institutionalisation of justice
Morality and deliberative politics
3.4 A Critique of Communicative Ethics
4. The political ethics of communitarianism

4.1 The Substantive Model:
The morality of patriotism
4.2 Republican Model:
Participation and self-management
4.3 The normative public model:
The idea of particularistic justice
4.4 Critique of communitarianism
5. Political ethics as a principle of accountability

Recommended literature:

JONAS, H. 1997. Princip odpovědnosti. Pokus o etiku pro technologickou civilizaci. Praha:OIKOYMENH. 318 s. (vybrané kapitoly) ISBN 80-86005-06-2
JASPERS, K. 1965. Otázka viny. Praha: Mladá fronta 92 s.
Recommended readings:
SHAPIRO, I. 2003. Morální základy politiky. Praha: Karolinum. 239 s. (kapitola 8). ISBN 80-246-0716-6
ŠMAJS, J. 1995. Ohrožená kultura. Od evoluční ontologie k ekologické politice. 1.vyd. Brno:"Zvláštní vydání... ", 105 s. ISBN 80-85436-38-8

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 205

A	ABS	B	C	D	E	FX
69,27	0,0	25,37	4,88	0,49	0,0	0,0

Lecturers: prof. PhDr. Jozef Lysý, CSc.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde002/22	Political science I.

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Lecture, 2 hours/week, i.e. 22 hours in total per semester, combined (mostly full-time)
Student workload:
22 hours of direct instruction, 50 hours of preparation for the final oral exam, 30 hours for the mid-term written paper, 18 hours of guided self-study (work with a political science text). 120 hours in total
Teaching methods:
In the lectures: problem-based interpretation.
In seminars: Dialogical methods (interview, discussion, polemic, debate, discussion), guided self-study (work with text)

Number of credits: 4

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final evaluation: 50/50
The interim assessment involves the production of a written piece of work (structured essay) on a specified topic according to specified conditions: (50% of the mark)
The final assessment involves the completion of an oral examination focusing on knowledge of basic political science terms, concepts, categories and political ideologies (50 % of the mark)
A minimum of 60% of the total score is required for passing the course.
The grade is awarded on a scale of:
A (100-94%, excellent - outstanding results; in a structured essay, the student has demonstrated a level of mastery and alignment of the topic with the specified criteria (knowledge acquired and cognitive skills mobilised) that corresponds to an A grade. In the oral examination, the student has correctly, actively, critically and creatively mastered the introduction to the study of politics. Reflects critically, actively and theoretically on the content of politics. The structured essay and oral exam are designed to verify the stated learning outcomes.
B (93-86%, very good - above average standard; the student reflects critically on both the knowledge and the frameworks for further development of the discipline in an appropriate manner, (the range of knowledge acquired and cognitive skills mobilised) which, in terms of points, percentage, corresponds to a grade of B.

C (85-76%, good - normal reliable work; the student reflects more or less actively and critically on the knowledge and the current development of political science knowledge in a structured essay and in an oral examination (the extent of acquired knowledge and mobilized cognitive abilities), which corresponds to the grade C in the point, percentage evaluation.
D (75-68%, Satisfactory - Acceptable performance; the student reflects critically on knowledge and current developments in the discipline to a limited, moderate degree (range of knowledge acquired and cognitive abilities mobilized) in a structured essay and in an oral examination, demonstrates political science knowledge at a grade of D.
E (67-60%, sufficient - results meet minimum criteria, (range of knowledge acquired and cognitive skills mobilized) student demonstrated limited critical reflection on knowledge and current developments in the discipline in a structured essay and on an oral examination.
Fx (59-0%, insufficient - further work, extra study required).
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students will gain an overview of the basic terms, concepts and categories of political science. They will become familiar with the general characteristics of the field in order to gain proficiency and orientation in the schools of thought in contemporary political science, including disputes over the concept of politics. They will gain an overview of contemporary ideological trends and the relationship between politics and morality. They will understand the categories of the political system, political parties and movements, human rights, and education for patriotism. The course includes an explanation of Slovakia's place in the EU, Slovakia's foreign policy, and showing Slovakia's path to parliamentary democracy.

Class syllabus:
Students will gain an overview of the basic terms, concepts and categories of political science. They will become familiar with the general characteristics of the field in order to gain proficiency and orientation in the schools of thought in contemporary political science, including disputes over the concept of politics. They will gain an overview of contemporary ideological trends and the relationship between politics and morality. They will understand the categories of the political system, political parties and movements, human rights, and education for patriotism. The course includes an explanation of Slovakia's place in the EU, Slovakia's foreign policy, and showing Slovakia's path to parliamentary democracy.

Recommended literature:
HEYWOOD, A.: Politologie. Praha. EUROLEX BOHEMIA. 2004 (kapitoly 1,2,3,5,6,12,14) ISBN 9-78086432953
LYSÝ, J. 2004. Úvod do politickej vedy. Bratislava: OZSP. 93 s. ISBN 80-968927-8-9
ako povolanie. Prel. L. Kiczko. Bratislava: Spektrum. 75 s. ISBN 80-218-0055-0
WEBER, M. 1992. Politika ako povolanie. Prel. L. Kiczko. Bratislava: Spektrum. 75 s. ISBN 80-218-0055-0
Ústava SR NR SR, TASR PRESSFOTO. 72 s. ISBN 80-226-0131-4
LYSÝ, J. 2008. Občianska spoločnosť. Bratislava: Právnická fakulta Univerzity Komenského, s. 24-63. ISBN 978-80-7160-249-1
SRB, V. 2008.Stručný průvodce politickou vědou aneb klíč kpolitické teorii, Kolín: Vysoká škola politických a společenských věd. 83 s. ISBN 80-86879-05-4

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 354

A	ABS	B	C	D	E	FX
37,01	0,0	24,58	27,97	1,69	3,95	4,8

Lecturers: prof. PhDr. Jozef Lysý, CSc.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde002/22	Political science I.

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Lecture, 2 hours/week, i.e. 22 hours in total per semester, combined (mostly full-time)
Student workload:
22 hours of direct instruction, 50 hours of preparation for the final oral exam, 30 hours for the mid-term written paper, 18 hours of guided self-study (work with a political science text). 120 hours in total
Teaching methods:
In the lectures: problem-based interpretation.
In seminars: Dialogical methods (interview, discussion, polemic, debate, discussion), guided self-study (work with text)

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final evaluation: 50/50
The interim assessment involves the production of a written piece of work (structured essay) on a specified topic according to specified conditions: (50% of the mark)
The final assessment involves the completion of an oral examination focusing on knowledge of basic political science terms, concepts, categories and political ideologies (50 % of the mark)
A minimum of 60% of the total score is required for passing the course.
The grade is awarded on a scale of:
A (100-94%, excellent - outstanding results; in a structured essay, the student has demonstrated a level of mastery and alignment of the topic with the specified criteria (knowledge acquired and cognitive skills mobilised) that corresponds to an A grade. In the oral examination, the student has correctly, actively, critically and creatively mastered the introduction to the study of politics. Reflects critically, actively and theoretically on the content of politics. The structured essay and oral exam are designed to verify the stated learning outcomes.
B (93-86%, very good - above average standard; the student reflects critically on both the knowledge and the frameworks for further development of the discipline in an appropriate manner, (the range of knowledge acquired and cognitive skills mobilised) which, in terms of points, percentage, corresponds to a grade of B.

C (85-76%, good - normal reliable work; the student reflects more or less actively and critically on the knowledge and the current development of political science knowledge in a structured essay and in an oral examination (the extent of acquired knowledge and mobilized cognitive abilities), which corresponds to the grade C in the point, percentage evaluation.
D (75-68%, Satisfactory - Acceptable performance; the student reflects critically on knowledge and current developments in the discipline to a limited, moderate degree (range of knowledge acquired and cognitive abilities mobilized) in a structured essay and in an oral examination, demonstrates political science knowledge at a grade of D.
E (67-60%, sufficient - results meet minimum criteria, (range of knowledge acquired and cognitive skills mobilized) student demonstrated limited critical reflection on knowledge and current developments in the discipline in a structured essay and on an oral examination.
Fx (59-0%, insufficient - further work, extra study required).
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students will gain an overview of the basic terms, concepts and categories of political science. They will become familiar with the general characteristics of the field in order to gain proficiency and orientation in the schools of thought in contemporary political science, including disputes over the concept of politics. They will gain an overview of contemporary ideological trends and the relationship between politics and morality. They will understand the categories of the political system, political parties and movements, human rights, and education for patriotism. The course includes an explanation of Slovakia's place in the EU, Slovakia's foreign policy, and showing Slovakia's path to parliamentary democracy.

Class syllabus:
Students will gain an overview of the basic terms, concepts and categories of political science. They will become familiar with the general characteristics of the field in order to gain proficiency and orientation in the schools of thought in contemporary political science, including disputes over the concept of politics. They will gain an overview of contemporary ideological trends and the relationship between politics and morality. They will understand the categories of the political system, political parties and movements, human rights, and education for patriotism. The course includes an explanation of Slovakia's place in the EU, Slovakia's foreign policy, and showing Slovakia's path to parliamentary democracy.

Recommended literature:
HEYWOOD, A.: Politologie. Praha. EUROLEX BOHEMIA. 2004 (kapitoly 1,2,3,5,6,12,14) ISBN 9-78086432953
LYSÝ, J. 2004. Úvod do politickej vedy. Bratislava: OZSP. 93 s. ISBN 80-968927-8-9
ako povolanie. Prel. L. Kiczko. Bratislava: Spektrum. 75 s. ISBN 80-218-0055-0
WEBER, M. 1992. Politika ako povolanie. Prel. L. Kiczko. Bratislava: Spektrum. 75 s. ISBN 80-218-0055-0
Ústava SR NR SR, TASR PRESSFOTO. 72 s. ISBN 80-226-0131-4
LYSÝ, J. 2008. Občianska spoločnosť. Bratislava: Právnická fakulta Univerzity Komenského, s. 24-63. ISBN 978-80-7160-249-1
SRB, V. 2008.Stručný průvodce politickou vědou aneb klíč kpolitické teorii, Kolín: Vysoká škola politických a společenských věd. 83 s. ISBN 80-86879-05-4

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 354

A	ABS	B	C	D	E	FX
37,01	0,0	24,58	27,97	1,69	3,95	4,8

Lecturers: prof. PhDr. Jozef Lysý, CSc.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde003/22	Political science II.

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Lecture, 2 hours per week / i.e. total of 22 hours per semester combined (mostly attendance)
Student workload:
22 hours of direct instruction, 50 hours of preparation for the final oral examination, 30 hours for the mid-term written paper, 18 hours of guided self-study (work with a political science text, document).
120 hours in total
Teaching methods:
In the lectures: problem-based interpretation.
In seminars: Dialogical methods (interview, discussion, polemic, debate, discussion)

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBde002/22 - Political science I.

Recommended prerequisites:
B-VOBde002 Political Science I.

Course requirements:
Weighting of interim/final evaluation: 50/50
The interim assessment involves the production of a written work (structured essay) on a specified topic in the history of political thought (periods, works and personalities) according to specified conditions: (50% of the mark).
The final assessment involves the completion of an oral examination focusing on knowledge of political thought in the ancient, medieval and modern periods, the characteristics of each period, key authors, works, documents and ideologies (50 % of the mark).
A minimum of 60% of the total mark is required to pass the course.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results; the student has demonstrated in the structured essay a level of mastery and alignment of the topic with the specified criteria (knowledge acquired and cognitive skills mobilized) that corresponds to an A grade. In the oral examination, he/she has correctly, critically and creatively mastered the different periods of the history of political thought with their characterisation of history, authors and also in context. Reflects critically and theoretically on the period, personalities and their works. The structured essay and oral examination are designed to verify stated learning outcomes that promote reflexivity of past and contemporary political history as conditions for education for democratic citizenship.

B (93-86%, very good - above average standard; the student reflects adequately and critically on particular periods in the history of political thought and their relationship to key authors and their works (within the range of knowledge acquired and cognitive abilities mobilized), which corresponds to a grade of B in terms of points, percentages, and grades.
C (85-76%, good - normal reliable work; in a structured essay and in an oral examination, the student reflects more or less critically on the knowledge of the different periods of the history of political thought with their authors and works (within the scope of acquired knowledge and mobilised cognitive abilities), which corresponds to a grade C in the points, percentage assessment.
D (75-68%, satisfactory - acceptable results; the student reflects, to a limited extent, in a moderately critical way, knowledge from individual periods of the history of political thought with their authors and works (within the scope of acquired knowledge and mobilized cognitive abilities). Demonstrates D-level political science knowledge in a structured essay and in an oral examination.
E (67-60%, sufficient - results meet the minimum criteria, (range of knowledge acquired and cognitive skills mobilised) the student has demonstrated in the structured essay and oral examination only a limited degree of critical reflection on the different periods of the history of political thought, their authors and works, and partial reflection on their contexts.
Fx (59-0%, insufficient - further work, extra study required).
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student is introduced to the development of political thought from ancient times to the modern day. The student knows and can interpret key canonical works of political history, their key political figures in context. Learns the major and crucial periods of political history and the concepts they have presented as central to the history of political thought and relevant to education for democratic citizenship" reason, rationality, science, technology, and social relations. Ultimately, political thought addresses the complex problem of the global crisis of modern times. The course encourages reflection on contemporary political issues as a prerequisite for education for democratic citizenship.

Class syllabus:
The origins of European political thought. The beginnings of political thought in ancient China. Political thought in ancient India. Islamic political thought. Medieval political thought. Renaissance and Reformation. Humanism and utopianism. From absolutism to enlightenment. Political ideologies to the end of the 29th century. German idealism, political romanticism and the historical legal school. Political, national and emancipatory movements in Slovakia. Liberal democracy and political life between bipolarity and multipolarity.

Recommended literature:
LYSÝ J. 2006. Dejiny politického myslenia I., Bratislava: UK ISBN 80-223-2168-8
LYSÝ J. 2006. Dejiny politického myslenia II., Bratislava: UK. ISBN 80-223-2242-3
ČERNÍK, V., VICENÍK, J., VIŠŇOVSKÝ, E. 1997. Historické typy racionality. Bratislava: IRIS.324 s. ISBN 80-88778-45-X
PEKNÍK a kol.: Republika Česko-Slovensko. Od monarchie k vlastnému štátu. Ilúzie verzus realita. I. časť, Bratislava 2021. ISBN978-80-224-1904-8 (súbor)
PEKNÍK a kol.: Republika Česko-Slovensko. Od monarchie k vlastnému štátu. Ilúzie verzus realita. II. časť, Bratislava 2021. ISBN978-80-224-1891-1 (II. časť)
Odporúčaná literatúra:
ARENDTOVÁ, H. 2002. Mezi minulostí a budoucností, Brno: CDK, 263 s. ISBN 80-85959-92-5
HEYWOOD, A. 2005. Politické ideologie, Praha: Eurolex Bohemia. 339 s. ISBN80-86861-71-6
NOVOSÁD, F., SMREKOVÁ, D. 2013. Dejiny sociálneho a politického myslela. Bratislava:Kalligram. 797 s. ISBN 978-80-8101-679-0

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 319

A	ABS	B	C	D	E	FX
30,72	0,0	26,33	21,32	11,29	7,21	3,13

Lecturers: prof. PhDr. Jozef Lysý, CSc.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde003/22	Political science II.

