# Course descriptions

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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-VUZex027/22 | Abuse prevention |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 2., 4., 6., 8.

**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 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 and transferable competences:
Learning objectives and outcomes:
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 distance learning 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.
3. The emergence of addiction and its symptoms.
4. 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).
8. 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: 167

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 44,91 | 0,0 | 21,56 | 14,37 | 5,99 | 1,8 | 11,38 |

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

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex027/22 | Abuse prevention |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 1., 3., 5., 7.

**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.
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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).
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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 and transferable competences:
Learning objectives and outcomes:
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 distance learning 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.
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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).
8. 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: 167

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 44,91 | 0,0 | 21,56 | 14,37 | 5,99 | 1,8 | 11,38 |

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

**Last change:** 08.11.2022

**Approved by:**

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KSJL/B-SLOex003/22 | **Course title:**<br>Academic text writing in Slovak language and literature |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 4s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct teaching; 10 hours include preparation for seminars and self-study of literature on individual topics; 10 hours of preparation for oral presentation of a paper and 27 hours of preparation for written elaboration of the presented paper. A total of 60 hours of student work.
Teaching methods: explanation, demonstration, work with text, colloquium, discussion, presentation, guided self-study, e-learning

**Number of credits:** 2

**Recommended semester:** 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will receive a grade based on an orally presented and word-processed paper in the form of a seminar paper according to the topic of the assignment and observing all citation rules and principles (presentation of the paper 25 points, written seminar paper 75 points). The course is completed with a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total number of points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (e.g. presentation: less than 15 points, seminar paper: less than 45 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has excellent knowledge of creating, conceiving, working with information sources, critical study and correct use and citation of sources to the required extent, logically arranges the facts presented, the acquired knowledge in the field focused on the creation of a professional text can be excellently applied and adapted to the working procedures in the creation of a professional text in school practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;

B (92 - 85%, very good - above average standard): very good performance: The student is very good at creating, conceiving, working with information sources, critical study and correct use and citation of sources within the required range, logically organizes the facts presented, the acquired knowledge in the field focused on the creation of a professional text can be well applied, adapted and can design working procedures in the creation of a professional text in school practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his speech is very good, has very well developed skills to learn;
C (84 - 77%, good - normal reliable work): good performance: The student has a good knowledge of creating, conceiving, working with information sources, critical study and correct use and citation of sources in the required scope, logically organizes the presented facts, can reliably apply and adapt the acquired knowledge and working procedures in the creation of a professional text in the school practice in the school practice, reliably solves individual tasks and assignments, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of creating, conceiving, working with information sources, critical study and correct use and citation of sources to the required extent, logically arranges the facts presented, can satisfactorily apply the acquired knowledge and existing working practices aimed at the creation of a professional text in school practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60%, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge in the field focused on the production of a professional text, has deficiencies in the arrangement of facts, can minimally apply the acquired knowledge and existing working procedures in the production of a professional text in school practice, solves individual tasks and assignments at a sufficient level, has minimal learning skills;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge in the area of the production of a professional text to the required extent, does not know the facts and their logical connections, cannot apply the knowledge of the work and production of a professional text in practice, cannot solve individual tasks and assignments, has insufficient skills to continue learning.

**Learning outcomes:**
The student has acquired basic knowledge in the field of production of professional or scientific text, has knowledge of working with information sources, the methodology of professional and scientific work, critical work with the source base and literature, excerpting sources and the main principles of citing them. The student has developed information and methodological literacy, methodological and expressive skills in the field of study.
The student has acquired the skills to correctly navigate in primary and secondary professional and scientific sources in the field of study, has acquired knowledge of the observance of the principles of authorial ethics, of the critical approach and evaluation of the professional dimension of print and online sources, of the application of the principles of writing a professional text, and of the observance of the main points in the structure and terminological construction of a professional text according to the current rules of the field and the principles of citation.
The student has acquired the skills to promptly perceive, apply and develop the principles of professional text production, critical use of sources and correct citation of literature following in the subsequent years of his/her studies. He/she is prepared to deepen and develop this knowledge and skills in further Bachelor and then Master studies, and is able to apply them creatively in the school environment in the position of a teaching assistant, or for the needs of the publishing environment in the position of a text proofreader. The student is also able to convey the essential knowledge of professional text production, critical use of sources and legal citation of literature to the general public and lay readers. By solving problem-based tasks, the student has acquired the

skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures. The student has the skills to communicate facts and concepts and to formulate and defend his/her views in an argumentative manner. The student has the competence to independently extend his/her knowledge and appreciate the broader context of issues in the production of a professional text. They have also developed a number of transferable skills, e.g. analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, metacognitive skills, etc.

**Class syllabus:**

1. Background, assumptions and requirements for the preparation and writing of a professional text.
2. Formal and substantive aspects of the professional text.
3. Research on the topic of the professional text, compilation of bibliography.
4. Background, requirements and conditions for the application of methodological procedures.
5. Work with information sources and critical study.
6. The use of research results and excerpts in the development of the abstract and the project of a professional text.
7. The process of creating a professional text within the scope of a professional text project.
8. Creation of the professional text and preparation of relevant documentation.
9. Principles of proper citation of scientific sources, sources, scientific and professional literature.
10. Forms of referencing cited sources. Writing a micro-chapter for a draft professional text.
11. Linguistic and formal editing of a professional text, appraisal and proofreading of the text.

The course curriculum covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field.

The thematic stratification of the course will provide a basic overview of the production of a professional text with an emphasis on the acquisition and development of skills in the production of a professional text, especially in terms of its content and form. The student will gain an overview of the rules that unify the academic practice of writing a professional text, especially focusing on the seminar paper, the report and the undergraduate thesis. The student will acquire knowledge and skills in publishing ethics, copyright law and will acquire knowledge and skills related to the principles of proper citation and working with bibliographic information and sources.

The student will be prepared not only to deepen and develop the acquired theoretical knowledge and practical skills in further bachelor and subsequently master studies, but will be able to use and creatively apply them in the school environment in the position of a teaching assistant, or even for the needs of the publishing environment in the position of a proofreader.

The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process and creatively using the appropriate and appropriate methods of the discipline. In particular, the student will consolidate and develop communication competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic attitudes. Be competent in the use of digital technologies in the classroom.

**Recommended literature:**

Compulsory readings:

LICHNEROVÁ, L. 2016. Písanie a obhajoba záverečných prác. Bratislava: Stimul. 85 strán, 31 obrázkov, 1 príloha. ISBN 978-80-8127-155-7. Available on: https://fphil.uniba.sk/fileadmin/fif/studium/student/bakalar_magister/Pisanie_a_obhajoba_zaverecnych_prac.pdf.

MEŠKO, D. – KATUŠČÁK, D. – FINDRA, J. a kol. 2013.: Akademická príručka. Chcete byť úspešní na vysokej škole? 3. vydanie. Bratislava: Osveta, 2013. ISBN 978-80-8063-392-9.
Recommended readings:
ŽEŇUCH, P. 2014. O nevyhnutnosti komplexného a interdisciplinárneho slavistického výskumu slovenskej kultúry. In: Konštantínove listy, roč. 7, č. 1, s. 90 – 96.
ŽEŇUCH, P. 2014. O nevyhnutnosti a nezastupiteľnosti komplexných slavistických štúdií. In Dobríková, M. – Vojtech, M.: Bratislava: Univerzita Komenského v Bratislave, s. 9 – 17. ISBN 978-80-223-3864-6.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 63

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 36,51 | 0,0 | 42,86 | 9,52 | 3,17 | 1,59 | 6,35 |

**Lecturers:** prof. PhDr. Peter Žeňuch, DrSc.

**Last change:** 11.11.2022

**Approved by:**

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KSJL/B-SLOex003/22 | **Course title:**<br>Academic text writing in Slovak language and literature |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 4s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct teaching; 10 hours include preparation for seminars and self-study of literature on individual topics; 10 hours of preparation for oral presentation of a paper and 27 hours of preparation for written elaboration of the presented paper. A total of 60 hours of student work.
Teaching methods: explanation, demonstration, work with text, colloquium, discussion, presentation, guided self-study, e-learning

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will receive a grade based on an orally presented and word-processed paper in the form of a seminar paper according to the topic of the assignment and observing all citation rules and principles (presentation of the paper 25 points, written seminar paper 75 points). The course is completed with a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total number of points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (e.g. presentation: less than 15 points, seminar paper: less than 45 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has excellent knowledge of creating, conceiving, working with information sources, critical study and correct use and citation of sources to the required extent, logically arranges the facts presented, the acquired knowledge in the field focused on the creation of a professional text can be excellently applied and adapted to the working procedures in the creation of a professional text in school practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;

B (92 - 85%, very good - above average standard): very good performance: The student is very good at creating, conceiving, working with information sources, critical study and correct use and citation of sources within the required range, logically organizes the facts presented, the acquired knowledge in the field focused on the creation of a professional text can be well applied, adapted and can design working procedures in the creation of a professional text in school practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his speech is very good, has very well developed skills to learn;
C (84 - 77%, good - normal reliable work): good performance: The student has a good knowledge of creating, conceiving, working with information sources, critical study and correct use and citation of sources in the required scope, logically organizes the presented facts, can reliably apply and adapt the acquired knowledge and working procedures in the creation of a professional text in the school practice in the school practice, reliably solves individual tasks and assignments, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of creating, conceiving, working with information sources, critical study and correct use and citation of sources to the required extent, logically arranges the facts presented, can satisfactorily apply the acquired knowledge and existing working practices aimed at the creation of a professional text in school practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60%, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge in the field focused on the production of a professional text, has deficiencies in the arrangement of facts, can minimally apply the acquired knowledge and existing working procedures in the production of a professional text in school practice, solves individual tasks and assignments at a sufficient level, has minimal learning skills;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge in the area of the production of a professional text to the required extent, does not know the facts and their logical connections, cannot apply the knowledge of the work and production of a professional text in practice, cannot solve individual tasks and assignments, has insufficient skills to continue learning.

**Learning outcomes:**
The student has acquired basic knowledge in the field of production of professional or scientific text, has knowledge of working with information sources, the methodology of professional and scientific work, critical work with the source base and literature, excerpting sources and the main principles of citing them. The student has developed information and methodological literacy, methodological and expressive skills in the field of study.
The student has acquired the skills to correctly navigate in primary and secondary professional and scientific sources in the field of study, has acquired knowledge of the observance of the principles of authorial ethics, of the critical approach and evaluation of the professional dimension of print and online sources, of the application of the principles of writing a professional text, and of the observance of the main points in the structure and terminological construction of a professional text according to the current rules of the field and the principles of citation.
The student has acquired the skills to promptly perceive, apply and develop the principles of professional text production, critical use of sources and correct citation of literature following in the subsequent years of his/her studies. He/she is prepared to deepen and develop this knowledge and skills in further Bachelor and then Master studies, and is able to apply them creatively in the school environment in the position of a teaching assistant, or for the needs of the publishing environment in the position of a text proofreader. The student is also able to convey the essential knowledge of professional text production, critical use of sources and legal citation of literature to the general public and lay readers. By solving problem-based tasks, the student has acquired the

skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures. The student has the skills to communicate facts and concepts and to formulate and defend his/her views in an argumentative manner. The student has the competence to independently extend his/her knowledge and appreciate the broader context of issues in the production of a professional text. They have also developed a number of transferable skills, e.g. analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, metacognitive skills, etc.

**Class syllabus:**

1. Background, assumptions and requirements for the preparation and writing of a professional text.
2. Formal and substantive aspects of the professional text.
3. Research on the topic of the professional text, compilation of bibliography.
4. Background, requirements and conditions for the application of methodological procedures.
5. Work with information sources and critical study.
6. The use of research results and excerpts in the development of the abstract and the project of a professional text.
7. The process of creating a professional text within the scope of a professional text project.
8. Creation of the professional text and preparation of relevant documentation.
9. Principles of proper citation of scientific sources, sources, scientific and professional literature.
10. Forms of referencing cited sources. Writing a micro-chapter for a draft professional text.
11. Linguistic and formal editing of a professional text, appraisal and proofreading of the text.

The course curriculum covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field.

The thematic stratification of the course will provide a basic overview of the production of a professional text with an emphasis on the acquisition and development of skills in the production of a professional text, especially in terms of its content and form. The student will gain an overview of the rules that unify the academic practice of writing a professional text, especially focusing on the seminar paper, the report and the undergraduate thesis. The student will acquire knowledge and skills in publishing ethics, copyright law and will acquire knowledge and skills related to the principles of proper citation and working with bibliographic information and sources.

The student will be prepared not only to deepen and develop the acquired theoretical knowledge and practical skills in further bachelor and subsequently master studies, but will be able to use and creatively apply them in the school environment in the position of a teaching assistant, or even for the needs of the publishing environment in the position of a proofreader.

The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process and creatively using the appropriate and appropriate methods of the discipline. In particular, the student will consolidate and develop communication competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic attitudes. Be competent in the use of digital technologies in the classroom.

**Recommended literature:**

Compulsory readings:

LICHNEROVÁ, L. 2016. Písanie a obhajoba záverečných prác. Bratislava: Stimul. 85 strán, 31 obrázkov, 1 príloha. ISBN 978-80-8127-155-7. Available on: https://fphil.uniba.sk/fileadmin/fif/studium/student/bakalar_magister/Pisanie_a_obhajoba_zaverecnych_prac.pdf.

MEŠKO, D. – KATUŠČÁK, D. – FINDRA, J. a kol. 2013.: Akademická príručka. Chcete byť úspešní na vysokej škole? 3. vydanie. Bratislava: Osveta, 2013. ISBN 978-80-8063-392-9.
Recommended readings:
ŽEŇUCH, P. 2014. O nevyhnutnosti komplexného a interdisciplinárneho slavistického výskumu slovenskej kultúry. In: Konštantínove listy, roč. 7, č. 1, s. 90 – 96.
ŽEŇUCH, P. 2014. O nevyhnutnosti a nezastupiteľnosti komplexných slavistických štúdií. In Dobríková, M. – Vojtech, M.: Bratislava: Univerzita Komenského v Bratislave, s. 9 – 17. ISBN 978-80-223-3864-6.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 63

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 36,51 | 0,0 | 42,86 | 9,52 | 3,17 | 1,59 | 6,35 |

**Lecturers:** prof. PhDr. Peter Žeňuch, DrSc.

**Last change:** 11.11.2022

**Approved by:**

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KEOV/B-VOBex008/22 | **Course title:**<br>Aesthetics |

**Educational activities:**
**Type of activities:** lecture
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Lecture, 5 hours per semester, combined method
Student workload:
5 hours of teaching per semester, preparation of midterm paper in the first half of the semester 24 hours, preparation of final paper in the second half of the semester 24 hours, completion of exam paper 30 hours, guided self-study 17 hours. Total of 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:** 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Weighting of interim and final evaluation: 50/50
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 various documentary material that illuminates the artwork from a number of necessary perspectives (e.g., newspaper clippings, links to websites, factual data, interviews, case studies, 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 a number of 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: 18

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 55,56 | 0,0 | 0,0 | 16,67 | 16,67 | 5,56 | 5,56 |

**Lecturers:** prof. PhDr. Erich Mistrík, CSc.

**Last change:** 11.09.2023

**Approved by:**

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KEOV/B-VOBex008/22 | **Course title:**<br>Aesthetics |
| **Educational activities:**<br>**Type of activities:** lecture<br>**Number of hours:**<br>**per week:** **per level/semester:** 5s<br>**Form of the course:** combined | |
| **Type, volume, methods and workload of the student - additional information**<br>Lecture, 5 hours per semester, combined method<br>Student workload:<br>5 hours of teaching per semester, preparation of midterm paper in the first half of the semester 24 hours, preparation of final paper in the second half of the semester 24 hours, completion of exam paper 30 hours, guided self-study 17 hours. Total of 100 hours per semester.<br>Teaching methods:<br>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:** 7. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Weighting of interim and final evaluation: 50/50<br>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 various documentary material that illuminates the artwork from a number of necessary perspectives (e.g., newspaper clippings, links to websites, factual data, interviews, case studies, 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:<br>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.<br>Assessment:<br>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.<br>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.<br>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 a number of 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: 18

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 55,56 | 0,0 | 0,0 | 16,67 | 16,67 | 5,56 | 5,56 |

**Lecturers:** prof. PhDr. Erich Mistrík, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex015/22 | Analysis of literary text |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 4s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct instruction; 14 hours of continuous class preparation; 19 hours of preparation for the interpretation of a literary text; 14 hours of preparation for a midterm test with emphasis on acquired interpretive skills. A total of 60 hours of student work.
Teaching methods: Problem-based interpretation of the material, demonstration, discussion of the topic, problem solving, practical problem solving, analytical and interpretative work with a literary text, guided self-study, e-learning