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Lecture, 2 hours per week / i.e. total of 22 hours per semester combined (mostly attendance)
Student workload:
22 hours of direct instruction, 50 hours of preparation for the final oral examination, 30 hours for the mid-term written paper, 18 hours of guided self-study (work with a political science text, document).
120 hours in total
Teaching methods:
In the lectures: problem-based interpretation.
In seminars: Dialogical methods (interview, discussion, polemic, debate, discussion)

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBde002/22 - Political science I.

Recommended prerequisites:
B-VOBde002 Political Science I.

Course requirements:
Weighting of interim/final evaluation: 50/50
The interim assessment involves the production of a written work (structured essay) on a specified topic in the history of political thought (periods, works and personalities) according to specified conditions: (50% of the mark).
The final assessment involves the completion of an oral examination focusing on knowledge of political thought in the ancient, medieval and modern periods, the characteristics of each period, key authors, works, documents and ideologies (50 % of the mark).
A minimum of 60% of the total mark is required to pass the course.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results; the student has demonstrated in the structured essay a level of mastery and alignment of the topic with the specified criteria (knowledge acquired and cognitive skills mobilized) that corresponds to an A grade. In the oral examination, he/she has correctly, critically and creatively mastered the different periods of the history of political thought with their characterisation of history, authors and also in context. Reflects critically and theoretically on the period, personalities and their works. The structured essay and oral examination are designed to verify stated learning outcomes that promote reflexivity of past and contemporary political history as conditions for education for democratic citizenship.

B (93-86%, very good - above average standard; the student reflects adequately and critically on particular periods in the history of political thought and their relationship to key authors and their works (within the range of knowledge acquired and cognitive abilities mobilized), which corresponds to a grade of B in terms of points, percentages, and grades.
C (85-76%, good - normal reliable work; in a structured essay and in an oral examination, the student reflects more or less critically on the knowledge of the different periods of the history of political thought with their authors and works (within the scope of acquired knowledge and mobilised cognitive abilities), which corresponds to a grade C in the points, percentage assessment.
D (75-68%, satisfactory - acceptable results; the student reflects, to a limited extent, in a moderately critical way, knowledge from individual periods of the history of political thought with their authors and works (within the scope of acquired knowledge and mobilized cognitive abilities). Demonstrates D-level political science knowledge in a structured essay and in an oral examination.
E (67-60%, sufficient - results meet the minimum criteria, (range of knowledge acquired and cognitive skills mobilised) the student has demonstrated in the structured essay and oral examination only a limited degree of critical reflection on the different periods of the history of political thought, their authors and works, and partial reflection on their contexts.
Fx (59-0%, insufficient - further work, extra study required).
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student is introduced to the development of political thought from ancient times to the modern day. The student knows and can interpret key canonical works of political history, their key political figures in context. Learns the major and crucial periods of political history and the concepts they have presented as central to the history of political thought and relevant to education for democratic citizenship" reason, rationality, science, technology, and social relations. Ultimately, political thought addresses the complex problem of the global crisis of modern times. The course encourages reflection on contemporary political issues as a prerequisite for education for democratic citizenship.

Class syllabus:
The origins of European political thought. The beginnings of political thought in ancient China. Political thought in ancient India. Islamic political thought. Medieval political thought. Renaissance and Reformation. Humanism and utopianism. From absolutism to enlightenment. Political ideologies to the end of the 29th century. German idealism, political romanticism and the historical legal school. Political, national and emancipatory movements in Slovakia. Liberal democracy and political life between bipolarity and multipolarity.

Recommended literature:
LYSÝ J. 2006. Dejiny politického myslenia I., Bratislava: UK ISBN 80-223-2168-8
LYSÝ J. 2006. Dejiny politického myslenia II., Bratislava: UK. ISBN 80-223-2242-3
ČERNÍK, V., VICENÍK, J., VIŠŇOVSKÝ, E. 1997. Historické typy racionality. Bratislava: IRIS.324 s. ISBN 80-88778-45-X
PEKNÍK a kol.: Republika Česko-Slovensko. Od monarchie k vlastnému štátu. Ilúzie verzus realita. I. časť, Bratislava 2021. ISBN978-80-224-1904-8 (súbor)
PEKNÍK a kol.: Republika Česko-Slovensko. Od monarchie k vlastnému štátu. Ilúzie verzus realita. II. časť, Bratislava 2021. ISBN978-80-224-1891-1 (II. časť)
Odporúčaná literatúra:
ARENDTOVÁ, H. 2002. Mezi minulostí a budoucností, Brno: CDK, 263 s. ISBN 80-85959-92-5
HEYWOOD, A. 2005. Politické ideologie, Praha: Eurolex Bohemia. 339 s. ISBN80-86861-71-6
NOVOSÁD, F., SMREKOVÁ, D. 2013. Dejiny sociálneho a politického myslela. Bratislava:Kalligram. 797 s. ISBN 978-80-8101-679-0

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 319

A	ABS	B	C	D	E	FX
30,72	0,0	26,33	21,32	11,29	7,21	3,13

Lecturers: prof. PhDr. Jozef Lysý, CSc.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde014/22	Psychodidactics

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment. Students are required to complete a 40-point midterm paper (micro-exit/presentation of model situations) and a 60-point midterm test, for a total of 100 points. The successful completion of the course is subject to obtaining at least 60% of the maximum possible course grade.
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 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): 100/0

Learning outcomes:

Learning outcomes:
Learning objectives and outcomes:
The aim of the course is to present knowledge related to the processes of learning and teaching in a psychological context. Upon successful completion of the course, students will acquire scientific knowledge of the concept of psychodidactics. They will be able to use critical thinking to justify the importance of didactic influence and knowledge formation in the teaching process. Students will have adequately developed the competence to design the teaching process based on the specificities of psychodidactics.
Transferable competences: by analysing, implementing and discussing seminar assignments, students are able to communicate their conclusions, think critically and think in context.

Class syllabus:

Brief outline of the course:
1. Psychodidactics as a scientific discipline.
2. Neurophysiological bases of memory.
3. Neurophysiological bases of learning. Epistemological foundations of child/pupil learning.
4. Pupils' learning styles in relation to specifics from a psychodidactic perspective.
5. Teacher's teaching style. Epistemological foundations of teacher's teaching.
6. Children's naive theories, preconceptions, and misconceptions in relation to students' internal knowledge systems and to pedagogical constructivism.
7. The use of psychodidactic knowledge in learning and teaching.
8. School and scientific knowledge: the relationship between individualized knowledge (as a compromise with reality) and knowledge acceptable to contemporary society. The relationship between everyday knowledge, school knowledge and scientific knowledge.
9. Micro-approaches of male and female students/presentations of model situations.

Recommended literature:

Reference sources:
Required reading:
ŠKODA, J., DOULÍK, P. 2011. Psychodidaktika. Praha: Grada, 2011.
Recommended reading:
ČÁP, J., MAREŠ, J. 2001. Psychologie pro učitele. Praha: Portál, 2001. ISBN 80-7178-463-X.
DUCHOVIČOVÁ, J. 2010. Neurodidaktický a psychodidaktický kontext edukácie. Nitra : UKF. ISBN 978-80-8094-783-5.
KOSTRUB, D. 2008. Dieťa/žiak/študent – učivo – učiteľ, didaktický alebo bermudský trojuholník. Prešov : Rokus, 2008. 170 s. ISBN 978-80-89055-87-6.
KOSTRUB, D., TÓTHOVÁ, R., FERKOVÁ, Š. Žiak, učiteľ, výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov : Rokus, 2017. ISBN 978-80-89510-61-0

PETLÁK, E., VALÁBIK, D., ZAJACOVÁ, J. 2009. Vyučovanie – mozog – žiak: úvod do problematiky mozgovokompatibilného učenia. Bratislava : IRIS, 2009. ISBN 978-80-89256-43-3.TÓTHOVÁ, R. 2013. Implementácia kurikula do vyučovacieho procesu. Bratislava : Z-F Lingua, 2013. ISBN 978-80-89328-93-2

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 82

A	ABS	B	C	D	E	FX
52,44	0,0	15,85	14,63	3,66	1,22	12,2

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde014/22	Psychodidactics

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment. Students are required to complete a 40-point midterm paper (micro-exit/presentation of model situations) and a 60-point midterm test, for a total of 100 points. The successful completion of the course is subject to obtaining at least 60% of the maximum possible course grade.
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 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): 100/0

Learning outcomes:

Learning outcomes:
Learning objectives and outcomes:
The aim of the course is to present knowledge related to the processes of learning and teaching in a psychological context. Upon successful completion of the course, students will acquire scientific knowledge of the concept of psychodidactics. They will be able to use critical thinking to justify the importance of didactic influence and knowledge formation in the teaching process. Students will have adequately developed the competence to design the teaching process based on the specificities of psychodidactics.
Transferable competences: by analysing, implementing and discussing seminar assignments, students are able to communicate their conclusions, think critically and think in context.

Class syllabus:

Brief outline of the course:
1. Psychodidactics as a scientific discipline.
2. Neurophysiological bases of memory.
3. Neurophysiological bases of learning. Epistemological foundations of child/pupil learning.
4. Pupils' learning styles in relation to specifics from a psychodidactic perspective.
5. Teacher's teaching style. Epistemological foundations of teacher's teaching.
6. Children's naive theories, preconceptions, and misconceptions in relation to students' internal knowledge systems and to pedagogical constructivism.
7. The use of psychodidactic knowledge in learning and teaching.
8. School and scientific knowledge: the relationship between individualized knowledge (as a compromise with reality) and knowledge acceptable to contemporary society. The relationship between everyday knowledge, school knowledge and scientific knowledge.
9. Micro-approaches of male and female students/presentations of model situations.

Recommended literature:

Reference sources:
Required reading:
ŠKODA, J., DOULÍK, P. 2011. Psychodidaktika. Praha: Grada, 2011.
Recommended reading:
ČÁP, J., MAREŠ, J. 2001. Psychologie pro učitele. Praha: Portál, 2001. ISBN 80-7178-463-X.
DUCHOVIČOVÁ, J. 2010. Neurodidaktický a psychodidaktický kontext edukácie. Nitra : UKF. ISBN 978-80-8094-783-5.
KOSTRUB, D. 2008. Dieťa/žiak/študent – učivo – učiteľ, didaktický alebo bermudský trojuholník. Prešov : Rokus, 2008. 170 s. ISBN 978-80-89055-87-6.
KOSTRUB, D., TÓTHOVÁ, R., FERKOVÁ, Š. Žiak, učiteľ, výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov : Rokus, 2017. ISBN 978-80-89510-61-0

PETLÁK, E., VALÁBIK, D., ZAJACOVÁ, J. 2009. Vyučovanie – mozog – žiak: úvod do problematiky mozgovokompatibilného učenia. Bratislava : IRIS, 2009. ISBN 978-80-89256-43-3.TÓTHOVÁ, R. 2013. Implementácia kurikula do vyučovacieho procesu. Bratislava : Z-F Lingua, 2013. ISBN 978-80-89328-93-2

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 82

A	ABS	B	C	D	E	FX
52,44	0,0	15,85	14,63	3,66	1,22	12,2

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde030/22	Psychological development disorders of children and adolescents

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 5

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an examination. The weighting of the interim and final assessment is 50/50.
During the semester, students will prepare and present a seminar paper on selected current topics (max. 30 points). Students' activity during discussions is also assessed (max. 20 points). Final examination - written (max. 50 points).
Learning outcomes:
For an overall grade of A, you need at least 91 points, for a grade of B at least 81 points, for a grade of C at least 73 points, for a grade of D at least 66 points and for a grade of E at least 60 points. 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 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 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): 50/50

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim is to familiarize students with the basic classification and manifestations of developmental, behavioral and learning disorders in childhood and adolescence and their impact on the child's school functioning. Students will gain a basic understanding of the most common developmental disorders and behavioral and learning disorders occurring in childhood and adolescence. The ability to navigate the subject matter is essential in an inclusive school environment in both primary and secondary schools where future teachers of education may work in combination with a second subject endorsement. In this subject, students will not only acquire theoretical knowledge, but will also acquire sufficient competences to work with other professionals involved in dealing with developmental, learning and behavioural disorders. A good understanding of the subject is a prerequisite for an individualised teacher-pupil relationship with a developmental, learning and behavioural disorder. Such a relationship not only requires empathy, but must also be underpinned by acquired skills. An important goal is to prepare students to participate in the implementation of individual education plans for children with developmental, learning and behavioural disabilities. Most children with developmental, learning and behavioural disorders (with few exceptions) are pupils in mainstream primary schools and it is therefore important that students are able to work competently with the inclusion team, but also with specialists from other disciplines, such as a neurologist, psychologist, paediatrician or child psychiatrist. Transferable competences: critical thinking skills, communication skills.

Class syllabus:
Brief outline of the course:
1. Introduction to developmental disorders - definition of developmental disorders, precursors of developmental disorders, classification of developmental disorders in children and adolescents. Issues of norm and pathology in development.
2. Etiology of developmental disorders - pathogenic factors and the complexity of their action, risks in the pre-, peri- and post-natal period, early diagnosis, intervention, stimulation, deprivation.
3. Psychomotor retardation (general developmental delay) and mental retardation/intellectual disability - aetiology, classification, options and limitations, interventions.
4. Psychogenic conditioned disorders in the somatic area- enuresis, encopresis, tics. Manifestations, forms, possibilities of intervention.