**Number of credits:** 2

**Recommended semester:** 2.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will be evaluated continuously by reviewing the acquired knowledge and its application in the form of interpretation of poetic and prose texts (60 points) and by a continuous written test with emphasis on the acquired interpretive skills at the end of the continuous teaching (40 points). The course culminates in a grade resulting from an interim review of learning outcomes during the teaching portion of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 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, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (Interpretation: less than 36 points, Intermediate test: less than 24 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has an excellent knowledge of literary text analysis in the required scope, logically arranges the presented facts in a flawless manner, can apply the acquired literary knowledge at an excellent level and adapt the procedures of literary text analysis work in school practice, has the ability to independently and imaginatively solve individual tasks and assignments also in a broader literary, literary-historical

and cultural context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85%, very good - above average standard): very good performance: The student has very good knowledge of literary text analysis to the required extent, arranges the facts presented logically, with only minor errors, can apply the acquired literary knowledge very well and adapt the procedures of literary text analysis work in school practice without major errors, has the ability to independently solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: the student has a good knowledge of literary text analysis to the required extent, organises the facts presented appropriately and makes errors only in places, can reliably apply and adapt the procedures of literary text analysis work text in school practice, solves individual tasks and assignments reliably independently, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the analysis of a literary text to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge and existing working methods of the analysis of a literary text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60%, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of literary text analysis to the required extent and significant deficiencies in the organisation of facts, can minimally apply the acquired knowledge and existing working practices of literary text analysis in school practice, solves individual tasks and assignments at a satisfactory level with considerable help, has minimal learning skills;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of literary text analysis to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge to the work of literary text analysis in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**
The student has knowledge of selected literary-analytical phenomena, which can be identified and critically evaluated in literary texts. The student has acquired the basics of professional reading of a fiction text with emphasis on its structure, structure and artistic value, understands its specifics, actively seeks new possibilities in approaching it. Knows and is able to interpret a literary text in a synchronic and diachronic process and in relation to other types of art. Can also work with different possible interpretations of the text in school practice. Based on an analytical and critical approach to the literary text in the analytical-interpretive strand, the student has developed transferable competencies with a focus on critical thinking and reasoning in context. As a result of solving specific assignments and constructing their own interpretations of literary texts, the student's communicative and digital competences are developed. The student is able to readily perceive the interpretations of literature that follow in the subsequent years of his/her studies. On the basis of problem-solving tasks, the student has acquired the skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. A number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills, are also consolidated and developed. He is not only prepared to deepen and develop the acquired knowledge, skills and competences in further Bachelor's and then

Master's studies, but also to use and creatively apply them in the school environment in the position of a teaching assistant, or even for the needs of the publishing environment in the position of a proofreader. The student is also able to convey information about literary-theoretical phenomena to the general public and to offer conclusions and literary-analytical justifications to lay audiences.

**Class syllabus:**

1. Possibilities of interpretation of literature. Basic methods, procedures and aspects in the analysis of a literary text. Author, text, reader. Theory of interpretation and its application in practice.
2. Principles of internal construction of a literary work. Transformations of genres.
3. Character system of a literary work (language, style, tropes, figures).
4. Components of the thematic construction of an artistic text. Composition of a literary work of fiction.
5. Structure of a prose text. Epic prose as a plot type of functional verbal expression. Epic narration. Literary character.
6. Structure of a dramatic text. Speech in drama, plot and characterization function of protagonists.
7. Verse systems in poetry. Prosodic features and verse. Rhythm and rhythmic structure of verse.
8. The temporal versification system and its realization in Latin humanism and in the Bernese language.
9. The syllabic versification system and its verse modifications, syllabic verse in older Slovak poetry and in Romantic poetry.
10. The syllabotonic versification verse system and its modifications, syllabotonic verse of the Star-Slavic period.
11. Decanonization of verse in 20th and 21st century poetry.

The course curriculum covers a spectrum of cross-cutting and specialized literary knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge of literary text analysis. The stratification of topics will provide the student with the necessary body of knowledge to support the formation of creative and synthesizing skills about the literary and literary-analytic context. The student will have analytical-interpretive experience with specific literary texts and will be able to translate theoretical information about a work into interpretive skills. In this course, the student will deepen and develop knowledge of the possibilities of interpreting literature, will be able to orient himself/herself in basic literary-analytical methods, and will be able to implement various procedures and aspects in the analysis of a literary text. The student will be able to explain the process of literary communication, to perceive the text as a communicative message and to understand the position of the author as the creator of the literary text and the reader as the recipient of the literary work. They will be able to describe the steps leading, through analysis and interpretation, to the recognition of a literary text. The student will be able to clarify the internal form of a literary work. The student will be familiar with the different literary genres and will be able to identify their development and transformation in the context of the history of literature. The student will be able to clarify the language and style of a literary work and identify the means of expression of fiction. The student will be able to name the components of the thematic construction of a fiction text. The student will be able to analyze a prose text, clarify the issues of plot and storyline, describe the setting of an epic work, explain the category of narrator, and define a literary character. The student will learn the structure of a dramatic text, the compositional aspects and structure of drama, and the language in a dramatic work. The student will recognize verse systems in poetry and will be able to demonstrate, through specific examples, the rhyming, syllabic, and syllabotonic versification systems and their implementation in various historical periods of literary development. The student will understand the transformations of verse in 20th and 21st century poetry and will be able to subject them to literary analysis. The student will deepen and develop knowledge of literary concepts along with practical examples, which they will then be able to

apply to their own literary analysis of the text. The student will be able to assess the value of a literary work in a literary-historical context in the analysis and will be able to point out the importance of knowing the wider context, the time, the social situation, etc. He/she will learn to justify and apply various methodological procedures of literary analysis, acquire analytical and interpretive skills in working with a fiction text and will be able to evaluate its artistic contribution. The student will be able to develop his/her analytical skills with an emphasis on independent and creative work. They will acquire appropriate techniques for analysing a literary text and develop their interpretative skills and critical thinking. On the basis of the acquired knowledge and skills, he/she will be able to express his/her attitude and interpret knowledge, apply analytical-interpretive competences to other literary texts, point out the interrelationships between them and reflect on new possibilities of literary analysis. The student will not only be prepared to deepen and develop them in further Bachelor's and then Master's studies, but will also be able to use them and creatively apply them in the school environment in the position of a teaching assistant, or for the needs of the publishing environment in the position of a text proofreader. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process and creatively using the appropriate and appropriate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate his/her sense of socially responsible action and civic attitudes in the spirit of democracy. The student will be competent in the use of digital technologies in the teaching of literature.

**Recommended literature:**

Compulsory readings:

BÍLEK, P. A. 2003. Hledání jazyka interpretace. Brno: Host. 360 s. ISBN 80-7294-080-5. (selected sections)

ŠTRAUS, F. 2007. Poézia a verš: (verzologické praktikum). Bratislava: Vydavateľstvo Spolku slovenských spisovateľov. 334 s. ISBN 978-80-8061-287-0. (selected sections)

Recommended readings:

BRTÁŇOVÁ, E. 2012. Na margo staršej literatúry. Zo žánrovej problematiky 11. – 18. storočia. Bratislava: Ústav slovenskej literatúry SAV – Kalligram. 294 s. ISBN 978-80-8101-678-3. (selected chapters)

HARPÁŇ, M. 2009. Teória literatúry. Bratislava: ESA. 283 s. ISBN 978-80-85684-69-8. (selected chapters)

ŠRANK, J. 2017. Kontexty konceptualizmu (paragrafománia). In: Vlna, roč. 19, č. 70, s. 54 – 59.

ŠRANK, J. 2000. Poéme fatal (text generation – zvodcovia zmyslu). Príspevok k skúmaniu slovenskej poézie deväťdesiatych rokov. In: Romboid, roč. 35, č. 6, s. 19 – 30.

ŽEŇUCH, P. 2015. K dejinám cyrilskej písomnej kultúry na Slovensku. Nitra: Univerzita Konštantína Filozofa. 175 s. ISBN 978-80-558-0740-9 . (selected sections)

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

| **Past grade distribution**<br>Total number of evaluated students: 69 | | | | | | |
|---|---|---|---|---|---|---|
| A | ABS | B | C | D | E | FX |
| 46,38 | 0,0 | 23,19 | 17,39 | 8,7 | 0,0 | 4,35 |
| **Lecturers:** doc. Mgr. Jaroslav Šrank, PhD., Mgr. Ľubica Blažencová, PhD. | | | | | | |
| **Last change:** 11.11.2022 | | | | | | |
| **Approved by:** | | | | | | |

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex015/22 | Analysis of literary text |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week: per level/semester:** 4s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct instruction; 14 hours of continuous class preparation; 19 hours of preparation for the interpretation of a literary text; 14 hours of preparation for a midterm test with emphasis on acquired interpretive skills. A total of 60 hours of student work.
Teaching methods: Problem-based interpretation of the material, demonstration, discussion of the topic, problem solving, practical problem solving, analytical and interpretative work with a literary text, guided self-study, e-learning