5. Psychogenic conditioned communication disorders - barking and mutism - definition, classification, intervention options.
6. Pervasive developmental disorders or autism spectrum disorders - autism, Asperger's syndrome, Rett's syndrome. Etiology, clinical picture, organization of care.
7. The problem of organicity in child psychology - cerebral palsy (CP) - etiology, clinical picture. Developmental disorder of motor functions.
8. Hyperkinetic syndrome (ADD and ADHD). The most significant factors in working with children with ADHD, ADD.
9. Specific learning disabilities - diagnosis and differential diagnosis, remedial programmes in work with children with specific learning disabilities.
10. Emotional disorders in childhood - anxiety disorders, phobias and depression in childhood and adolescence. Obsessive-compulsive disorder. Post-traumatic stress disorder.
11. Behaviour and conduct disorders - classification, manifestations and intervention options. Self-harm and suicide in childhood and adolescence - incidence, etiology, prevention. 12. Eating disorders- classification, manifestations and intervention options.
13. Mental disorders caused by psychoactive substances. Pathological gambling and other forms of addiction

Recommended literature:

Reference sources:
Required reading:
Harineková, M. - Stempelová, J. 2012. Poruchy psychického vývinu u detí a dospievajúcich. Učebné texty. Bratislava : VŠ zdravotníctva a sociálnej práce sv.Alžbety. 2012. 161 s. ISBN 978-80-8132-040-8
Recommended reading:
Derková, J.: Deti s Aspergerovým syndrómom v kontexte rodinnej výchovy. In: Koláčková,J., Rapošová, P. (Ed) : Zborník Tolerancia inakosti ako priorita (nielen) sociálnej pedagogiky. Bratislava : Univerzita Komenského, Pedagogická fakulta. 2020, s.93. ISBN 978-80-223-4976-5
Heretik, A. a kol. 2016. Klinická psychológia. 2.prepracované a doplnené vydanie. Nakl. Psychoprof : Nové Zámky.(Kapitoly o poruchách psychického vývinu detí a dospievajúcich- s. 415-459.). ISBN 978-80-8932-224-4
Papalová, S.. Špecifické vývinové poruchy učenia a reči. Dostupné na URL: http://www.psychagogia.sk/wp-content/uploads/svp_papalova.pdf
Periodiká a vedecké databázy: PsycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie a iné.
Vágnerová, M. (2014). Současná psychopatologie pro pomáhající profese. Portál : Praha.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 16

A	ABS	B	C	D	E	FX
12,5	0,0	25,0	18,75	12,5	6,25	25,0

Lecturers: doc. Mgr. Martin Kuruc, PhD., Mgr. Štefánia Ferková, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde003/22	Psychology for teachers 1

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: 2 / 2 **per level/semester:** 28 / 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Course requirements:
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., MINAROVIČOVÁ, 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-qV3Lrf327HzNUMLlCCc-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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde003/22	Psychology for teachers 1

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: 2 / 2 **per level/semester:** 28 / 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
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., MINAROVIČOVÁ, 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-qV3Lrf327HzNUMLlCCc-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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde007/22	Psychology for teachers 2

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: 2 / 2 **per level/semester:** 28 / 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

Course requirements:
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

Learning outcomes:

Learning objectives and outcomes and transferable competences:
The aim is
- Know the principles of personality formation and use them to develop the cognitive, affective and competence of pupils and students;
- to build and develop the individual components of the educational process in the context of the personalities of the pupils in the classroom;
- in accordance with the personality of the pupils and students, choose an empathetic approach and encourage self-actualizing tendencies;
- apply social and emotional competencies to promote their own psychological well-being;
- to know the basic psychological problems of education and to be able to work effectively with them in the educational process,
- be able to actively acquire information and use it to solve practical tasks in the field.

Class syllabus:

Brief outline of the course:
Psychology of personality
1. Basic definition and concepts of personality psychology - structure, dynamics.
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.).
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.
4. Behaviorism and neobehaviorism - the concept of behavioziorism E. Thorndike, J. Watson, operant conditioning B. Skinner in teacher-pupil relationship, social learning of A. Bandura - teacher as a role model.
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.
Educational psychology
6. Basic definition and concepts of educational psychology.
7. Approach to pupils with special educational needs (specific focus on the intellectually gifted, pupils with Asperger's syndrome, ADHD).
8. Psychohygiene of teachers in educational settings - stress management, attitudes, assertiveness and assertive techniques, teachers' attitudes and biases.
9. Psychological problems in pupils and students - perfectionism, hypersensitivity, stress and anxiety.
10. Psychological aspects of education - intrinsic and extrinsic motivation of pupils, assessment.
11. Psychological aspects of working with gifted individuals in the classroom.

Recommended literature:

Compulsory reading:
DRAPELA, V. J. (2011). Přehled teorií osobnosti. Praha: Portál. ISBN 8071787663
FÁBIK, D. (2019). Psychológia intelektovo nadaných žiakov. Košice: Equilibria. 328 s. ISBN 9788081432521
Recommended reading:
FÁBIK, D. (2021). Obranné mechanizmy v sne. Psychoterapie. 15(2), 122-133. ISSN 1802-3983

FÁBIK, D., & FÁBIKOVÁ, J. (2021). Humanistická psychoanalýza Ericha Fromma: základné princípy v komparácii s klasickou psychoanalýzou. Psychiatria - Psychoterapia - Psychosomatika. 28(1), 30-37.
HALL, C.S., & LINDZEY, G. (1997). Psychológia osobnosti. Bratislava: SPN.
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
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.
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.

Languages necessary to complete the course:
slovak and czech

Notes:
Notes: students of the psychology teaching (combined) programme do not enrol in the course

Past grade distribution
Total number of evaluated students: 897

A	ABS	B	C	D	E	FX
38,57	0,0	25,98	17,84	7,13	6,13	4,35

Lecturers: PhDr. Romana Schunová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde007/22	Psychology for teachers 2

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: 2 / 2 **per level/semester:** 28 / 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

Course requirements:
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

Learning outcomes:

Learning objectives and outcomes and transferable competences:
The aim is
- Know the principles of personality formation and use them to develop the cognitive, affective and competence of pupils and students;
- to build and develop the individual components of the educational process in the context of the personalities of the pupils in the classroom;
- in accordance with the personality of the pupils and students, choose an empathetic approach and encourage self-actualizing tendencies;
- apply social and emotional competencies to promote their own psychological well-being;
- to know the basic psychological problems of education and to be able to work effectively with them in the educational process,
- be able to actively acquire information and use it to solve practical tasks in the field.

Class syllabus:

Brief outline of the course:
Psychology of personality
1. Basic definition and concepts of personality psychology - structure, dynamics.
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.).
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.
4. Behaviorism and neobehaviorism - the concept of behavioziorism E. Thorndike, J. Watson, operant conditioning B. Skinner in teacher-pupil relationship, social learning of A. Bandura - teacher as a role model.
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.
Educational psychology
6. Basic definition and concepts of educational psychology.
7. Approach to pupils with special educational needs (specific focus on the intellectually gifted, pupils with Asperger's syndrome, ADHD).
8. Psychohygiene of teachers in educational settings - stress management, attitudes, assertiveness and assertive techniques, teachers' attitudes and biases.
9. Psychological problems in pupils and students - perfectionism, hypersensitivity, stress and anxiety.
10. Psychological aspects of education - intrinsic and extrinsic motivation of pupils, assessment.
11. Psychological aspects of working with gifted individuals in the classroom.

Recommended literature:

Compulsory reading:
DRAPELA, V. J. (2011). Přehled teorií osobnosti. Praha: Portál. ISBN 8071787663
FÁBIK, D. (2019). Psychológia intelektovo nadaných žiakov. Košice: Equilibria. 328 s. ISBN 9788081432521
Recommended reading:
FÁBIK, D. (2021). Obranné mechanizmy v sne. Psychoterapie. 15(2), 122-133. ISSN 1802-3983

FÁBIK, D., & FÁBIKOVÁ, J. (2021). Humanistická psychoanalýza Ericha Fromma: základné princípy v komparácii s klasickou psychoanalýzou. Psychiatria - Psychoterapia - Psychosomatika. 28(1), 30-37.
HALL, C.S., & LINDZEY, G. (1997). Psychológia osobnosti. Bratislava: SPN.
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
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.
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.

Languages necessary to complete the course:
slovak and czech

Notes:
Notes: students of the psychology teaching (combined) programme do not enrol in the course

Past grade distribution
Total number of evaluated students: 897

A	ABS	B	C	D	E	FX
38,57	0,0	25,98	17,84	7,13	6,13	4,35

Lecturers: PhDr. Romana Schunová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde026/22	Religion systems

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: prof. PaedDr. ThDr. Monika Zaviš, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde026/22	Religion systems

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: prof. PaedDr. ThDr. Monika Zaviš, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde034/22	Rhetoric and communication

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde005/22 - Communication in education

Course requirements:
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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde034/22	Rhetoric and communication

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde005/22 - Communication in education

Course requirements:
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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde010/22	School system and school legislation for teachers

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
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).
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 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.
For successful completion of the course it is necessary to obtain at least 60% of the points.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning objectives and outcomes:
By completing the course on school systems and school legislation for teachers, the student should:
- to know the content of school management as a scientific discipline: the system of school management in the Slovak Republic and the system of internal school management 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, which regulate the activities of kindergarten, primary school and secondary school, 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:
Brief outline of the course:
- 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 and pedagogical-organisational regulations applied in the school system and their significance. Interpretation of the constitution in terms of application in education. The legislation governing the activities of kindergartens, primary and secondary schools (laws, decrees, working regulations, pedagogical-organisational instructions, guidelines and regulations), with an emphasis on the needs of the work of the teaching staff. The personality of the head of teaching staff - legal and personality requirements. School image, school culture. School climate.

Recommended literature:
Required reading:
Current legislative norms concerning the establishment and activities of primary and secondary schools in the Slovak Republic.
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
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
Ústava Slovenskej republiky.
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.
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

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 57

A	ABS	B	C	D	E	FX
21,05	0,0	49,12	19,3	7,02	0,0	3,51

Lecturers: prof. Ing. Peter Plavčan, CSc., Mgr. Adriana Poliaková, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde025/22	Situational ethics

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: prof. PaedDr. ThDr. Monika Zaviš, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde025/22	Situational ethics

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: prof. PaedDr. ThDr. Monika Zaviš, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBde018/22	**Course title:** Social antrophology

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Seminar, 2 hours weekly/22 hours per semester, blended learning (mainly face-to-face learning)
Student workload:
22 hours of face-to-face learning, 20 hours for preparation for midterm test, 18 hours to work on written assignment. Total 60 hours
Teaching methods: problem-based interpretation and discussion of the topics covered.

Number of credits: 2

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of continuous/final evaluation: 100/0
The continuous evaluation includes a written assignment on school ethnography (40% of the grade) and a midterm test (60% of the grade).
To pass the course, a minimum of 60% of the total score is required.
Grading Scale:
A 100-91%, well done - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the grade (percentage) of the written assignment, corresponds to an A grade.
Note: The score or percentage of the written assignment reflects the degree to which the student's work on the written assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. Both the test and the written assignment are designed to verify the specified learning outcomes.
B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the grade (percentage) of the written assignment, corresponds to a grade of B.
C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the grade (percentage) of the written assignment, corresponds to a C grade.

D 72-66%, satisfactory - acceptable performance. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the grade (percentage) of the intermediate task, corresponds to a D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the grade (percentage) of the written assignment, corresponds to an E.
Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The aim of the course is to expand the knowledge of human beings acquired in other courses to include a sociocultural dimension. It will provide the student with a basic understanding of human sociocultural development as it has taken place in time. He will know the essential connections between the nature of man, the nature of human society and the nature of culture. The student will know the factors maintaining the social cohesion and cultural identity of pre-industrial societies as well as the factors responsible for their persistence over time. The knowledge acquired will enable the student to critically assess those concepts of social reality that are based on anthropocentric postulates. The student will be able to operationalise the knowledge acquired to the conditions of his own society and to the conditions of the school environment. The student will also become acquainted with the basic knowledge of the social and cultural realities of cultural minority groups living in our geographical area. From this perspective, social anthropology can be seen as a valuable contribution to multicultural education. Exposure to the life of other cultures based on different normative orders and worldviews is expected to have a significant preventive effect against various forms of tribalism, ethnocentrism, cultural imperialism, racism and xenophobia.

Class syllabus:
The subject of social anthropology and the benefits of social anthropological knowledge for human civic life. Its place in the system of anthropological sciences. Subdisciplines of social anthropology. Differences in the understanding of society in social anthropology, sociology, social philosophy and sociobiology. Common features (cultural universals) and differences between different developmental types of societies (archaic, traditional, modern society and its successor forms). Key events that led to their demarcation. An analysis of the emotional, normative, relational, behavioural, power, economic and linguistic aspects of the integrity of these types of societies. The regulatory function of culture. The importance of tradition in maintaining the social cohesion of non-industrialized societies. Important figures, methods, trends and schools in social anthropology.

Recommended literature:
SOUKUP, M. (2020) Základy kulturní antropologie. Praha: Nakladatelství Pavel Mervart. ISBN 978-80-7465-186-1.
Recommended readings:
SOUKUP, M. (2019) Antropologie. Teorie, koncepty a osobnosti. Praha: Nakladatelství Pavel Mervart. ISBN 978-80-7465-355-1.
KANOVSKÝ, M. 2004. Kultúrna a sociálna antropológia. Osobnosti a teórie. Bratislava: Chronos, 249 s. ISBN 80-89027-10-5.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 152

A	ABS	B	C	D	E	FX
26,32	0,0	20,39	30,26	15,79	3,29	3,95

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde018/22	Social antrophology

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Seminar, 2 hours weekly/22 hours per semester, blended learning (mainly face-to-face learning)
Student workload:
22 hours of face-to-face learning, 20 hours for preparation for midterm test, 18 hours to work on written assignment. Total 60 hours
Teaching methods: problem-based interpretation and discussion of the topics covered.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of continuous/final evaluation: 100/0
The continuous evaluation includes a written assignment on school ethnography (40% of the grade) and a midterm test (60% of the grade).
To pass the course, a minimum of 60% of the total score is required.
Grading Scale:
A 100-91%, well done - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the grade (percentage) of the written assignment, corresponds to an A grade.
Note: The score or percentage of the written assignment reflects the degree to which the student's work on the written assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. Both the test and the written assignment are designed to verify the specified learning outcomes.
B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the grade (percentage) of the written assignment, corresponds to a grade of B.
C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the grade (percentage) of the written assignment, corresponds to a C grade.

D 72-66%, satisfactory - acceptable performance. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the grade (percentage) of the intermediate task, corresponds to a D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the grade (percentage) of the written assignment, corresponds to an E.
Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The aim of the course is to expand the knowledge of human beings acquired in other courses to include a sociocultural dimension. It will provide the student with a basic understanding of human sociocultural development as it has taken place in time. He will know the essential connections between the nature of man, the nature of human society and the nature of culture. The student will know the factors maintaining the social cohesion and cultural identity of pre-industrial societies as well as the factors responsible for their persistence over time. The knowledge acquired will enable the student to critically assess those concepts of social reality that are based on anthropocentric postulates. The student will be able to operationalise the knowledge acquired to the conditions of his own society and to the conditions of the school environment. The student will also become acquainted with the basic knowledge of the social and cultural realities of cultural minority groups living in our geographical area. From this perspective, social anthropology can be seen as a valuable contribution to multicultural education. Exposure to the life of other cultures based on different normative orders and worldviews is expected to have a significant preventive effect against various forms of tribalism, ethnocentrism, cultural imperialism, racism and xenophobia.

Class syllabus:
The subject of social anthropology and the benefits of social anthropological knowledge for human civic life. Its place in the system of anthropological sciences. Subdisciplines of social anthropology. Differences in the understanding of society in social anthropology, sociology, social philosophy and sociobiology. Common features (cultural universals) and differences between different developmental types of societies (archaic, traditional, modern society and its successor forms). Key events that led to their demarcation. An analysis of the emotional, normative, relational, behavioural, power, economic and linguistic aspects of the integrity of these types of societies. The regulatory function of culture. The importance of tradition in maintaining the social cohesion of non-industrialized societies. Important figures, methods, trends and schools in social anthropology.

Recommended literature:
SOUKUP, M. (2020) Základy kulturní antropologie. Praha: Nakladatelství Pavel Mervart. ISBN 978-80-7465-186-1.
Recommended readings:
SOUKUP, M. (2019) Antropologie. Teorie, koncepty a osobnosti. Praha: Nakladatelství Pavel Mervart. ISBN 978-80-7465-355-1.
KANOVSKÝ, M. 2004. Kultúrna a sociálna antropológia. Osobnosti a teórie. Bratislava: Chronos, 249 s. ISBN 80-89027-10-5.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 152

A	ABS	B	C	D	E	FX
26,32	0,0	20,39	30,26	15,79	3,29	3,95

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde016/22	Social determination of education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed with an assessment of: 100% of the intermediate assessment
The interim evaluation includes the following:
• Intermediate work: preparation of a seminar paper - 45 points,
• assessment of knowledge and selected competences - 55 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 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:
Students will gain knowledge and understanding of the educational process and its determinants in a social context with emphasis on current trends and perspectives in the field of education. Students will deepen their knowledge of education, the educational process in its diversity with a focus on the determinants of education in a broader social context. On a theoretical-practical level, through analysis and discussion, students will become familiar with the specific factors determining the educational process. On the basis of the complexity of the knowledge of the determinants of educational action, they will understand the specificity and diversity of the mission of education in the formation of personality.
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:
Education and the educational process. Theoretical bases and determinants of education.
The relationship between education and society. Conception and bases of education, genesis of education.
Education and personality of the child, categorization of factors of personality formation, social determination of personality development and education.
Educational environment, its typology and importance for a person. Social environment as a determinant of the child's personality.
Rights of the child. Convention on the Rights of the Child. Legal education, its importance and application in practice.
The environment of family upbringing and its importance in terms of the formation of the child's personality. Typology and functions of the family. Conditions and importance of the educational influence of the family on the formation of personality. Educational styles in the family. Negative tendencies in family upbringing.
Social conditions of the school environment. Relationship between school and society, negative phenomena in the school environment and their prevention.
Teacher's personality and its influence on the educational process. The climate of the school environment and interpersonal relationships between teachers and pupils.
The significance and specifics of the influence of peer groups on personality formation.
Education in a multicultural environment and social diversity.
Information society and mass media as a determinant of child upbringing in terms of current tendencies.

The educational impact of the out-of-school learning environment.

Recommended literature:

Reference sources:

Required reading:

DANEK, J. (2008). Výchova v pedagogickom výskume a praxi. Trnava: UCM, 2008. 729 s. ISBN 978-80-8105-007-7

KRAUS, B., POLÁČKOVÁ, V. (2001). Člověk-prostředí-výchova. Praha: Portál, 2001. 199 s. ISBN 80-7315-0042.

Recommended reading:

DERKOVÁ, J. 2018. Rodina ako výchovné prostredie. Bratislava: Iris, 2018. 144 s. ISBN 978-80-82000347

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

KOSOVá, B. 2015. Filozofické a globálne súvislosti edukácie. Banská Bystrica: Belianum. 174 s. ISBN 978-80-557-1021-1

MANNIOVÁ, J. 2008. Učiteľ v procese výchovy a vzťahov. Bratislava: Axima, 2008. ISBN 98-969178-5-3.

POTOČÁROVÁ, M., DERKOVÁ, J., FERKOVÁ, Š., KOLDEOVÁ, L. (2021). Teória výchovy 1. Bratislava: UK. ISBN 978-80-223-5327-4

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 59

A	ABS	B	C	D	E	FX
72,88	0,0	22,03	3,39	0,0	0,0	1,69

Lecturers: PaedDr. Lujza Koldeová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde016/22	Social determination of education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed with an assessment of: 100% of the intermediate assessment
The interim evaluation includes the following:
• Intermediate work: preparation of a seminar paper - 45 points,
• assessment of knowledge and selected competences - 55 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 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:
Students will gain knowledge and understanding of the educational process and its determinants in a social context with emphasis on current trends and perspectives in the field of education. Students will deepen their knowledge of education, the educational process in its diversity with a focus on the determinants of education in a broader social context. On a theoretical-practical level, through analysis and discussion, students will become familiar with the specific factors determining the educational process. On the basis of the complexity of the knowledge of the determinants of educational action, they will understand the specificity and diversity of the mission of education in the formation of personality.
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:
Education and the educational process. Theoretical bases and determinants of education.
The relationship between education and society. Conception and bases of education, genesis of education.
Education and personality of the child, categorization of factors of personality formation, social determination of personality development and education.
Educational environment, its typology and importance for a person. Social environment as a determinant of the child's personality.
Rights of the child. Convention on the Rights of the Child. Legal education, its importance and application in practice.
The environment of family upbringing and its importance in terms of the formation of the child's personality. Typology and functions of the family. Conditions and importance of the educational influence of the family on the formation of personality. Educational styles in the family. Negative tendencies in family upbringing.
Social conditions of the school environment. Relationship between school and society, negative phenomena in the school environment and their prevention.
Teacher's personality and its influence on the educational process. The climate of the school environment and interpersonal relationships between teachers and pupils.
The significance and specifics of the influence of peer groups on personality formation.
Education in a multicultural environment and social diversity.
Information society and mass media as a determinant of child upbringing in terms of current tendencies.

The educational impact of the out-of-school learning environment.

Recommended literature:

Reference sources:

Required reading:

DANEK, J. (2008). Výchova v pedagogickom výskume a praxi. Trnava: UCM, 2008. 729 s. ISBN 978-80-8105-007-7

KRAUS, B., POLÁČKOVÁ, V. (2001). Člověk-prostředí-výchova. Praha: Portál, 2001. 199 s. ISBN 80-7315-0042.

Recommended reading:

DERKOVÁ, J. 2018. Rodina ako výchovné prostredie. Bratislava: Iris, 2018. 144 s. ISBN 978-80-82000347

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

KOSOVá, B. 2015. Filozofické a globálne súvislosti edukácie. Banská Bystrica: Belianum. 174 s. ISBN 978-80-557-1021-1

MANNIOVÁ, J. 2008. Učiteľ v procese výchovy a vzťahov. Bratislava: Axima, 2008. ISBN 98-969178-5-3.

POTOČÁROVÁ, M., DERKOVÁ, J., FERKOVÁ, Š., KOLDEOVÁ, L. (2021). Teória výchovy 1. Bratislava: UK. ISBN 978-80-223-5327-4

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 59

A	ABS	B	C	D	E	FX
72,88	0,0	22,03	3,39	0,0	0,0	1,69

Lecturers: PaedDr. Lujza Koldeová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde015/22	Social pedagogy for teachers

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
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 number of 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 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:
The aim of the Social Pedagogy for Teachers course is to provide basic information about social pedagogy as a scientific discipline and the importance of different types of social and educational environment for human beings. After successful completion of the course, the student will know the basic conceptual apparatus of social pedagogy. The student understands the place of social pedagogy in the system of educational sciences. He/she categorizes the typology of the environment and can explain the effects of a stimulus-unfriendly environment on a child. Can identify the socio-cultural context of child/pupil development. Describes and interprets the specifics of raising a child in a foster family and institutional setting. Understands the socio-pedagogical aspects of the school as an educational institution.
The student is able to assess the social environment of an individual and identify risk factors in it and choose appropriate methods of prevention and intervention in cooperation with other pedagogical and professional staff.
Transferable competences developed during students' work in seminars: by analysing, solving and discussing problems from seminar assignments, the student is able to communicate his/her conclusions, think critically and think in context.

Class syllabus:
Brief outline of the course:
Basic conceptual apparatus of social pedagogy. Social pedagogy as a scientific discipline (origin and development). The subject of social pedagogy. Relationship of social pedagogy to other sciences and scientific disciplines.
Environment, its typology and importance for humans.
The family as a natural environment of upbringing. Socio-pedagogical cognition of the family environment, cognition of socio-cultural specifics of the family environment. Socio-pedagogical intervention in the family. Socially-disadvantaging environment of the family.
The environment of foster family and institutional education - a family with a child in foster care and the environment of social-legal protection of children and social curatorship institutions (Centre for Children and Family).
Environment of special educational institutions - diagnostic centre, re-education centre, medical-educational sanatorium.
The school environment from the perspective of social pedagogy. Social competences of the teacher in pedagogical situations. Teacher's cooperation with the social pedagogue as a professional school employee and with other pedagogical and professional school employees.

Recommended literature:

Reference sources:
Required reading:
BAKOŠOVÁ, Z. 2011. Sociálna pedagogika ako životná pomoc. Bratislava: Univerzita Komenského, 2011. ISBN 9788096994403.
HRONCOVÁ, J. et al. 2020. Sociálna pedagogika na Slovensku a v zahraničí – teoretické východiská a prax. BELIANUM, Vydavateľstvo UMB v Banskej Bystrici, 2020. 247 s. ISBN 978-80-557-1717-3.
Recommended reading:
BAKOŠOVÁ, Z. a kol. 2011. Teórie sociálnej pedagogiky: edukačné, sociálne a komunikačné aspekty. Bratislava: SAV, 2011. ISBN 978-80-970675-0-2.
HATÁR, C. 2007. Základy sociálnej pedagogiky pre pomáhajúce profesie. Nitra: PdF UKF Nitra, 2007. ISBN 978-80-8094-174-1.
KRAUS, B. 2008. Základy sociální pedagogiky. Bratislava: Portál, 2008. ISBN 8073673833.
KURUC, M., TOMÁNEK, P. 2017. Korene nepokoje. Brno: Tribune EU, s.r.o. 2017. ISBN 978-80-263-1163-8.
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.
ZEMANČÍKOVÁ, V. 2021. Dieťa z odlišného socio-kultúrneho prostredia v predškolskej edukácii z aspektu sociálnej pedagogiky. In: Pedagogika.sk. 12(3), 177-183.

Languages necessary to complete the course:
slovak language, czech language

Notes:

Past grade distribution
Total number of evaluated students: 22

A	ABS	B	C	D	E	FX
95,45	0,0	0,0	0,0	4,55	0,0	0,0

Lecturers: Mgr. Vladimíra Zemančíková, PhD., doc. Mgr. Martin Kuruc, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde015/22	Social pedagogy for teachers

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
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 number of 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 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:
The aim of the Social Pedagogy for Teachers course is to provide basic information about social pedagogy as a scientific discipline and the importance of different types of social and educational environment for human beings. After successful completion of the course, the student will know the basic conceptual apparatus of social pedagogy. The student understands the place of social pedagogy in the system of educational sciences. He/she categorizes the typology of the environment and can explain the effects of a stimulus-unfriendly environment on a child. Can identify the socio-cultural context of child/pupil development. Describes and interprets the specifics of raising a child in a foster family and institutional setting. Understands the socio-pedagogical aspects of the school as an educational institution.
The student is able to assess the social environment of an individual and identify risk factors in it and choose appropriate methods of prevention and intervention in cooperation with other pedagogical and professional staff.
Transferable competences developed during students' work in seminars: by analysing, solving and discussing problems from seminar assignments, the student is able to communicate his/her conclusions, think critically and think in context.

Class syllabus:
Brief outline of the course:
Basic conceptual apparatus of social pedagogy. Social pedagogy as a scientific discipline (origin and development). The subject of social pedagogy. Relationship of social pedagogy to other sciences and scientific disciplines.
Environment, its typology and importance for humans.
The family as a natural environment of upbringing. Socio-pedagogical cognition of the family environment, cognition of socio-cultural specifics of the family environment. Socio-pedagogical intervention in the family. Socially-disadvantaging environment of the family.
The environment of foster family and institutional education - a family with a child in foster care and the environment of social-legal protection of children and social curatorship institutions (Centre for Children and Family).
Environment of special educational institutions - diagnostic centre, re-education centre, medical-educational sanatorium.
The school environment from the perspective of social pedagogy. Social competences of the teacher in pedagogical situations. Teacher's cooperation with the social pedagogue as a professional school employee and with other pedagogical and professional school employees.

Recommended literature:

Reference sources:
Required reading:
BAKOŠOVÁ, Z. 2011. Sociálna pedagogika ako životná pomoc. Bratislava: Univerzita Komenského, 2011. ISBN 9788096994403.
HRONCOVÁ, J. et al. 2020. Sociálna pedagogika na Slovensku a v zahraničí – teoretické východiská a prax. BELIANUM, Vydavateľstvo UMB v Banskej Bystrici, 2020. 247 s. ISBN 978-80-557-1717-3.
Recommended reading:
BAKOŠOVÁ, Z. a kol. 2011. Teórie sociálnej pedagogiky: edukačné, sociálne a komunikačné aspekty. Bratislava: SAV, 2011. ISBN 978-80-970675-0-2.
HATÁR, C. 2007. Základy sociálnej pedagogiky pre pomáhajúce profesie. Nitra: PdF UKF Nitra, 2007. ISBN 978-80-8094-174-1.
KRAUS, B. 2008. Základy sociální pedagogiky. Bratislava: Portál, 2008. ISBN 8073673833.
KURUC, M., TOMÁNEK, P. 2017. Korene nepokoje. Brno: Tribune EU, s.r.o. 2017. ISBN 978-80-263-1163-8.
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.
ZEMANČÍKOVÁ, V. 2021. Dieťa z odlišného socio-kultúrneho prostredia v predškolskej edukácii z aspektu sociálnej pedagogiky. In: Pedagogika.sk. 12(3), 177-183.

Languages necessary to complete the course:
slovak language, czech language

Notes:

Past grade distribution
Total number of evaluated students: 22

A	ABS	B	C	D	E	FX
95,45	0,0	0,0	0,0	4,55	0,0	0,0

Lecturers: Mgr. Vladimíra Zemančíková, PhD., doc. Mgr. Martin Kuruc, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde019/22	Social psychology for teachers

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

Course requirements:
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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde019/22	Social psychology for teachers

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

Course requirements:
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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde026/22	Social skills of teachers training

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 494

A	ABS	B	C	D	E	FX
91,9	0,0	2,43	0,4	0,4	0,0	4,86

Lecturers: doc. Mgr. Martin Kuruc, PhD., Mgr. Vladimíra Zemančíková, PhD., Mgr. Peter Ostradický, PhD., Mgr. Petra Rapošová, PhD.