**Number of credits:** 2

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will be evaluated continuously by reviewing the acquired knowledge and its application in the form of interpretation of poetic and prose texts (60 points) and by a continuous written test with emphasis on the acquired interpretive skills at the end of the continuous teaching (40 points). The course culminates in a grade resulting from an interim review of learning outcomes during the teaching portion of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 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, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (Interpretation: less than 36 points, Intermediate test: less than 24 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has an excellent knowledge of literary text analysis in the required scope, logically arranges the presented facts in a flawless manner, can apply the acquired literary knowledge at an excellent level and adapt the procedures of literary text analysis work in school practice, has the ability to independently and imaginatively solve individual tasks and assignments also in a broader literary, literary-historical

and cultural context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85%, very good - above average standard): very good performance: The student has very good knowledge of literary text analysis to the required extent, arranges the facts presented logically, with only minor errors, can apply the acquired literary knowledge very well and adapt the procedures of literary text analysis work in school practice without major errors, has the ability to independently solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: the student has a good knowledge of literary text analysis to the required extent, organises the facts presented appropriately and makes errors only in places, can reliably apply and adapt the procedures of literary text analysis work text in school practice, solves individual tasks and assignments reliably independently, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the analysis of a literary text to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge and existing working methods of the analysis of a literary text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60%, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of literary text analysis to the required extent and significant deficiencies in the organisation of facts, can minimally apply the acquired knowledge and existing working practices of literary text analysis in school practice, solves individual tasks and assignments at a satisfactory level with considerable help, has minimal learning skills;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of literary text analysis to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge to the work of literary text analysis in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**
The student has knowledge of selected literary-analytical phenomena, which can be identified and critically evaluated in literary texts. The student has acquired the basics of professional reading of a fiction text with emphasis on its structure, structure and artistic value, understands its specifics, actively seeks new possibilities in approaching it. Knows and is able to interpret a literary text in a synchronic and diachronic process and in relation to other types of art. Can also work with different possible interpretations of the text in school practice. Based on an analytical and critical approach to the literary text in the analytical-interpretive strand, the student has developed transferable competencies with a focus on critical thinking and reasoning in context. As a result of solving specific assignments and constructing their own interpretations of literary texts, the student's communicative and digital competences are developed. The student is able to readily perceive the interpretations of literature that follow in the subsequent years of his/her studies. On the basis of problem-solving tasks, the student has acquired the skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. A number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills, are also consolidated and developed. He is not only prepared to deepen and develop the acquired knowledge, skills and competences in further Bachelor's and then

Master's studies, but also to use and creatively apply them in the school environment in the position of a teaching assistant, or even for the needs of the publishing environment in the position of a proofreader. The student is also able to convey information about literary-theoretical phenomena to the general public and to offer conclusions and literary-analytical justifications to lay audiences.

**Class syllabus:**

1. Possibilities of interpretation of literature. Basic methods, procedures and aspects in the analysis of a literary text. Author, text, reader. Theory of interpretation and its application in practice.
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3. Character system of a literary work (language, style, tropes, figures).
4. Components of the thematic construction of an artistic text. Composition of a literary work of fiction.
5. Structure of a prose text. Epic prose as a plot type of functional verbal expression. Epic narration. Literary character.
6. Structure of a dramatic text. Speech in drama, plot and characterization function of protagonists.
7. Verse systems in poetry. Prosodic features and verse. Rhythm and rhythmic structure of verse.
8. The temporal versification system and its realization in Latin humanism and in the Bernese language.
9. The syllabic versification system and its verse modifications, syllabic verse in older Slovak poetry and in Romantic poetry.
10. The syllabotonic versification verse system and its modifications, syllabotonic verse of the Star-Slavic period.
11. Decanonization of verse in 20th and 21st century poetry.

The course curriculum covers a spectrum of cross-cutting and specialized literary knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge of literary text analysis. The stratification of topics will provide the student with the necessary body of knowledge to support the formation of creative and synthesizing skills about the literary and literary-analytic context. The student will have analytical-interpretive experience with specific literary texts and will be able to translate theoretical information about a work into interpretive skills. In this course, the student will deepen and develop knowledge of the possibilities of interpreting literature, will be able to orient himself/herself in basic literary-analytical methods, and will be able to implement various procedures and aspects in the analysis of a literary text. The student will be able to explain the process of literary communication, to perceive the text as a communicative message and to understand the position of the author as the creator of the literary text and the reader as the recipient of the literary work. They will be able to describe the steps leading, through analysis and interpretation, to the recognition of a literary text. The student will be able to clarify the internal form of a literary work. The student will be familiar with the different literary genres and will be able to identify their development and transformation in the context of the history of literature. The student will be able to clarify the language and style of a literary work and identify the means of expression of fiction. The student will be able to name the components of the thematic construction of a fiction text. The student will be able to analyze a prose text, clarify the issues of plot and storyline, describe the setting of an epic work, explain the category of narrator, and define a literary character. The student will learn the structure of a dramatic text, the compositional aspects and structure of drama, and the language in a dramatic work. The student will recognize verse systems in poetry and will be able to demonstrate, through specific examples, the rhyming, syllabic, and syllabotonic versification systems and their implementation in various historical periods of literary development. The student will understand the transformations of verse in 20th and 21st century poetry and will be able to subject them to literary analysis. The student will deepen and develop knowledge of literary concepts along with practical examples, which they will then be able to

apply to their own literary analysis of the text. The student will be able to assess the value of a literary work in a literary-historical context in the analysis and will be able to point out the importance of knowing the wider context, the time, the social situation, etc. He/she will learn to justify and apply various methodological procedures of literary analysis, acquire analytical and interpretive skills in working with a fiction text and will be able to evaluate its artistic contribution. The student will be able to develop his/her analytical skills with an emphasis on independent and creative work. They will acquire appropriate techniques for analysing a literary text and develop their interpretative skills and critical thinking. On the basis of the acquired knowledge and skills, he/she will be able to express his/her attitude and interpret knowledge, apply analytical-interpretive competences to other literary texts, point out the interrelationships between them and reflect on new possibilities of literary analysis. The student will not only be prepared to deepen and develop them in further Bachelor's and then Master's studies, but will also be able to use them and creatively apply them in the school environment in the position of a teaching assistant, or for the needs of the publishing environment in the position of a text proofreader. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process and creatively using the appropriate and appropriate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate his/her sense of socially responsible action and civic attitudes in the spirit of democracy. The student will be competent in the use of digital technologies in the teaching of literature.

**Recommended literature:**

Compulsory readings:

BÍLEK, P. A. 2003. Hledání jazyka interpretace. Brno: Host. 360 s. ISBN 80-7294-080-5. (selected sections)

ŠTRAUS, F. 2007. Poézia a verš: (verzologické praktikum). Bratislava: Vydavateľstvo Spolku slovenských spisovateľov. 334 s. ISBN 978-80-8061-287-0. (selected sections)

Recommended readings:

BRTÁŇOVÁ, E. 2012. Na margo staršej literatúry. Zo žánrovej problematiky 11. – 18. storočia. Bratislava: Ústav slovenskej literatúry SAV – Kalligram. 294 s. ISBN 978-80-8101-678-3. (selected chapters)

HARPÁŇ, M. 2009. Teória literatúry. Bratislava: ESA. 283 s. ISBN 978-80-85684-69-8. (selected chapters)

ŠRANK, J. 2017. Kontexty konceptualizmu (paragrafománia). In: Vlna, roč. 19, č. 70, s. 54 – 59.

ŠRANK, J. 2000. Poéme fatal (text generation – zvodcovia zmyslu). Príspevok k skúmaniu slovenskej poézie deväťdesiatych rokov. In: Romboid, roč. 35, č. 6, s. 19 – 30.

ŽEŇUCH, P. 2015. K dejinám cyrilskej písomnej kultúry na Slovensku. Nitra: Univerzita Konštantína Filozofa. 175 s. ISBN 978-80-558-0740-9 . (selected sections)

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 69

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 46,38 | 0,0 | 23,19 | 17,39 | 8,7 | 0,0 | 4,35 |

**Lecturers:** doc. Mgr. Jaroslav Šrank, PhD., Mgr. Eva Faithová, PhD.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KP/B-VUZex008/22 | Bachelor thesis seminar |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 2

**Recommended semester:** 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).
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).