Last change: 22.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde026/22	Social skills of teachers training

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 494

A	ABS	B	C	D	E	FX
91,9	0,0	2,43	0,4	0,4	0,0	4,86

Lecturers: doc. Mgr. Martin Kuruc, PhD., Mgr. Vladimíra Zemančíková, PhD., Mgr. Peter Ostradický, PhD., Mgr. Petra Rapošová, PhD.

Last change: 22.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde014/22	Social-psychological training for citizenship education

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 26s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
Practicum, 26 hours per semester, combined method (primarily full-time)
Student workload:
26 hours of direct teaching; 12 hours of preparation before the training; 2 hours devoted to reflection on the events of the training after its completion; 10 hours of self-study on the subject. 50 hours of work in total.
Teaching methods: the methodological framework consists of active social learning and experiential learning (dialogical and discussion methods, didactic, psychological and cooperative games, self-discovery techniques, staging methods, reflective essay), e-learning (Moodle).

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0
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 interim evaluation consists of three tasks (preparation of the self-presentation = 10%; development of criteria for quality of life assessment = 10%; self-perception development exercise = 10%), which are further worked on during the training. In the course of the training, activities and exercises are carried out to enable the development of the full range of social-psychological competences necessary for the exercise of the teaching profession (50%), e.g. interpersonal or social-inclusive. After the training, the continuous evaluation consists of structured feedback on the events in the training group and the development of own competences (20%).
To pass the course, a minimum score of 60% is required.
The assessment 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)
For a grade of A, the student completed all assignments given before and immediately after the training. During the course of the training he/she actively participates in the activities and shows interest and effort to develop his/her own social-psychological competences and civic competences, seeks original and creative solutions to the tasks set, reflects on the emerging changes brought by the training, manifests himself/herself as a full member of the training group and actively expresses his/her own opinion.
A grade of B means that the student has completed all the tasks set before and immediately after the training. During the training, the student is actively involved in individual activities and shows interest and effort to develop his/her own social-psychological and civic 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, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
A grade of C will be awarded if the student has completed all the tasks set before and immediately after the training. At the same time, he/she is usually actively involved in individual activities, shows interest and effort in developing some of his/her social-psychological and civic competences, makes little use of his/her personality assumptions in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by the training, manifests himself/herself as a full-fledged member of the training group, and actively expresses his/her own opinion.
A grade of D means that the student has completed at least half of the tasks set before and immediately after the training. The student has limited involvement in individual activities and shows only sporadic interest and effort to develop his/her competences, often only with external help looking for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes that the training brings, is more passive and more like a peripheral member of the training group, although actively expressing his/her own opinion.
A grade of E will be awarded to a student who has completed only some of the tasks set before and immediately after the training. The student behaves passively and is minimally involved in individual activities, shows no interest and effort to develop his/her competences, relies on the group to find original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by the training, cannot find his/her place in the training group, expresses his/her own opinion sporadically and not always in an appropriate way.
The Fx grade is given exceptionally, most often due to non-participation in training and failure to complete the set training tasks, non-cooperation, refusal to take a stand on the required topics and to express his/her own opinion.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The main aim of the course Social Psychological Training for Education for Citizenship is to develop the whole spectrum of social psychological competences of students, with particular emphasis on the area of self-knowledge, knowledge of others, cooperation and acceptance of difference in society. All training activities have an overlap towards the development of students' civic competences.
The student after completing the course:
- is aware of his/her values and attitudes and is able to compare them with the values and attitudes essential for life in a democratic society,
- is able to detect stereotypes and prejudices in the perception of the world from a global and local perspective,
- perceive and realise the importance of accepting difference and the importance of tolerance and human rights,

- can link themes of personal development and self-knowledge with themes of civic participation, social and environmental responsibility and decision-making,
- is aware of the importance of self-knowledge and personal development in teaching practice.

Class syllabus:

1. Self-knowledge and cognition of others (social-psychological mechanisms of social cognition and the most common mistakes).
2. Development of one's own social-psychological competences and their overlap into the field of civic competences (one's own competence model, strengths and weaknesses).
3. Own identity and the identity of others (self as a personality).
4. Value and attitudinal orientation in relation to the natural and social environment (self as a result of the natural, social and cultural environment).
5. Acceptance, tolerance and respect for the diversity of different countries, nations and ethnicities (self and others).
6. World culture - blurring of boundaries, local traditions or regional differences.

Recommended literature:

Hermochová, S. (2006). Teambuilding. Grada.
Komárková, R. Slaměník, I., & Výrost, J. (2001). Aplikovaná sociální psychologie III. Sociálněpsychologický výcvik. Grada.
Kuneš, D. (2009). Sebepoznání. Portál.
Lemešová, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0. Slovenská asociácia pre učiteľstvo psychológie.
Lemešová, M., Hamranová, A., Minarovičová, K., Sabová, L., & Sokolová, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 266

A	ABS	B	C	D	E	FX
93,23	0,0	0,0	0,0	0,0	0,0	6,77

Lecturers: Mgr. Miroslava Lemešová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde014/22	Social-psychological training for citizenship education

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 26s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
Practicum, 26 hours per semester, combined method (primarily full-time)
Student workload:
26 hours of direct teaching; 12 hours of preparation before the training; 2 hours devoted to reflection on the events of the training after its completion; 10 hours of self-study on the subject. 50 hours of work in total.
Teaching methods: the methodological framework consists of active social learning and experiential learning (dialogical and discussion methods, didactic, psychological and cooperative games, self-discovery techniques, staging methods, reflective essay), e-learning (Moodle).

Number of credits: 2

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0
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 interim evaluation consists of three tasks (preparation of the self-presentation = 10%; development of criteria for quality of life assessment = 10%; self-perception development exercise = 10%), which are further worked on during the training. In the course of the training, activities and exercises are carried out to enable the development of the full range of social-psychological competences necessary for the exercise of the teaching profession (50%), e.g. interpersonal or social-inclusive. After the training, the continuous evaluation consists of structured feedback on the events in the training group and the development of own competences (20%).
To pass the course, a minimum score of 60% is required.
The assessment 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)
For a grade of A, the student completed all assignments given before and immediately after the training. During the course of the training he/she actively participates in the activities and shows interest and effort to develop his/her own social-psychological competences and civic competences, seeks original and creative solutions to the tasks set, reflects on the emerging changes brought by the training, manifests himself/herself as a full member of the training group and actively expresses his/her own opinion.
A grade of B means that the student has completed all the tasks set before and immediately after the training. During the training, the student is actively involved in individual activities and shows interest and effort to develop his/her own social-psychological and civic 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, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
A grade of C will be awarded if the student has completed all the tasks set before and immediately after the training. At the same time, he/she is usually actively involved in individual activities, shows interest and effort in developing some of his/her social-psychological and civic competences, makes little use of his/her personality assumptions in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by the training, manifests himself/herself as a full-fledged member of the training group, and actively expresses his/her own opinion.
A grade of D means that the student has completed at least half of the tasks set before and immediately after the training. The student has limited involvement in individual activities and shows only sporadic interest and effort to develop his/her competences, often only with external help looking for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes that the training brings, is more passive and more like a peripheral member of the training group, although actively expressing his/her own opinion.
A grade of E will be awarded to a student who has completed only some of the tasks set before and immediately after the training. The student behaves passively and is minimally involved in individual activities, shows no interest and effort to develop his/her competences, relies on the group to find original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by the training, cannot find his/her place in the training group, expresses his/her own opinion sporadically and not always in an appropriate way.
The Fx grade is given exceptionally, most often due to non-participation in training and failure to complete the set training tasks, non-cooperation, refusal to take a stand on the required topics and to express his/her own opinion.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The main aim of the course Social Psychological Training for Education for Citizenship is to develop the whole spectrum of social psychological competences of students, with particular emphasis on the area of self-knowledge, knowledge of others, cooperation and acceptance of difference in society. All training activities have an overlap towards the development of students' civic competences.
The student after completing the course:
- is aware of his/her values and attitudes and is able to compare them with the values and attitudes essential for life in a democratic society,
- is able to detect stereotypes and prejudices in the perception of the world from a global and local perspective,
- perceive and realise the importance of accepting difference and the importance of tolerance and human rights,

- can link themes of personal development and self-knowledge with themes of civic participation, social and environmental responsibility and decision-making,
- is aware of the importance of self-knowledge and personal development in teaching practice.

Class syllabus:

1. Self-knowledge and cognition of others (social-psychological mechanisms of social cognition and the most common mistakes).
2. Development of one's own social-psychological competences and their overlap into the field of civic competences (one's own competence model, strengths and weaknesses).
3. Own identity and the identity of others (self as a personality).
4. Value and attitudinal orientation in relation to the natural and social environment (self as a result of the natural, social and cultural environment).
5. Acceptance, tolerance and respect for the diversity of different countries, nations and ethnicities (self and others).
6. World culture - blurring of boundaries, local traditions or regional differences.

Recommended literature:

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Komárková, R. Slaměník, I., & Výrost, J. (2001). Aplikovaná sociální psychologie III. Sociálněpsychologický výcvik. Grada.
Kuneš, D. (2009). Sebepoznání. Portál.
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Lemešová, M., Hamranová, A., Minarovičová, K., Sabová, L., & Sokolová, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 266

A	ABS	B	C	D	E	FX
93,23	0,0	0,0	0,0	0,0	0,0	6,77

Lecturers: Mgr. Miroslava Lemešová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde021/22	Socio-educational training for teachers

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

Course requirements:
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., MINAROVIČOVÁ, 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., PaedDr. Anežka Hamranová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde021/22	Socio-educational training for teachers

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

Course requirements:
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., MINAROVIČOVÁ, 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

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde026/22	**Course title:** Socio-pathological phenomena in schools prevention and intervention
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 28 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	

Course requirements:

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 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 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 course is to provide basic knowledge on the issue of socio-pathological phenomena in school. The course pays special attention to the issues of clarification of terminology in the field of social pathology. Students will be able to identify the internal and external causes of social pathological phenomena, describe and distinguish the manifestations of individual phenomena, indicate and propose specific forms of their prevention in school practice. Students will also acquire the prerequisites to be able to use the acquired knowledge in solving specific problem situations.
Transferable competencies: students and learners will develop communication skills using professional terminology in the field of social pathology. They will improve their skills in working with professional literature and producing professional texts. Students will be able to apply knowledge creatively in problem-based tasks.

Class syllabus:
Brief outline of the course:
1. Basic terminology (social pathology, normality, delinquency, deviance, prevention, intervention, etc.).
2. Causes of the emergence of socio-pathological phenomena.
3. Characteristics of selected socio-pathological phenomena.
4. Specifics of socio-pathological phenomena in the school environment.
5. Violence in schools, bullying and cyberbullying.
7. 4. Truancy of pupils.
8. Pupils using alcohol and drugs.
9. Lying, running, wandering, stealing.
10. Children at risk in the environment (CAN syndrome).
11. Self-harm and suicidal actions in children.
12. Prejudice, xenophobia and racism.
13. Prevention programmes and activities in schools.
14. 13. Intervention strategies in the occurrence of socio-pathological phenomena in school.

Recommended literature:
Reference sources:
Required reading:
HRONCOVÁ, J. 2004. Sociálna patológia. Banská Bystrica: Pedagogická fakulta UMB, 2004.ISBN 80-8055-926-0.
ONDREJKOVIČ, P. 2009. Sociálna patológia. Bratislava: SAV, 2009. ISBN 978-80-224-1074-8
Recommended reading:
ČERNÁ, A. 2013. Kyberšikana. Praha: Grada Publishing, a.s., 2013. ISBN 978-80-247-4577-0.

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.
FERKOVÁ, Š. 2015. Prevencia a intervencia sebapoškodzujúceho správania sa detí a dospievajúcich. In MMK 2015 [elektronický zdroj]. - Hradec Králové : Magnanimitas, 2015. - ISBN 978-80-87952-12-2. - S. 1150-1158
FISCHER, S., ŠKODA, J. 2009. Sociální patologie. Analýza příčin a možnosti ovlivňovaní závažných sociálně patologických jevů. Praha : Grada Publishing, a.s. ISBN 978-80-247-7813
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 pdf.truni.sk/download?eskripta/hupkova-libercanova-drogove-zavislosti.pdf
KOLÁŘ, M. 2005. Bolest šikanování. Praha : Portál, 2005. ISBN 978-80-7367-014-6
KOUTEK, J., KOCOURKOVÁ., J. 2003. Sebevražedné chování. Praha : Portál, 2003. ISBN 978-80-7367-349-9
KUNÁK, S. 2007. Vybrané možnosti primárnej prevencie negatívnych vplyvov na deti a mládež. Bratislava: Iris, 2007. ISBN 8089256105.
KYRIACOU, CH. 2005. Řešení výchovných problémů ve škole. Praha : Portál, 2005. ISBN 80-7178-945-3
MATOUŠEK, O., KROFTOVÁ, A. 2003. Mládež a delikvence. Praha : Portál, 2003. ISBN 80-7178-771-X
Smernica č. 36/2018 k prevencii a riešeniu šikanovania detí a žiakov v školách a školských zariadeniach. Dostupné na: https://www.minedu.sk/data/att/16073.pdf

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 54

A	ABS	B	C	D	E	FX
57,41	0,0	25,93	7,41	5,56	0,0	3,7

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde026/22	Socio-pathological phenomena in schools prevention and intervention

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
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 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 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 course is to provide basic knowledge on the issue of socio-pathological phenomena in school. The course pays special attention to the issues of clarification of terminology in the field of social pathology. Students will be able to identify the internal and external causes of social pathological phenomena, describe and distinguish the manifestations of individual phenomena, indicate and propose specific forms of their prevention in school practice. Students will also acquire the prerequisites to be able to use the acquired knowledge in solving specific problem situations.
Transferable competencies: students and learners will develop communication skills using professional terminology in the field of social pathology. They will improve their skills in working with professional literature and producing professional texts. Students will be able to apply knowledge creatively in problem-based tasks.

Class syllabus:
Brief outline of the course:
1. Basic terminology (social pathology, normality, delinquency, deviance, prevention, intervention, etc.).
2. Causes of the emergence of socio-pathological phenomena.
3. Characteristics of selected socio-pathological phenomena.
4. Specifics of socio-pathological phenomena in the school environment.
5. Violence in schools, bullying and cyberbullying.
7. 4. Truancy of pupils.
8. Pupils using alcohol and drugs.
9. Lying, running, wandering, stealing.
10. Children at risk in the environment (CAN syndrome).
11. Self-harm and suicidal actions in children.
12. Prejudice, xenophobia and racism.
13. Prevention programmes and activities in schools.
14. 13. Intervention strategies in the occurrence of socio-pathological phenomena in school.