Scale of assessment (preliminary/final): Predmet je ukončený hodnotením (100% priebežného hodnotenia). Úlohou študenta je v priebehu semestra vyriešiť priebežne zadávané úlohy a odovzdať záverečný projekt záverečnej práce na konci priebežného hodnotenia. Študent sa aktívne podieľa na prezentácii a diskutovaní riešení priebežných úloh na seminároch, za ktoré získava body (20%). Riešenie každej priebežnej úlohy, ktorá sa odovzdáva v stanovenom termíne, je hodnotené bodmi (40%). Za projekt záverečnej práce na konci priebežného hodnotenia získava študent body (40%). Všetky body sa na záver priebežného hodnotenia spočítajú.Pre úspešné absolvovanie predmetu je potrebné získať minimálne 60% bodového hodnotenia.Hodnotenie sa udeľuje na stupnici:A (100-91%, výborne - vynikajúce výsledky), študent aktívne priebežne pracuje na priebežných úlohách, podieľa sa na prezentácii a diskutovaní daných úloh na seminároch. Kriticky aj tvorivo reflektuje priebežné zadania. Je schopný vypracovať projekt záverečnej práce na vynikajúcej úrovni.B (90-81%, veľmi dobre - nadpriemerný štandard), študent aktívne primerane pracuje na priebežných úloha, podieľa sa na prezentácii a diskutovaní daných úloh na seminároch. Primerane reflektuje priebežné zadania a je schopný na veľmi dobrej úrovni vypracovať projekt záverečnej práce. C (80-73%, dobre - bežná spoľahlivá práca), študent počas semestra podával štandardne dobré výkony, ich teoretické znalosti sú na dobrej úrovni, chýba mu však schopnosť tieto poznatky kriticky aplikovať. Projekt záverečnej práce je vypracovaný na dobrej úrovni.D (72-66%, uspokojivo - prijateľné výsledky), študent bol v priebehu semestra slabšie pripravený, má mierne nedostatky v teoretických znalostiach. Nevie kriticky analyzovať informácie. Projekt záverečnej práce vypracoval na uspokojivej úrovni.E (66-60%, dostatočne - výsledky spĺňajú minimálne kritériá), študent disponuje v obmedzenej miere teoretickými poznatkami, nedokáže kriticky analyzovať tieto poznatky, je len v minimálnej miere schopný poznatky aplikovať. Priebežné úlohy spĺňajú minimálne kritériá, rovnako ako vypracovanie projektu záverečnej práce. Fx (59-0%, nedostatočne - vyžaduje sa ďalšia práca navyše)

**Learning outcomes:**

Learning objectives and outcomes:
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: 60

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 45,0 | 0,0 | 23,33 | 18,33 | 8,33 | 5,0 | 0,0 |

**Lecturers:**

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KP/B-VUZex008/22 | Bachelor thesis seminar |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 2

**Recommended semester:** 7.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
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).

Scale of assessment (preliminary/final): Predmet je ukončený hodnotením (100% priebežného hodnotenia). Úlohou študenta je v priebehu semestra vyriešiť priebežne zadávané úlohy a odovzdať záverečný projekt záverečnej práce na konci priebežného hodnotenia. Študent sa aktívne podieľa na prezentácii a diskutovaní riešení priebežných úloh na seminároch, za ktoré získava body (20%). Riešenie každej priebežnej úlohy, ktorá sa odovzdáva v stanovenom termíne, je hodnotené bodmi (40%). Za projekt záverečnej práce na konci priebežného hodnotenia získava študent body (40%). Všetky body sa na záver priebežného hodnotenia spočítajú.Pre úspešné absolvovanie predmetu je potrebné získať minimálne 60% bodového hodnotenia.Hodnotenie sa udeľuje na stupnici:A (100-91%, výborne - vynikajúce výsledky), študent aktívne priebežne pracuje na priebežných úlohách, podieľa sa na prezentácii a diskutovaní daných úloh na seminároch. Kriticky aj tvorivo reflektuje priebežné zadania. Je schopný vypracovať projekt záverečnej práce na vynikajúcej úrovni.B (90-81%, veľmi dobre - nadpriemerný štandard), študent aktívne primerane pracuje na priebežných úloha, podieľa sa na prezentácii a diskutovaní daných úloh na seminároch. Primerane reflektuje priebežné zadania a je schopný na veľmi dobrej úrovni vypracovať projekt záverečnej práce. C (80-73%, dobre - bežná spoľahlivá práca), študent počas semestra podával štandardne dobré výkony, ich teoretické znalosti sú na dobrej úrovni, chýba mu však schopnosť tieto poznatky kriticky aplikovať. Projekt záverečnej práce je vypracovaný na dobrej úrovni.D (72-66%, uspokojivo - prijateľné výsledky), študent bol v priebehu semestra slabšie pripravený, má mierne nedostatky v teoretických znalostiach. Nevie kriticky analyzovať informácie. Projekt záverečnej práce vypracoval na uspokojivej úrovni.E (66-60%, dostatočne - výsledky spĺňajú minimálne kritériá), študent disponuje v obmedzenej miere teoretickými poznatkami, nedokáže kriticky analyzovať tieto poznatky, je len v minimálnej miere schopný poznatky aplikovať. Priebežné úlohy spĺňajú minimálne kritériá, rovnako ako vypracovanie projektu záverečnej práce. Fx (59-0%, nedostatočne - vyžaduje sa ďalšia práca navyše)

**Learning outcomes:**

Learning objectives and outcomes:
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: 60

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 45,0 | 0,0 | 23,33 | 18,33 | 8,33 | 5,0 | 0,0 |

**Lecturers:** PaedDr. Peter Gergel, PhD., Mgr. Veronika Valkovičová, PhD., PaedDr. Peter Bojo, PhD., doc. PhDr. Erika Brtáňová, CSc.

**Last change:** 08.11.2022

**Approved by:**

**STATE EXAM DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZšt011/15 | **Course title:**<br>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-VOBex012/22 | Basics of economy |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Seminar, 5 hours per semester, combined method
Student workload: 5 hours of direct instruction, 8 hours of preparation for instruction during the semester, 10 hours of preparation for midterm evaluation, 20 hours of preparation for final evaluation, 17 hours of guided self-study. 60 hours in total.
Teaching methods: dialogical methods - discussion in groups, problem-based methods - brainwriting, brainstorming, monological methods - lecture, interpretation, guided self-study - work with text, solving tasks 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: 26

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 11,54 | 0,0 | 38,46 | 26,92 | 3,85 | 11,54 | 7,69 |

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

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex012/22 | Basics of economy |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Seminar, 5 hours per semester, combined method
Student workload: 5 hours of direct instruction, 8 hours of preparation for instruction during the semester, 10 hours of preparation for midterm evaluation, 20 hours of preparation for final evaluation, 17 hours of guided self-study. 60 hours in total.
Teaching methods: dialogical methods - discussion in groups, problem-based methods - brainwriting, brainstorming, monological methods - lecture, interpretation, guided self-study - work with text, solving tasks 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: 26

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 11,54 | 0,0 | 38,46 | 26,92 | 3,85 | 11,54 | 7,69 |

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

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex011/22 | Basics of law |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form:
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of teaching, 18 hours of preparation for group presentation; 20 hours of preparation for final test; 17 hours of guided self-study. 60 hours total.
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: 68

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 27,94 | 0,0 | 35,29 | 13,24 | 7,35 | 13,24 | 2,94 |

**Lecturers:** Mgr. Jozef Miškolci, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex011/22 | Basics of law |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form:
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of teaching, 18 hours of preparation for group presentation; 20 hours of preparation for final test; 17 hours of guided self-study. 60 hours total.
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: 68

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 27,94 | 0,0 | 35,29 | 13,24 | 7,35 | 13,24 | 2,94 |

**Lecturers:** Mgr. Jozef Miškolci, PhD., Mgr. Katarína Minarovičová, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex021/22 | Basics of proofreading and editing |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 4s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct teaching; 23 hours of continuous preparation for classes, including study of literature, 24 hours of work on the semester project.
Total 60 hours of student work.
Teaching methods: lecture, demonstration, dialogue with students, dialogue in a group of students, group work, problem-based tasks, application of theoretical knowledge to practical examples, analytical and interpretative work with literary text, simulation of practice, e-learning, teaching of the subject by a practitioner, guided self-study

**Number of credits:** 2

**Recommended semester:** 7.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. Assessment includes:
• continuous completion of micro-assignments and practical assignments in seminars (50 points);
• completion of a semester project based on a simulated sequence of proofreading work on a manuscript (50 points).
The course is completed with a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
To pass the course, a minimum score of 60 % is required. A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (micro-assignments and practical assignments: less than 30 points, semester project: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding results): excellent performance: the student has excellent knowledge of proofreading and editing issues to the required extent, logically arranges the facts presented in a flawless manner, is able to apply the acquired knowledge excellently in proofreading and editing activities, has the ability to solve individual tasks and assignments independently and

imaginatively, also in a broader linguistic, literary and cultural context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of proofreading and editing issues to the required extent, arranges the facts presented logically, with only minor errors, can apply the acquired knowledge very well in proofreading and editing activities, has the ability to solve individual tasks and assignments independently and in a broader linguistic, literary and cultural context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of proofreading and editing issues to the required extent, organises the facts presented appropriately and makes mistakes only in places, can reliably apply the acquired knowledge in proofreading and editing activities, reliably solves individual tasks and assignments independently, and has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of proofreading and editing issues to the required extent, shows some deficiencies in the arrangement of facts, can apply the acquired knowledge satisfactorily in proofreading and editing activities, solves individual tasks and assignments satisfactorily and mostly independently, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of proofreading and editing issues to the required extent and significant deficiencies in the organisation of facts, can apply the acquired knowledge minimally in proofreading and editing activities, solves individual tasks and assignments at a satisfactory level with considerable help, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of proofreading and editing issues to the required extent, does not know the facts and their logical connections, cannot apply the knowledge gained in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**

The student has a basic knowledge of contemporary book culture in Slovakia from 1989 to today. The student has acquired knowledge about the book as a medium, about the forms and infrastructure of Slovak book culture and the book market, and about the publishing and editorial preparation of a manuscript for book publication. He/she has acquired and verified in simulated practice the principles, procedures, means and aids of proofreading and editing, while having developed linguistic and literary knowledge and skills. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skills to communicate facts, concepts and opinions and to formulate and defend arguments. He/she is prepared to deepen and develop the acquired knowledge and skills in his/her Master's studies and is also able to use and creatively apply them in the school environment in the position of a teaching assistant as well as for the needs of the publishing environment. The student has developed the competence to independently expand his/her knowledge and the ability to identify and evaluate broader contexts of professional issues. The student has also acquired a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

**Class syllabus:**

1. The book, its definition, parts and forms.
2. Book culture in Slovakia after 1989.
3. Book market in Slovakia after 1989.
4. Manuscript preparation for publication.