Recommended literature:
Reference sources:
Required reading:
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ONDREJKOVIČ, P. 2009. Sociálna patológia. Bratislava: SAV, 2009. ISBN 978-80-224-1074-8
Recommended reading:
ČERNÁ, A. 2013. Kyberšikana. Praha: Grada Publishing, a.s., 2013. ISBN 978-80-247-4577-0.

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.
FERKOVÁ, Š. 2015. Prevencia a intervencia sebapoškodzujúceho správania sa detí a dospievajúcich. In MMK 2015 [elektronický zdroj]. - Hradec Králové : Magnanimitas, 2015. - ISBN 978-80-87952-12-2. - S. 1150-1158
FISCHER, S., ŠKODA, J. 2009. Sociální patologie. Analýza příčin a možnosti ovlivňovaní závažných sociálně patologických jevů. Praha : Grada Publishing, a.s. ISBN 978-80-247-7813
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MATOUŠEK, O., KROFTOVÁ, A. 2003. Mládež a delikvence. Praha : Portál, 2003. ISBN 80-7178-771-X
Smernica č. 36/2018 k prevencii a riešeniu šikanovania detí a žiakov v školách a školských zariadeniach. Dostupné na: https://www.minedu.sk/data/att/16073.pdf

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 54

A	ABS	B	C	D	E	FX
57,41	0,0	25,93	7,41	5,56	0,0	3,7

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde009/22	Sociology

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Lecture+Seminar, 2 hours/week, i.e. 22 hours in total per semester, combined (mostly full-time)
Student workload:
22 hours of direct teaching, 15 hours of preparation and processing of intermediate assignments, 15 hours of seminar preparation, 55 hours of test preparation, 13 hours of guided self-study = 120 hours in total
Teaching methods:
lecture combined with discussion, work with technical text, group work, guided self-study (e-learning, problem solving and assignments)

Number of credits: 4

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
The course is completed by examination, the weight of the intermediate and final assessment is 50/50.
Intermediate assessment includes 4-5 assignments focused on working with a professional text using the moodle e-learning environment (50% of the assessment). In order to participate in the final assessment, all interim assignments must be handed in. The final assessment during the exam period includes a final test (50% of the assessment, a minimum of 40% of the maximum score is required to pass the test).
The grade is awarded on a scale:
A 100-94%, excellent - outstanding results; students have performed well, their theoretical knowledge of sociology is at an excellent level, they have a standard ability to apply knowledge, critically evaluate and compare literary sources in sociology, they hand in intermediate assignments on time, they have passed the test at an excellent level.
B 93-86%, very good - above average standard; students performed well, their theoretical knowledge of sociology is at a very good level, they have a good ability to apply knowledge, critically evaluate and compare literary sources at a very good level, they usually hand in intermediate assignments on time, they passed the test at a very good level.
C 85-76%, good - routinely reliable work; students performed standardly well, their theoretical knowledge of sociology is at a good level, but they lack the ability to apply this knowledge, critically

evaluate and compare literary sources and knowledge of sociology, they passed the test at a good level.
D 75-68%, satisfactory - acceptable results; students were less prepared during the semester, turning in midterm assignments after the assignment due date. Slightly deficient in sociology theory, unable to process information analytically, took the test at a satisfactory level.
E 67-60%, Satisfactory - Results meet minimum criteria, students were less prepared during the semester, turned in assignments after the assignment due date. They are more deficient in sociological theory, they cannot process information analytically and critically, they took the test at a satisfactory level.
Fx 59-0%, insufficient - additional work required, extra study
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Educational Objective:
Students will gain an overview of basic sociological concepts and theories. The course also aims to show, in the context of contemporary sociological thought, the connection between the biographical experience of individual actors and the historical dynamics of the institutional structures of society. Students will become familiar with the social aspects of relationships, institutions and social life.
Learning Outcomes:
The course will introduce students to the key concepts of sociology. Selected topics include understanding sociology as a form of knowledge, issues of people and society, social change, and power structures. At the end of the course, students will become familiar with the basic methods of sociological research, gain competence in reading research reports with comprehension, and become familiar with statistical concepts, graphs and tables. They will be able to look at changes in society through the lens of sociological vision.

Class syllabus:
1. Introduction to the subject - What is sociology, what is it concerned with and how can sociology be useful to us, sociological theories.
2. Culture, society and the individual. Types of societies. Social interaction in everyday life. Symbols, language of culture and religion.
3. Socialization - Gender and sexuality - gender differences (nature vs. culture), socialization by gender, gender identity and sexuality, human sexuality. Body and society, ageing.
4. Stratification, class structure of society, ethnicity. Class inequalities, prejudice and discrimination, poverty and inequality.
5. Work and economic life - paid and unpaid work, women in the workforce. Modern organisations, bureaucracy.
6. Governments, political power and war. Revolution and social movements. Social control, social deviance and crime.
7. Mass media and popular culture
8. Sociological research methods, results and data interpretation.

Recommended literature:
Compulsory readings:
Baumann, Z. (2010). Myslet sociologicky. Praha: SLON.
Jandourek, J. (2003). Úvod do sociologie. Praha: Portál.
Recommended readings:
Giddens, A. (2013). Sociologie. Praha: Argo.
Keller, J. (2012). Úvod do sociologie. Praha: SLON.
Kol. autorov. (2009). Stručný prehľad sociológie. Bratislava: Enigma.
Malík, B. (2021). Sociálna filozofia. Bratislava: Iris.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 245

A	ABS	B	C	D	E	FX
62,04	0,0	23,27	4,9	3,67	1,63	4,49

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBde009/22	**Course title:** Sociology
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 2 **per level/semester:** 28 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Lecture+Seminar, 2 hours/week, i.e. 22 hours in total per semester, combined (mostly full-time) Student workload: 22 hours of direct teaching, 15 hours of preparation and processing of intermediate assignments, 15 hours of seminar preparation, 55 hours of test preparation, 13 hours of guided self-study = 120 hours in total Teaching methods: lecture combined with discussion, work with technical text, group work, guided self-study (e-learning, problem solving and assignments)	
Number of credits: 4	
Recommended semester: 3.	
Educational level: I.	
Prerequisites:	
Course requirements: The course is completed by examination, the weight of the intermediate and final assessment is 50/50. Intermediate assessment includes 4-5 assignments focused on working with a professional text using the moodle e-learning environment (50% of the assessment). In order to participate in the final assessment, all interim assignments must be handed in. The final assessment during the exam period includes a final test (50% of the assessment, a minimum of 40% of the maximum score is required to pass the test). The grade is awarded on a scale: A 100-94%, excellent - outstanding results; students have performed well, their theoretical knowledge of sociology is at an excellent level, they have a standard ability to apply knowledge, critically evaluate and compare literary sources in sociology, they hand in intermediate assignments on time, they have passed the test at an excellent level. B 93-86%, very good - above average standard; students performed well, their theoretical knowledge of sociology is at a very good level, they have a good ability to apply knowledge, critically evaluate and compare literary sources at a very good level, they usually hand in intermediate assignments on time, they passed the test at a very good level. C 85-76%, good - routinely reliable work; students performed standardly well, their theoretical knowledge of sociology is at a good level, but they lack the ability to apply this knowledge, critically	

evaluate and compare literary sources and knowledge of sociology, they passed the test at a good level.
D 75-68%, satisfactory - acceptable results; students were less prepared during the semester, turning in midterm assignments after the assignment due date. Slightly deficient in sociology theory, unable to process information analytically, took the test at a satisfactory level.
E 67-60%, Satisfactory - Results meet minimum criteria, students were less prepared during the semester, turned in assignments after the assignment due date. They are more deficient in sociological theory, they cannot process information analytically and critically, they took the test at a satisfactory level.
Fx 59-0%, insufficient - additional work required, extra study
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Educational Objective:
Students will gain an overview of basic sociological concepts and theories. The course also aims to show, in the context of contemporary sociological thought, the connection between the biographical experience of individual actors and the historical dynamics of the institutional structures of society. Students will become familiar with the social aspects of relationships, institutions and social life.
Learning Outcomes:
The course will introduce students to the key concepts of sociology. Selected topics include understanding sociology as a form of knowledge, issues of people and society, social change, and power structures. At the end of the course, students will become familiar with the basic methods of sociological research, gain competence in reading research reports with comprehension, and become familiar with statistical concepts, graphs and tables. They will be able to look at changes in society through the lens of sociological vision.

Class syllabus:
1. Introduction to the subject - What is sociology, what is it concerned with and how can sociology be useful to us, sociological theories.
2. Culture, society and the individual. Types of societies. Social interaction in everyday life. Symbols, language of culture and religion.
3. Socialization - Gender and sexuality - gender differences (nature vs. culture), socialization by gender, gender identity and sexuality, human sexuality. Body and society, ageing.
4. Stratification, class structure of society, ethnicity. Class inequalities, prejudice and discrimination, poverty and inequality.
5. Work and economic life - paid and unpaid work, women in the workforce. Modern organisations, bureaucracy.
6. Governments, political power and war. Revolution and social movements. Social control, social deviance and crime.
7. Mass media and popular culture
8. Sociological research methods, results and data interpretation.

Recommended literature:
Compulsory readings:
Baumann, Z. (2010). Myslet sociologicky. Praha: SLON.
Jandourek, J. (2003). Úvod do sociologie. Praha: Portál.
Recommended readings:
Giddens, A. (2013). Sociologie. Praha: Argo.
Keller, J. (2012). Úvod do sociologie. Praha: SLON.
Kol. autorov. (2009). Stručný prehľad sociológie. Bratislava: Enigma.
Malík, B. (2021). Sociálna filozofia. Bratislava: Iris.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 245

A	ABS	B	C	D	E	FX
62,04	0,0	23,27	4,9	3,67	1,63	4,49

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde020/22	Sociology of education and youth

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Seminar, 2 hours/week, i.e. a total of 22 hours per semester, combined method (mostly pre-sessional)
Student workload:
22 hours of direct instruction, 18 hours of processing of interim assignments, 10 hours of guided self-study, 50 hours total.
Teaching methods: lecture, work with professional text, guided self-study, discussion, group work

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final assessment 100/0
Includes about 6-8 intermediate tasks. Students will use the e-learning environment moodle. To pass the course, a minimum score of 60% is required. Grades are awarded on a scale of A (excellent - outstanding results), B (very good - above average standard), C (good - normal reliable work), D (satisfactory - acceptable results), E (adequate - results meet minimum criteria) and Fx (inadequate - extra work required).
Grading (ECTS): A: 100-91%, B 90-81%, C 80-73%, D 72-66%, E 65-60%, FX 59-0%.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Definition of sociology of education (sociology, definition and themes of social education, outline of development). Sociological approaches in the sociology of education (functionalist, interactionist, conflict). The relationship between society, education and education. Functions of upbringing and education in society. Upbringing and education in relation to human socialization. Social and educational communication, school status and roles. The school as an organisation, an institution. Equality of opportunity in education, training and life. Youth and youth as a social phenomenon, youth subcultures, deviance and youth sexual behaviour. Youth organizations, state policy - youth care, youth participation in civil society.

Class syllabus:
Definition of sociology of education (sociology, definition and themes of social education, outline of development). Sociological approaches in the sociology of education (functionalist, interactionist, conflict). The relationship between society, education and education. Functions of upbringing and

education in society. Upbringing and education in relation to human socialization. Social and educational communication, school status and roles. The school as an organisation, an institution. Equality of opportunity in education, training and life. Youth and youth as a social phenomenon, youth subcultures, deviance and youth sexual behaviour. Youth organizations, state policy - youth care, youth participation in civil society.

Recommended literature:

HAVLÍK, R., KOŤA, J. Sociologie výchovy a školy. Praha : Portál, 2011. 176 s. ISBN 978-80-262-0042-0

ONDREJKOVIČ, P. Negatívne stránky individualizácie mládeže. PDF UK : Bratislava, 2000. ISBN 80-88868-60-2.

ONDREJKOVIČ, P. Socializácia v sociológii výchovy. Bratislava : Veda, 2004. 200 s. ISBN 80-224-0781-X.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 202

A	ABS	B	C	D	E	FX
85,15	0,0	5,45	2,48	1,98	1,98	2,97

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde020/22	Sociology of education and youth

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Seminar, 2 hours/week, i.e. a total of 22 hours per semester, combined method (mostly pre-sessional)
Student workload:
22 hours of direct instruction, 18 hours of processing of interim assignments, 10 hours of guided self-study, 50 hours total.
Teaching methods: lecture, work with professional text, guided self-study, discussion, group work

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final assessment 100/0
Includes about 6-8 intermediate tasks. Students will use the e-learning environment moodle. To pass the course, a minimum score of 60% is required. Grades are awarded on a scale of A (excellent - outstanding results), B (very good - above average standard), C (good - normal reliable work), D (satisfactory - acceptable results), E (adequate - results meet minimum criteria) and Fx (inadequate - extra work required).
Grading (ECTS): A: 100-91%, B 90-81%, C 80-73%, D 72-66%, E 65-60%, FX 59-0%.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Definition of sociology of education (sociology, definition and themes of social education, outline of development). Sociological approaches in the sociology of education (functionalist, interactionist, conflict). The relationship between society, education and education. Functions of upbringing and education in society. Upbringing and education in relation to human socialization. Social and educational communication, school status and roles. The school as an organisation, an institution. Equality of opportunity in education, training and life. Youth and youth as a social phenomenon, youth subcultures, deviance and youth sexual behaviour. Youth organizations, state policy - youth care, youth participation in civil society.

Class syllabus:
Definition of sociology of education (sociology, definition and themes of social education, outline of development). Sociological approaches in the sociology of education (functionalist, interactionist, conflict). The relationship between society, education and education. Functions of upbringing and

education in society. Upbringing and education in relation to human socialization. Social and educational communication, school status and roles. The school as an organisation, an institution. Equality of opportunity in education, training and life. Youth and youth as a social phenomenon, youth subcultures, deviance and youth sexual behaviour. Youth organizations, state policy - youth care, youth participation in civil society.

Recommended literature:

HAVLÍK, R., KOŤA, J. Sociologie výchovy a školy. Praha : Portál, 2011. 176 s. ISBN 978-80-262-0042-0

ONDREJKOVIČ, P. Negatívne stránky individualizácie mládeže. PDF UK : Bratislava, 2000. ISBN 80-88868-60-2.

ONDREJKOVIČ, P. Socializácia v sociológii výchovy. Bratislava : Veda, 2004. 200 s. ISBN 80-224-0781-X.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 202

A	ABS	B	C	D	E	FX
85,15	0,0	5,45	2,48	1,98	1,98	2,97

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde038/22	Specialised foreign language

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 65

A	ABS	B	C	D	E	FX
80,0	0,0	9,23	1,54	3,08	0,0	6,15

Lecturers: PaedDr. Peter Gergel, PhD., Mgr. Alexandra Lenzi Kučmová, PhD., PhDr. Mária Medveczká, PhD., PhDr. Mojmír Malovecký, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde038/22	Specialised foreign language

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 65

A	ABS	B	C	D	E	FX
80,0	0,0	9,23	1,54	3,08	0,0	6,15

Lecturers: PaedDr. Peter Gergel, PhD., Mgr. Alexandra Lenzi Kučmová, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD., PhDr. Mojmír Malovecký, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde023/22	Teacher´s communication and presentation skills

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 26s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
Exercise, 26 hours per semester, combined (mostly full-time)
Student workload:
26 hours of direct instruction; preparation for group presentation = 10 hours; preparation for direct instruction (reading of professional texts) = 14 hours. 50 hours in total.
Teaching methods:
Discussion, interview, role-play method, quizzes, brainstorming, mind-mapping, interpretation, text work, small group work, group presentation

Number of credits: 2

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
Scope of interim and final evaluation: 100/0
The evaluation will consist of the following components:
- Participation in teaching or active involvement in discussions and activities (50 points);
- group presentation (50 points):
The topic of the presentation is different communication didactic methods from the publication: ČAPEK, R. (2015). Modern didactics. Modern Teaching of Modern Pedagogy (modern pedagogical methods): Grada. Each group will present a different group of didactic methods, which they will also practically demonstrate with their classmates.
The final grade A requires at least 91 points, grade B at least 81 points, grade C at least 73 points, grade D at least 66 points and grade E at least 60 points. To pass the course, a minimum of 60% of the points must be obtained.
For a grade of A, the student must perform consistently well, be able to study independently, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is proficient in theoretical and empirical knowledge in the field of communication in the school environment and can apply it in his/her teaching practice. At the same time, students are able to work in a team and collaborate on assignments.

A grade of B means that the student has performed above average throughout the semester, has been able to study independently, is proficient in basic information related to communication in the school environment, can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are deficiencies in his/her critical and creative thinking. At the same time, students are able to work in teams and collaborate on assignments.
A grade of C means that the student has performed well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare different literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.
A grade of D means that the student has been less well prepared during the semester, has moderate deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work as well as in group work, cannot critically analyse information and has problems applying knowledge to practice.
A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyse and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge of the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The aim of the course is to give students the opportunity to improve their communication and presentation skills. To use experiential learning to discuss the need for good and respectful communication with students, parents and colleagues. Thorough acquisition and development of communication skills can contribute not only to the improvement of pupil/child learning but also to the building of open working and friendly relationships in the school.
They will also be able to assess, analyse and compare information, be able to think critically and evaluate individual examples of good practice and generalise knowledge.

Class syllabus:
- The meaning of communication, basic concepts, pedagogical communication.
- Aspects of communication - what I perceive, what I hear as a teacher - relational and factual aspect.
- Experiential learning - training in active listening, questioning and feedback and its use for strengthening presentation skills.
- Non-verbal communication , the body as a means of self-expression and expressing relationships with others - especially in relation to presentation. Working with the voice - modulation of speech and its impact on pupils
- Videotaped examples of good practice in teacher communication.
- Analysis of own presentation skills.
- Typologies of teacher communication styles and power constellations in the classroom.
- Communication and cooperation between teachers and parents

Recommended literature:
ČÁP, J. a MAREŠ, J. (2001). Psychologie pro učitele. Praha: Portál.
ČAPEK, R. (2015). Moderní didaktika. Praha: Grada
ČERNOTOVÁ, M. (2005). Ako komunikovať s žiakmi. Prešov: Metodicko-pedagogické centrum v Prešove
HIEROLD, E. (2005) Rétorika a prezentace. Praha : Grada, ISBN 80-247-0782-9.
LEMOV, D. (2015) Teach like a champion 2.0: 62 techniques that put students on the path to college. San Francisco: Jossey-Bass
ŠEĎOVÁ, K., ŠVAŘÍČEK, R. a ŠALAMOUNOVÁ, Z. (2012). Komunikace ve školní třídě. Praha: Portál
VYBÍRAL, Z. (2005). Psychologie komunikace. Praha: Portál.

Languages necessary to complete the course:
Czech and English language

Notes:
knowledge of the English language is an advantage

Past grade distribution
Total number of evaluated students: 186

A	ABS	B	C	D	E	FX
95,16	0,0	1,08	0,0	0,54	0,0	3,23

Lecturers: Mgr. Jozef Miškolci, PhD., Mgr. Katarína Minarovičová, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde023/22	Teacher´s communication and presentation skills

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 26s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
Exercise, 26 hours per semester, combined (mostly full-time)
Student workload:
26 hours of direct instruction; preparation for group presentation = 10 hours; preparation for direct instruction (reading of professional texts) = 14 hours. 50 hours in total.
Teaching methods:
Discussion, interview, role-play method, quizzes, brainstorming, mind-mapping, interpretation, text work, small group work, group presentation

Number of credits: 2

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Course requirements:
Scope of interim and final evaluation: 100/0
The evaluation will consist of the following components:
- Participation in teaching or active involvement in discussions and activities (50 points);
- group presentation (50 points):
The topic of the presentation is different communication didactic methods from the publication: ČAPEK, R. (2015). Modern didactics. Modern Teaching of Modern Pedagogy (modern pedagogical methods): Grada. Each group will present a different group of didactic methods, which they will also practically demonstrate with their classmates.
The final grade A requires at least 91 points, grade B at least 81 points, grade C at least 73 points, grade D at least 66 points and grade E at least 60 points. To pass the course, a minimum of 60% of the points must be obtained.
For a grade of A, the student must perform consistently well, be able to study independently, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is proficient in theoretical and empirical knowledge in the field of communication in the school environment and can apply it in his/her teaching practice. At the same time, students are able to work in a team and collaborate on assignments.

A grade of B means that the student has performed above average throughout the semester, has been able to study independently, is proficient in basic information related to communication in the school environment, can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are deficiencies in his/her critical and creative thinking. At the same time, students are able to work in teams and collaborate on assignments.
A grade of C means that the student has performed well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare different literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.
A grade of D means that the student has been less well prepared during the semester, has moderate deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work as well as in group work, cannot critically analyse information and has problems applying knowledge to practice.
A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyse and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge of the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The aim of the course is to give students the opportunity to improve their communication and presentation skills. To use experiential learning to discuss the need for good and respectful communication with students, parents and colleagues. Thorough acquisition and development of communication skills can contribute not only to the improvement of pupil/child learning but also to the building of open working and friendly relationships in the school.
They will also be able to assess, analyse and compare information, be able to think critically and evaluate individual examples of good practice and generalise knowledge.

Class syllabus:
- The meaning of communication, basic concepts, pedagogical communication.
- Aspects of communication - what I perceive, what I hear as a teacher - relational and factual aspect.
- Experiential learning - training in active listening, questioning and feedback and its use for strengthening presentation skills.
- Non-verbal communication , the body as a means of self-expression and expressing relationships with others - especially in relation to presentation. Working with the voice - modulation of speech and its impact on pupils
- Videotaped examples of good practice in teacher communication.
- Analysis of own presentation skills.
- Typologies of teacher communication styles and power constellations in the classroom.
- Communication and cooperation between teachers and parents

Recommended literature:
ČÁP, J. a MAREŠ, J. (2001). Psychologie pro učitele. Praha: Portál.
ČAPEK, R. (2015). Moderní didaktika. Praha: Grada
ČERNOTOVÁ, M. (2005). Ako komunikovať s žiakmi. Prešov: Metodicko-pedagogické centrum v Prešove
HIEROLD, E. (2005) Rétorika a prezentace. Praha : Grada, ISBN 80-247-0782-9.
LEMOV, D. (2015) Teach like a champion 2.0: 62 techniques that put students on the path to college. San Francisco: Jossey-Bass
ŠEĎOVÁ, K., ŠVAŘÍČEK, R. a ŠALAMOUNOVÁ, Z. (2012). Komunikace ve školní třídě. Praha: Portál
VYBÍRAL, Z. (2005). Psychologie komunikace. Praha: Portál.

Languages necessary to complete the course:
Czech and English language

Notes:
knowledge of the English language is an advantage

Past grade distribution
Total number of evaluated students: 186

A	ABS	B	C	D	E	FX
95,16	0,0	1,08	0,0	0,54	0,0	3,23

Lecturers: doc. Mgr. Martin Kuruc, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde009/22	**Course title:** Teaching practice (A)
Educational activities: **Type of activities:** practice **Number of hours:** **per week:** **per level/semester:** 1t **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: 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., ĽUPTÁKOVÁ-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. Učitelské praxe – současné 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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde009/22	Teaching practice (A)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 1t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
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., ĽUPTÁKOVÁ-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.

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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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde010/22	Teaching practice (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 1t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
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. Učitelské praxe – současné 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, MLODZIEZY I DOROSLYCH, 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
STRAKOŠ, J. 2021. Mimovyučovacie 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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde010/22	Teaching practice (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 1t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
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.
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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
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KOSTRUB, D., OSTRADICKÝ, P. (2016). Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MLODZIEZY I DOROSLYCH, 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
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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

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde017/22	Theory of democracy

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
2 hours seminar per week, total per semester 22 hours combined (mostly attendance)
Student workload:
22 hours of direct teaching, 20 hours of preparation for the midterm test, 18 hours for the midterm assignment, 60 hours in total
Teaching methods:
problem-based interpretation and discussion of the assigned topics

Number of credits: 2

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBde003/22 - Political science II.

Recommended prerequisites:
B-VOBde003 Political science II.

Course requirements:
Interim/final mark weighting: 100/0
Interim assessment includes the completion of an ongoing written assignment on the theory of democracies
(40 % of the mark) and a mid-term test (60 % of the mark). At least 60 % of the total mark must be obtained in order to pass the course
Learning outcomes/ Objectives and learning outcomes:
The rating is awarded on a scale:
A 100-94%, excellent - outstanding results; students performed well, their theoretical knowledge of theories of democracy is at an excellent level, they have a standard very good ability to critically and analytically evaluate knowledge, compare different concepts of democracies, they hand in assignments on time. In the midterm test, they have demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the score (percentage) of the midterm written assignment, corresponds to an A grade.
B 93-86%, very good - above average standard; students performed well, their theoretical knowledge of theories of democracy is at a very good level, they have a good ability to apply knowledge critically and analytically, they critically evaluate and compare literary sources at a very good level, they generally hand in interim assignments on time. They have demonstrated a level of knowledge (extent of knowledge acquired and cognitive abilities mobilised) in the interim test

which, in terms of points or percentage, together with the score (percentage) of the interim written assignment, corresponds to a grade B.
C 85-76%, good - routinely reliable work; students performed standardly well, their theoretical knowledge of theories of democracy is at a good level, but they lack the ability to compare this knowledge analytically and critically evaluate individual concepts. In the midterm test, they demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilized) that, in terms of points or percentages, together with the scores (percentages) on the midterm writing assignment, corresponds to a grade of C.
D 75-68%, satisfactory - acceptable performance; students were less prepared during the semester, turning in interim assignments after the assignment due date. They are slightly deficient in theories of democracies; they cannot analytically process the concepts. Information. They demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) in the midterm test that, in terms of points or percentage, together with the score (percentage) of the midterm writing assignment, corresponds to a grade of D.
E 67-60%, adequate - results meet minimum criteria, students were less prepared during the semester, turned in assignments after the assignment due date. They are more deficient in theories of democracies, unable to process information analytically and critically. In the midterm test, they demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) that, in terms of points or percentage, together with the score (percentage) of the midterm writing assignment, corresponds to a grade of E.
Fx 59-0%, Inadequate - additional work, extra study required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Students will be introduced to the theories and transformations of democracy and to the basic analytical concept of democracy. They will acquire the ability to critically analyse the democratic process, to work through a problem in theories of democracy and to demonstrate the knowledge gained in a continuous work. They will acquire the ability to interpret and define the basic concepts of theories of democracy. They will be able to differentiate between theories, explain the analytical concept of democracy, understand it and the theories, and find adequate responses to the democratic and democratisation processes of the present day.

Class syllabus:
The many meanings of democracy. Transformations of democracy from a historical perspective. Democracy in analytical perspective. The structure of the democratic process. Overview of theories of democracy from Athens to polyarchy and deliberative democracy. Direct democracy, semi-direct democracy, referendum as a form of direct democracy. Constitutional anchoring of the referendum. The status of self-government. Education for democratic citizenship. Council of Europe documents on education for democratic citizenship. The political system of the Slovak Republic. Elections and electoral systems. Culture and morality in Slovak politics. Corruption.

Recommended literature:
Compulsory readings:
GOŇCOVÁ, M. 2010 Krize demokracie ve 20. století a Evropa. Brno : Masarykova univerzita.182 s. ISBN 978-80-210-5346-5
HLOUŠEK, V.; KOPEČEK, L. 2003. Demokracie. Brno: IIPS. 379 s. ISBN 978-80-210-4249-0
Recommended readings:
SARTORI, G. 1994. Teória demokracie. Bratislava: Archa. 512 s. ISBN 80-7115-049-5
HABERMAS, J.: 2018 Diskursivní teorie liberální demokracie. Praha. Karolinum. Kapitola 3. ISBN978-80-246-3826-3

FUKUYAMA, F. 2002 Konec dějin a poslední člověk. Praha : Rybka Publishers. 382 s. ISBN80-86182-27-4

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 159

A	ABS	B	C	D	E	FX
38,99	0,0	38,99	13,84	6,29	1,26	0,63

Lecturers: prof. PhDr. Jozef Lysý, CSc.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBde017/22	**Course title:** Theory of democracy
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 28 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours seminar per week, total per semester 22 hours combined (mostly attendance) Student workload: 22 hours of direct teaching, 20 hours of preparation for the midterm test, 18 hours for the midterm assignment, 60 hours in total Teaching methods: problem-based interpretation and discussion of the assigned topics	
Number of credits: 2	
Recommended semester: 4.	
Educational level: I.	
Prerequisites: PdF.KEOV/B-VOBde003/22 - Political science II.	
Recommended prerequisites: B-VOBde003 Political science II.	
Course requirements: Interim/final mark weighting: 100/0 Interim assessment includes the completion of an ongoing written assignment on the theory of democracies (40 % of the mark) and a mid-term test (60 % of the mark). At least 60 % of the total mark must be obtained in order to pass the course Learning outcomes/ Objectives and learning outcomes: The rating is awarded on a scale: A 100-94%, excellent - outstanding results; students performed well, their theoretical knowledge of theories of democracy is at an excellent level, they have a standard very good ability to critically and analytically evaluate knowledge, compare different concepts of democracies, they hand in assignments on time. In the midterm test, they have demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the score (percentage) of the midterm written assignment, corresponds to an A grade. B 93-86%, very good - above average standard; students performed well, their theoretical knowledge of theories of democracy is at a very good level, they have a good ability to apply knowledge critically and analytically, they critically evaluate and compare literary sources at a very good level, they generally hand in interim assignments on time. They have demonstrated a level of knowledge (extent of knowledge acquired and cognitive abilities mobilised) in the interim test	

which, in terms of points or percentage, together with the score (percentage) of the interim written assignment, corresponds to a grade B.
C 85-76%, good - routinely reliable work; students performed standardly well, their theoretical knowledge of theories of democracy is at a good level, but they lack the ability to compare this knowledge analytically and critically evaluate individual concepts. In the midterm test, they demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilized) that, in terms of points or percentages, together with the scores (percentages) on the midterm writing assignment, corresponds to a grade of C.
D 75-68%, satisfactory - acceptable performance; students were less prepared during the semester, turning in interim assignments after the assignment due date. They are slightly deficient in theories of democracies; they cannot analytically process the concepts. Information. They demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) in the midterm test that, in terms of points or percentage, together with the score (percentage) of the midterm writing assignment, corresponds to a grade of D.
E 67-60%, adequate - results meet minimum criteria, students were less prepared during the semester, turned in assignments after the assignment due date. They are more deficient in theories of democracies, unable to process information analytically and critically. In the midterm test, they demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) that, in terms of points or percentage, together with the score (percentage) of the midterm writing assignment, corresponds to a grade of E.
Fx 59-0%, Inadequate - additional work, extra study required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Students will be introduced to the theories and transformations of democracy and to the basic analytical concept of democracy. They will acquire the ability to critically analyse the democratic process, to work through a problem in theories of democracy and to demonstrate the knowledge gained in a continuous work. They will acquire the ability to interpret and define the basic concepts of theories of democracy. They will be able to differentiate between theories, explain the analytical concept of democracy, understand it and the theories, and find adequate responses to the democratic and democratisation processes of the present day.