5. Editorial preparation of the manuscript.
6. Proofreader as a subject of editorial preparation of the manuscript, his/her competence, working means and aids.
7. Proofreader's marks.
8. Tools for digital revision of the text.
9. First proofreading.
10. Page proofreading.
11. Proofreading and editing of accompanying texts.
The course curriculum covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will deepen and develop his/her linguistic and literary knowledge. The knowledge of all levels of the Slovak language system will be used in connection with the knowledge of literary theory, the developmental differentiation of literature and its genre-thematic forms when applied to the activities falling within the scope of proofreading and editing. The student will deepen and develop knowledge about book culture and the book market in Slovakia after 1989, about the book as a material medium of text and its publishing and editorial preparation, about the scope of the proofreader, his/her working means and aids, tools and procedures for classical and digital revision of text. The student will be prepared to deepen and develop this knowledge in the Master's degree and to use and creatively apply it in the school environment in the publishing environment also with regard to school practice. The course will lead the student to actively acquire information and effectively use knowledge and skills in Slovak language and literature. It will develop the student's skill in applying linguistic and literary knowledge in practical proofreading and editing activities. It will consolidate and develop his/her skill in formulating and defending arguments, stimulate his/her skill in proposing and implementing solutions to practical problems on the basis of facts and arguments, modifying his/her knowledge in doing so and creatively using appropriate and adequate procedures. In the course, the student will consolidate and develop communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and civic attitudes in the spirit of democracy.

**Recommended literature:**

Compulsory readings:

Pravidlá slovenského pravopisu. 2013. 4. vyd. Bratislava: Veda. 590 s. ISBN 978-80-224-1331-2.
RÁCOVÁ, V. 2021. Základy editorstva 1. Nitra: Univerzita Konštantína Filozofa v Nitre. 155 s. ISBN 978-80-558-1689-0. (selected chapters)

Recommended readings:

PISTORIUS, V. 2019. Jak se dělá kniha. 4. vyd. Příbram: Pistorius & Olšanská. 288 s. ISBN 978-80-87053-50-8. (selected chapters)
ŠRANK, J. 2015. Aktéri a tendencie literárnej kultúry na Slovensku po roku 1989. Bratislava: Univerzita Komenského. 114 s. ISBN 978-80-223-4041-0.

**Languages necessary to complete the course:**

Slovak, 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:** doc. Mgr. Jaroslav Šrank, PhD.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex021/22 | Basics of proofreading and editing |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 4s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct teaching; 23 hours of continuous preparation for classes, including study of literature, 24 hours of work on the semester project.
Total 60 hours of student work.
Teaching methods: lecture, demonstration, dialogue with students, dialogue in a group of students, group work, problem-based tasks, application of theoretical knowledge to practical examples, analytical and interpretative work with literary text, simulation of practice, e-learning, teaching of the subject by a practitioner, guided self-study

**Number of credits:** 2

**Recommended semester:** 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. Assessment includes:
• continuous completion of micro-assignments and practical assignments in seminars (50 points);
• completion of a semester project based on a simulated sequence of proofreading work on a manuscript (50 points).
The course is completed with a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
To pass the course, a minimum score of 60 % is required. A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (micro-assignments and practical assignments: less than 30 points, semester project: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding results): excellent performance: the student has excellent knowledge of proofreading and editing issues to the required extent, logically arranges the facts presented in a flawless manner, is able to apply the acquired knowledge excellently in proofreading and editing activities, has the ability to solve individual tasks and assignments independently and

imaginatively, also in a broader linguistic, literary and cultural context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of proofreading and editing issues to the required extent, arranges the facts presented logically, with only minor errors, can apply the acquired knowledge very well in proofreading and editing activities, has the ability to solve individual tasks and assignments independently and in a broader linguistic, literary and cultural context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of proofreading and editing issues to the required extent, organises the facts presented appropriately and makes mistakes only in places, can reliably apply the acquired knowledge in proofreading and editing activities, reliably solves individual tasks and assignments independently, and has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of proofreading and editing issues to the required extent, shows some deficiencies in the arrangement of facts, can apply the acquired knowledge satisfactorily in proofreading and editing activities, solves individual tasks and assignments satisfactorily and mostly independently, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of proofreading and editing issues to the required extent and significant deficiencies in the organisation of facts, can apply the acquired knowledge minimally in proofreading and editing activities, solves individual tasks and assignments at a satisfactory level with considerable help, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of proofreading and editing issues to the required extent, does not know the facts and their logical connections, cannot apply the knowledge gained in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**

The student has a basic knowledge of contemporary book culture in Slovakia from 1989 to today. The student has acquired knowledge about the book as a medium, about the forms and infrastructure of Slovak book culture and the book market, and about the publishing and editorial preparation of a manuscript for book publication. He/she has acquired and verified in simulated practice the principles, procedures, means and aids of proofreading and editing, while having developed linguistic and literary knowledge and skills. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skills to communicate facts, concepts and opinions and to formulate and defend arguments. He/she is prepared to deepen and develop the acquired knowledge and skills in his/her Master's studies and is also able to use and creatively apply them in the school environment in the position of a teaching assistant as well as for the needs of the publishing environment. The student has developed the competence to independently expand his/her knowledge and the ability to identify and evaluate broader contexts of professional issues. The student has also acquired a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

**Class syllabus:**

1. The book, its definition, parts and forms.
2. Book culture in Slovakia after 1989.
3. Book market in Slovakia after 1989.
4. Manuscript preparation for publication.

5. Editorial preparation of the manuscript.
6. Proofreader as a subject of editorial preparation of the manuscript, his/her competence, working means and aids.
7. Proofreader's marks.
8. Tools for digital revision of the text.
9. First proofreading.
10. Page proofreading.
11. Proofreading and editing of accompanying texts.
The course curriculum covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will deepen and develop his/her linguistic and literary knowledge. The knowledge of all levels of the Slovak language system will be used in connection with the knowledge of literary theory, the developmental differentiation of literature and its genre-thematic forms when applied to the activities falling within the scope of proofreading and editing. The student will deepen and develop knowledge about book culture and the book market in Slovakia after 1989, about the book as a material medium of text and its publishing and editorial preparation, about the scope of the proofreader, his/her working means and aids, tools and procedures for classical and digital revision of text. The student will be prepared to deepen and develop this knowledge in the Master's degree and to use and creatively apply it in the school environment in the publishing environment also with regard to school practice. The course will lead the student to actively acquire information and effectively use knowledge and skills in Slovak language and literature. It will develop the student's skill in applying linguistic and literary knowledge in practical proofreading and editing activities. It will consolidate and develop his/her skill in formulating and defending arguments, stimulate his/her skill in proposing and implementing solutions to practical problems on the basis of facts and arguments, modifying his/her knowledge in doing so and creatively using appropriate and adequate procedures. In the course, the student will consolidate and develop communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and civic attitudes in the spirit of democracy.

**Recommended literature:**

Compulsory readings:

Pravidlá slovenského pravopisu. 2013. 4. vyd. Bratislava: Veda. 590 s. ISBN 978-80-224-1331-2.
RÁCOVÁ, V. 2021. Základy editorstva 1. Nitra: Univerzita Konštantína Filozofa v Nitre. 155 s. ISBN 978-80-558-1689-0. (selected chapters)

Recommended readings:

PISTORIUS, V. 2019. Jak se dělá kniha. 4. vyd. Příbram: Pistorius & Olšanská. 288 s. ISBN 978-80-87053-50-8. (selected chapters)
ŠRANK, J. 2015. Aktéri a tendencie literárnej kultúry na Slovensku po roku 1989. Bratislava: Univerzita Komenského. 114 s. ISBN 978-80-223-4041-0.

**Languages necessary to complete the course:**

Slovak, 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:** doc. Mgr. Jaroslav Šrank, PhD.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex013/22 | Basics of religions |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of direct instruction; 10 hours of presentation preparation; 28 hours of preparation for final colloquium, 17 hours of guided self-study. 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:** 6.

**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: 27

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 51,85 | 0,0 | 11,11 | 14,81 | 7,41 | 11,11 | 3,7 |

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

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex013/22 | Basics of religions |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of direct instruction; 10 hours of presentation preparation; 28 hours of preparation for final colloquium, 17 hours of guided self-study. 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:** 5.

**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: 27

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 51,85 | 0,0 | 11,11 | 14,81 | 7,41 | 11,11 | 3,7 |

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

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex029/22 | Basics of the first aid |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 2

**Recommended semester:** 2., 4., 6., 8.

**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:
(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 actively performing 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 the theoretical knowledge of medical procedures in cases of threat to health, can simulate a case of a threat to health on the basis of 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, 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, 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), poor 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 outcomes and transferable competences:
Learning objectives and outcomes:
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: 6

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

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

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZex029/22 | **Course title:**<br>Basics of the first aid |
| **Educational activities:**<br>**Type of activities:** practicals<br>**Number of hours:**<br>**per week:** **per level/semester:** 5s<br>**Form of the course:** combined | |
| **Number of credits:** 2 | |
| **Recommended semester:** 1., 3., 5., 7. | |
| **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:

(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 actively performing 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 the theoretical knowledge of medical procedures in cases of threat to health, can simulate a case of a threat to health on the basis of 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, 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, 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), poor 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 outcomes and transferable competences:
Learning objectives and outcomes:
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: 6

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

**Lecturers:**

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex031/22 | Child biological development and school hygiene |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 1., 3., 5., 7.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an assessment, weighting of the interim and final assessment: 100/0
(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 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 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 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 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 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 and transferable competences:
Learning objectives and outcomes:
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, distance learning, 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 mental 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:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex031/22 | Child biological development and school hygiene |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 2., 4., 6., 8.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an assessment, weighting of the interim and final assessment: 100/0
(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 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 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 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 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 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 and transferable competences:
Learning objectives and outcomes:
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, distance learning, 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 mental 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:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex025/22 | Communication and presentation skills |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 4s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct teaching; 25 hours include preparation for seminars and self-study of literature on individual topics; 22 hours of preparation for the presentation of a professional text; 60 hours of student work in total.
Teaching methods: explanation, demonstration, text work, colloquium, discussion, presentation, guided self-study, e-learning

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student receives a grade based on the presentation of a professional topic according to the assignment and observing all the rules of reference to the presented sources and presentation acoustic and kinetic principles, to the information-technological means and to the principles of the chosen type of educational discourse (100 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 60 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has excellent knowledge of the background and means of professional communication in the educational environment and in professional communication, logically arranges the presented facts, can apply the acquired knowledge excellently and adapt the working procedures in the field of professional communication in the educational environment and in professional communication, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85%, very good - above average standard): very good performance: The student has very good knowledge of the background and means of professional communication in the educational environment and in professional communication to the required extent, logically arranges the facts

presented, can apply the acquired knowledge well and adapt the working procedures in the field of professional communication in the educational environment and in professional communication in school practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: the student has a good knowledge of the background and means of professional communication in the educational environment and in professional communication to the required extent, logically arranges the presented facts, the acquired knowledge from the area focused on the production of a professional text can be reliably applied and adapted to the working procedures from the field of professional communication in the educational environment and in professional communication in school practice, reliably solves individual tasks and assignments, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the foundations and means of professional communication in the educational environment and in professional communication in the required range, logically arranges the presented facts, the acquired knowledge and existing working practices in the field of professional communication in the educational environment and in professional communication can be applied in school practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60%, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge about the foundations and means of professional communication in the educational environment and in professional communication in the required range, has deficiencies in the arrangement of facts, can apply the acquired knowledge in the field of professional communication in the educational environment and in professional communication in school practice, solves individual tasks and assignments at a sufficient level, has minimal skills for further learning;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the background and means of professional communication in the educational environment and in professional communication to the required extent, does not know the facts and their logical connections, cannot apply knowledge of professional communication in the educational environment and in professional communication in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**

The main learning outcomes of the course include the student's skills in the correct orientation in the methods of presentation of professional resources in the field of their study. In accordance with the requirements of linguistic culture and correct speech communication, the student is able to observe the principles of ethics, critical thinking in the creation of speech communication, has acquired skills in the use of information and presentation technologies and forms of making information available to students, lay and professional public. The acquired skills in managing discursive communicative contexts can be used in correct and linguistically correct professional and school educational and wider communicative practice.
The student has the acquired skills to perceive, use and develop the principles of professional communication in educational settings and in professional communication in subsequent years of his/her studies. The student is prepared to deepen and develop these knowledge and skills in further bachelor's and then master's studies and is able to creatively apply them in the school environment in the position of a pedagogical assistant, or for the needs of the publishing environment in the position of a proofreader. The student is also able to convey essential knowledge in the field of professional communication to the general public and lay recipients. On the basis of problem solving tasks, the student has acquired the skills to actively acquire further information and use it in solving

practical tasks in the field using appropriate and adequate procedures. The student has the skills to communicate facts and concepts and to formulate and defend his/her views in an argumentative manner. The student has the competence to independently extend his/her knowledge and appreciate the wider contexts of issues in the production of a professional text. They have also developed a number of transferable skills, e.g. analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, metacognitive skills, etc.

**Class syllabus:**

1. Background and assumptions of professional and everyday communication practice in school practice.
2. Fundamentals of professional communication: communication situation, speaker, listener, audience.
3. The acoustic component of the speaker's speech.
4. Kinetic component of the oratorical speech.
5. Selecting a topic, creating a presentation, and preparing for a rhetorical speech.
6. Differentiation of professional communication speeches: monological and dialogical communication speeches.
7. The expressive components of a rhetorical speech.
8. Selected types of rhetorical speeches from the point of view of school practice.
9. Instructional discursive communication skills.
10. Presentation of artistic and professional text, preparation of comments on exhibitions and presentations.
11. Linguistic culture and correctness of rhetorical expression.

The aim of the course will be to acquire the basic knowledge of the bases and means of professional communication in the educational environment and in professional communication. The student will acquire a basic orientation in the different types of professional and popular communication of monological and dialogical character. The student will gain knowledge of the acoustic and kinetic components of oratory and the means of expression used in the various types of professional presentation and communication. The course will develop the student's information and methodological literacy, methodological and expressive skills.

The course curriculum covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field.

The thematic stratification of the course will provide a basic overview of the creation, emergence and implementation of professional communication with an emphasis on the acquisition and development of communication skills in the educational environment, in school practice, and in professional and verbal-artistic events that the future graduate may encounter in the school environment. The student will gain an overview of the rules of creating a professional communication aimed at the needs of the educational process as well as for presentations of papers, professional activities and the defence of final theses. The course will develop skills focused on speech and presentation communication in a variety of communication situations. Emphasis on developing communication and presentation skills will be based on current needs focused on ways of communicating knowledge to pupils, students and a wider range of lay and professional audiences. The current increasingly high demands placed on communication and presentation skills will require a responsive mastery of not only information and communication technologies, which will enable the operative communication and application of new knowledge and information in the field to a contemporary recipient. Therefore, the seminars will provide space mainly for the presentation of selected professional topics in the form of lectures, poster and powerpoint presentations, which will be necessary for the preparation of the educational process and for the successful course of the final thesis defences. The course will also focus on the acquisition of

skills in the field of organising verbal-artistic and professional events, seminars, presentations and exhibitions.
The student will not only be prepared to deepen and develop the acquired theoretical knowledge and practical skills in further bachelor's and then master's studies, but will also be able to use and creatively apply them in the school environment in the position of a teaching assistant, or even for the needs of the publishing environment in the position of a proofreader. The student will consolidate and develop communication competences and the ability to take responsibility for the quality of his/her work and the principles of cultivated communication, authorial ethics and his/her own education. The student will develop and consolidate a sense of socially responsible behaviour and value pluralistic attitudes. The student will be competent in the use of digital technologies in school practice.

**Recommended literature:**

Compulsory readings:

MISTRÍK, J.: 1987. Rétorika, 3. vyd. Bratislava: Slovenské pedagogické nakladateľstvo. 207 s.
SLANČOVÁ, D. 2021. Základy praktickej rétoriky. Prešov: Náuka, 2001. 211 s. ISBN 80-89038-04-2.