Class syllabus:
The many meanings of democracy. Transformations of democracy from a historical perspective. Democracy in analytical perspective. The structure of the democratic process. Overview of theories of democracy from Athens to polyarchy and deliberative democracy. Direct democracy, semi-direct democracy, referendum as a form of direct democracy. Constitutional anchoring of the referendum. The status of self-government. Education for democratic citizenship. Council of Europe documents on education for democratic citizenship. The political system of the Slovak Republic. Elections and electoral systems. Culture and morality in Slovak politics. Corruption.

Recommended literature:
Compulsory readings:
GOŇCOVÁ, M. 2010 Krize demokracie ve 20. století a Evropa. Brno : Masarykova univerzita.182 s. ISBN 978-80-210-5346-5
HLOUŠEK, V.; KOPEČEK, L. 2003. Demokracie. Brno: IIPS. 379 s. ISBN 978-80-210-4249-0
Recommended readings:
SARTORI, G. 1994. Teória demokracie. Bratislava: Archa. 512 s. ISBN 80-7115-049-5
HABERMAS, J.: 2018 Diskursivní teorie liberální demokracie. Praha. Karolinum. Kapitola 3. ISBN978-80-246-3826-3

FUKUYAMA, F. 2002 Konec dějin a poslední člověk. Praha : Rybka Publishers. 382 s. ISBN80-86182-27-4

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 159

A	ABS	B	C	D	E	FX
38,99	0,0	38,99	13,84	6,29	1,26	0,63

Lecturers: prof. PhDr. Jozef Lysý, CSc.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde002/22	**Course title:** Theory of education
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 3 **per level/semester:** 42 **Form of the course:** on-site learning	
Number of credits: 5	
Recommended semester: 1.	
Educational level: I.	
Prerequisites:	

Course requirements:

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 written examination - 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 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): 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:
1. An introduction to the discipline of educational theory. Theoretical foundations and determinants of education. Creative-humanistic education.
2. Views on education. Education in different historical periods.
3. School documents and legislation with a focus on education. Educational programme.
4. Goals of education and their determination.
5. The concept of education and self-education, functions, conditions and factors of education. The process of education/self-education and its phases.
6. Educational methods and new trends.
7. Characteristics and classification of educational principles.
8. 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.
9. Organizational forms and means of education.
10. 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.
11. The personality of the child in the educational process. Categorization of factors of personality formation, bio-psycho-social determination of personality development and education.
12. Educational environment and its importance for a person.

13. Family and family education. Educational styles in the family. Negative tendencies in family upbringing.
14. Educational conditions of the school environment. Negative phenomena in the school environment and their prevention.
15. Education outside the classroom and its specifics

Recommended literature:

Reference sources:
Required reading:
Gogová, A., Kročková, Š., Pintes, G. 2004. Žiak - sloboda - výchova. Prešov: Vydavateľstvo M. Vaška. 312 s. ISBN 80-8050-675-2
Potočárová, M., Derková, J., Ferková, Š., Koldeová, L. 2021. Teória výchovy 1. Bratislava: UK. ISBN 978-80-223-5327-4
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. 144 s. 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 a. 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. ISBN 80-85498-27-8
Potočárová, M. Pedagogika rodiny. 2008. Teoretické východiská rodinnej výchovy. Bratislava: Univerzita Komenského. 216 s. ISBN: 978-80-223-2458-8
Skarupská, H. 2016. Filozofie a Teorie výchovy. Studijní opora. Praha: Hnutí R. ISBN 978-80-86798-70-7
Strouhal, M. 2013. Teorie výchovy. Praha: Grada. ISBN 978-80-2474-0
Trabalíková, J., Macháček, D., Zemančíková, V. 2014. Výchova v utváraní osobnosti. Žilina: Žilinská univerzita. ISBN 978-80-554-0904-7
Zelina, M. 2004. Teórie výchovy alebo hľadanie dobra. Bratislava: SPN. ISBN 80-10-00456-1.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 158

A	ABS	B	C	D	E	FX
36,08	0,0	23,42	22,78	6,96	3,16	7,59

Lecturers: PaedDr. Lujza Koldeová, PhD., Mgr. Štefánia Ferková, PhD.

Last change: 10.11.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde005/22	Training of social competencies of teachers

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course.
During the training, students will work on three intermediate tasks (reflections on the events of the training), 1 intermediate task for 9 points, a total of 27 points. Upon completion of the training, students will process 1 group distance assignment for 32 points. Final colloquial assessment 41 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. To pass the course, a minimum of 60% of the marks must be obtained.
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 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 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:
- Graduates of the course understand the principles of group dynamics
- The course graduate is well versed/learned and able to critically evaluate group events at the classroom level.
- He approaches the assigned tasks in a complex way, using both the process of analysis and synthesis in the search for solutions. In making decisions, he/she uses thinking strategies based on critical evaluation, which is based on facts and clearly formulated information from reliable information sources.
- On teaching methods aimed at fostering autonomy, cooperation and group work of pupils' creativity as one possible approach and as a source of inspiration for their future teaching practice.
- The graduate can use the acquired knowledge and skills in solving (problem-based) tasks, cooperative and group teaching. He/she is able to analyze the problem and synthesize new solutions. They are able to formulate clear conclusions and their justifications, which they can present to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.
Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions.

Class syllabus:
Brief outline of the course:
1. Group dynamics in the classroom
2. Elements of group dynamics
- Group atmosphere and climate
- Objectives of the group
- Cooperation and competition
- Tension and cohesion
- Determination of group standards
- Power and subgroup formation
- Group structure and identity
- Leadership and working with leadership
3. Factors promoting group dynamics
- Group Membership
- Experimenting

- Group culture
- Communication in a group
4. Control versus support for individual and group autonomy
5. Managing problem behaviour
6. Resolving conflicts in the classroom with the win-win method
Intermediate tasks: after each teaching block, students will make a structured reflection on the events during the training (three reflections in total).
Distance task: after all learning blocks are completed, students work in small groups on one distance task (micro-analysis of group events in the classroom - a model situation from the video).
Final evaluation: after completing the entire training and handing in the interim assignments and the distance assignment, students who have fulfilled the requirements of the interim evaluation will undergo a colloquial final evaluation.

Recommended literature:

Derková, J., Ferková, Š., Kuruc, M., Koldeová, L., Bakošová, Z., Katuščáková, T. (2017). Morálne kompetencie žiakov. Metodická príručka pre učiteľov na nižšém sekundárnom stupni vzdelávania. Bratislva: Univerzita Komenského v Brtislave, 2017. 214 s.
Kostrub, D., Tóthová, R. a Ferková, Š. (2017) Žiak, učiteľ a výučba. Prešov: Rokus, 2017. 368s.
Kratochvíl, S. (2009). Skupinová psychoterapia v praxi. Praha: Galén, 2009. 297s.
Labáth, V., Smik, J., Matula, Š. (2011). Expoprogram, Intervenčný program pre prácu s deťmi a mládežov. Bratislava: Univerzita Komenského v Bratislave, 2011. 275s.
Lemon, D. (2021). Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path College. Hoboken: Jossey-Bass, NJ., 2021. 504s.
Rieger, Z. (2007). Loď skupiny. Praha: Portál, 2007. 208s.

Languages necessary to complete the course:
knowledge of Slovak and English.

Notes:

Past grade distribution
Total number of evaluated students: 138

A	ABS	B	C	D	E	FX
65,94	0,0	15,22	9,42	5,07	0,72	3,62

Lecturers: prof. PhDr. Mária Potočarová, PhD., doc. Mgr. Martin Kuruc, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde015/22	Values and education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
2 hours seminar/week, 22 hours total per semester, combined (mostly attendance)
Student workload:
11 x 2 hours of teaching = 22 hours; 28 hours of project work and vindication. 50 hours of work.
Teaching methods:
- Seminar: lecture combined with discussion of the topic under discussion; various examples are given for each subject area. Critical reflection and awareness of the possibility of applying this knowledge to school or life practice is essential.
Emphasis on discussion, cooperation. Outcome - presentation and defence of the project.

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Weight of continuous and final appraising 100/0, which includes 30% class activity and 70% group project (2-3 students).
A minimum of 60% of the course rating is required for successful completion of the course.
The grade is awarded on a scale of:
A (100-94%, excellent - outstanding), the student reflects knowledges correctly and actively both critically and creatively, including its meaningful integration into life reality and pedagogical practice.
B (93-86%, very good - above average standard), the student reflects appropriately critically on the knowledge,
including their meaningful integration into life reality and pedagogical practice.
C (85-76%, good - routinely reliable work), students performed at a good standard 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 performance), students were less well prepared during the semester, they have moderate deficiencies in theoretical knowledges. They are unable to critically analyze information.
E (67-60%, satisfactory - results meet minimum criteria), students have limited theoretical knowledges, are unable to critically analyze the knowledges, and are only minimally able to apply the knowledges.

Fx (59-0%, insufficient - additional work is required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students will realize that values are what give events, things, and relationships meaning as well as individuality and authenticity. In the content area, they will acquire the necessary knowledge of value theory (concepts, orientations, problems). They will gain the impetus for understanding the goals and methods of values education (civic education, ethics education, personal and social education).They will acquire the skills to present and defend their own views on the role of values in education.
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).
Objectives of the course: the course contributes to the gradual development of important professional competences of future teachers in accordance with the profile of the graduate by its focus and educational methods.

Class syllabus:
1. Values and needs, values and norms, hierarchy of values.
2. The nature of axiology, theory of values. Axiology its relation to pedagogy and to the problems of education.
3. Values and culture, plurality of values in the contemporary world - implications for communication culture and education.
4. Leadership to values in the family and school environment.
5. Logotherapy

Recommended literature:
BROŽÍK, V. Hodnotové orientácie. Nitra : FF UKF, 2000. ISBN 80-8050-368-0. DÚBRAVOVÁ, V. Výchova k hodnotám v príprave budúcich učiteľov. In: Hodnoty a výchova. In: Šimoník, O., Horká, H., Střelec (eds). Zborník Hodnoty a výchova. Brno : PdF MU(CD), 2007. ISBN 978-80-86633-78-7.
EYRE,L., EYRE, R. Jak naučit děti hodnotám. Praha : Portál, 2007. ISBN978-80-7367-275-1.
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PELIKÁN, J. Hledání těžiště výchovy. Praha : Karolinum. 2007. ISBN978-80246-1265-2.
VARGOVÁ, D. Hodnoty v etickej výchove. In.: Hodnoty ve výchově, umění a sportu. Praha :KREACE, 2008.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 132

A	ABS	B	C	D	E	FX
87,88	0,0	2,27	3,03	3,03	0,76	3,03

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBde015/22	**Course title:** Values and education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
2 hours seminar/week, 22 hours total per semester, combined (mostly attendance)
Student workload:
11 x 2 hours of teaching = 22 hours; 28 hours of project work and vindication. 50 hours of work.
Teaching methods:
- Seminar: lecture combined with discussion of the topic under discussion; various examples are given for each subject area. Critical reflection and awareness of the possibility of applying this knowledge to school or life practice is essential.
Emphasis on discussion, cooperation. Outcome - presentation and defence of the project.

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Weight of continuous and final appraising 100/0, which includes 30% class activity and 70% group project (2-3 students).
A minimum of 60% of the course rating is required for successful completion of the course.
The grade is awarded on a scale of:
A (100-94%, excellent - outstanding), the student reflects knowledges correctly and actively both critically and creatively, including its meaningful integration into life reality and pedagogical practice.
B (93-86%, very good - above average standard), the student reflects appropriately critically on the knowledge,
including their meaningful integration into life reality and pedagogical practice.
C (85-76%, good - routinely reliable work), students performed at a good standard 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 performance), students were less well prepared during the semester, they have moderate deficiencies in theoretical knowledges. They are unable to critically analyze information.
E (67-60%, satisfactory - results meet minimum criteria), students have limited theoretical knowledges, are unable to critically analyze the knowledges, and are only minimally able to apply the knowledges.

Fx (59-0%, insufficient - additional work is required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students will realize that values are what give events, things, and relationships meaning as well as individuality and authenticity. In the content area, they will acquire the necessary knowledge of value theory (concepts, orientations, problems). They will gain the impetus for understanding the goals and methods of values education (civic education, ethics education, personal and social education).They will acquire the skills to present and defend their own views on the role of values in education.
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).
Objectives of the course: the course contributes to the gradual development of important professional competences of future teachers in accordance with the profile of the graduate by its focus and educational methods.

Class syllabus:
1. Values and needs, values and norms, hierarchy of values.
2. The nature of axiology, theory of values. Axiology its relation to pedagogy and to the problems of education.
3. Values and culture, plurality of values in the contemporary world - implications for communication culture and education.
4. Leadership to values in the family and school environment.
5. Logotherapy

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