Recommended readings:

ŽEŇUCH, P. 2010. Pramene byzantskej tradície na Slovensku. K výstave z príležitosti Roka kresťanskej kultúry 2010. Bratislava: Slovenský komitét slavistov – Slavistický ústav Jána Stanislava SAV v spolupráci s Národným osvetovým centrom. 72 s. ISBN 978-80-89489-00-8. Available on: http://slavu.sav.sk/publikacie/vystava_bulletin.pdf

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** prof. PhDr. Peter Žeňuch, DrSc.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KSJL/B-SLOex025/22 | **Course title:**<br>Communication and presentation skills |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 4s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct teaching; 25 hours include preparation for seminars and self-study of literature on individual topics; 22 hours of preparation for the presentation of a professional text; 60 hours of student work in total.
Teaching methods: explanation, demonstration, text work, colloquium, discussion, presentation, guided self-study, e-learning

**Number of credits:** 2

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student receives a grade based on the presentation of a professional topic according to the assignment and observing all the rules of reference to the presented sources and presentation acoustic and kinetic principles, to the information-technological means and to the principles of the chosen type of educational discourse (100 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 60 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has excellent knowledge of the background and means of professional communication in the educational environment and in professional communication, logically arranges the presented facts, can apply the acquired knowledge excellently and adapt the working procedures in the field of professional communication in the educational environment and in professional communication, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85%, very good - above average standard): very good performance: The student has very good knowledge of the background and means of professional communication in the educational environment and in professional communication to the required extent, logically arranges the facts

presented, can apply the acquired knowledge well and adapt the working procedures in the field of professional communication in the educational environment and in professional communication in school practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: the student has a good knowledge of the background and means of professional communication in the educational environment and in professional communication to the required extent, logically arranges the presented facts, the acquired knowledge from the area focused on the production of a professional text can be reliably applied and adapted to the working procedures from the field of professional communication in the educational environment and in professional communication in school practice, reliably solves individual tasks and assignments, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the foundations and means of professional communication in the educational environment and in professional communication in the required range, logically arranges the presented facts, the acquired knowledge and existing working practices in the field of professional communication in the educational environment and in professional communication can be applied in school practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60%, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge about the foundations and means of professional communication in the educational environment and in professional communication in the required range, has deficiencies in the arrangement of facts, can apply the acquired knowledge in the field of professional communication in the educational environment and in professional communication in school practice, solves individual tasks and assignments at a sufficient level, has minimal skills for further learning;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the background and means of professional communication in the educational environment and in professional communication to the required extent, does not know the facts and their logical connections, cannot apply knowledge of professional communication in the educational environment and in professional communication in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**

The main learning outcomes of the course include the student's skills in the correct orientation in the methods of presentation of professional resources in the field of their study. In accordance with the requirements of linguistic culture and correct speech communication, the student is able to observe the principles of ethics, critical thinking in the creation of speech communication, has acquired skills in the use of information and presentation technologies and forms of making information available to students, lay and professional public. The acquired skills in managing discursive communicative contexts can be used in correct and linguistically correct professional and school educational and wider communicative practice.
The student has the acquired skills to perceive, use and develop the principles of professional communication in educational settings and in professional communication in subsequent years of his/her studies. The student is prepared to deepen and develop these knowledge and skills in further bachelor's and then master's studies and is able to creatively apply them in the school environment in the position of a pedagogical assistant, or for the needs of the publishing environment in the position of a proofreader. The student is also able to convey essential knowledge in the field of professional communication to the general public and lay recipients. On the basis of problem solving tasks, the student has acquired the skills to actively acquire further information and use it in solving

practical tasks in the field using appropriate and adequate procedures. The student has the skills to communicate facts and concepts and to formulate and defend his/her views in an argumentative manner. The student has the competence to independently extend his/her knowledge and appreciate the wider contexts of issues in the production of a professional text. They have also developed a number of transferable skills, e.g. analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, metacognitive skills, etc.

**Class syllabus:**

1. Background and assumptions of professional and everyday communication practice in school practice.
2. Fundamentals of professional communication: communication situation, speaker, listener, audience.
3. The acoustic component of the speaker's speech.
4. Kinetic component of the oratorical speech.
5. Selecting a topic, creating a presentation, and preparing for a rhetorical speech.
6. Differentiation of professional communication speeches: monological and dialogical communication speeches.
7. The expressive components of a rhetorical speech.
8. Selected types of rhetorical speeches from the point of view of school practice.
9. Instructional discursive communication skills.
10. Presentation of artistic and professional text, preparation of comments on exhibitions and presentations.
11. Linguistic culture and correctness of rhetorical expression.

The aim of the course will be to acquire the basic knowledge of the bases and means of professional communication in the educational environment and in professional communication. The student will acquire a basic orientation in the different types of professional and popular communication of monological and dialogical character. The student will gain knowledge of the acoustic and kinetic components of oratory and the means of expression used in the various types of professional presentation and communication. The course will develop the student's information and methodological literacy, methodological and expressive skills.

The course curriculum covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field.

The thematic stratification of the course will provide a basic overview of the creation, emergence and implementation of professional communication with an emphasis on the acquisition and development of communication skills in the educational environment, in school practice, and in professional and verbal-artistic events that the future graduate may encounter in the school environment. The student will gain an overview of the rules of creating a professional communication aimed at the needs of the educational process as well as for presentations of papers, professional activities and the defence of final theses. The course will develop skills focused on speech and presentation communication in a variety of communication situations. Emphasis on developing communication and presentation skills will be based on current needs focused on ways of communicating knowledge to pupils, students and a wider range of lay and professional audiences. The current increasingly high demands placed on communication and presentation skills will require a responsive mastery of not only information and communication technologies, which will enable the operative communication and application of new knowledge and information in the field to a contemporary recipient. Therefore, the seminars will provide space mainly for the presentation of selected professional topics in the form of lectures, poster and powerpoint presentations, which will be necessary for the preparation of the educational process and for the successful course of the final thesis defences. The course will also focus on the acquisition of

skills in the field of organising verbal-artistic and professional events, seminars, presentations and exhibitions.
The student will not only be prepared to deepen and develop the acquired theoretical knowledge and practical skills in further bachelor's and then master's studies, but will also be able to use and creatively apply them in the school environment in the position of a teaching assistant, or even for the needs of the publishing environment in the position of a proofreader. The student will consolidate and develop communication competences and the ability to take responsibility for the quality of his/her work and the principles of cultivated communication, authorial ethics and his/her own education. The student will develop and consolidate a sense of socially responsible behaviour and value pluralistic attitudes. The student will be competent in the use of digital technologies in school practice.

**Recommended literature:**
Compulsory readings:
MISTRÍK, J.: 1987. Rétorika, 3. vyd. Bratislava: Slovenské pedagogické nakladateľstvo. 207 s.
SLANČOVÁ, D. 2021. Základy praktickej rétoriky. Prešov: Náuka, 2001. 211 s. ISBN 80-89038-04-2.
Recommended readings:
ŽEŇUCH, P. 2010. Pramene byzantskej tradície na Slovensku. K výstave z príležitosti Roka kresťanskej kultúry 2010. Bratislava: Slovenský komitét slavistov – Slavistický ústav Jána Stanislava SAV v spolupráci s Národným osvetovým centrom. 72 s. ISBN 978-80-89489-00-8. Available on: http://slavu.sav.sk/publikacie/vystava_bulletin.pdf

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 0

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

**Lecturers:** prof. PhDr. Peter Žeňuch, DrSc.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex005/22 | Communication in education |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Type, scope and method of educational activities:
13 hours seminar per semester, combined method
Student workload:
13 hours of teaching and 9 hours of guided self-study, 10 hours of preparation for teaching during the semester, 25 hours of preparation for midterm evaluation, 33 hours of preparation for final evaluation, 90 hours in total.
Teaching methods:
Dialogical methods - interview, debate, group discussion, micro-output and feedback training, problem-based methods - brainwriting, brainstorming, monological methods - lecture, guided self-study - working with text, solving tasks and assignments.
Number of credits: 3
Recommended semester: 1st - 2nd semester
Level of study: 1st degree

**Number of credits:** 3

**Recommended semester:** 1.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
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 test of the acquired knowledge, 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 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 objectives and outcomes:
By completing the Pedagogical Communication 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 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:

Pedagogical communication in theory - definition of communication, types of communication, information theory and its components. Pedagogical communication - 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.

Pedagogical communication in practice - teachers' inappropriate approaches in pedagogical communication. 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: 192

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 30,21 | 0,0 | 28,13 | 16,67 | 6,25 | 4,17 | 14,58 |

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

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex005/22 | Communication in education |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week: per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Type, scope and method of educational activities:
13 hours seminar per semester, combined method
Student workload:
13 hours of teaching and 9 hours of guided self-study, 10 hours of preparation for teaching during the semester, 25 hours of preparation for midterm evaluation, 33 hours of preparation for final evaluation, 90 hours in total.
Teaching methods:
Dialogical methods - interview, debate, group discussion, micro-output and feedback training, problem-based methods - brainwriting, brainstorming, monological methods - lecture, guided self-study - working with text, solving tasks and assignments.
Number of credits: 3
Recommended semester: 1st - 2nd semester
Level of study: 1st degree

**Number of credits:** 3

**Recommended semester:** 2.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
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 test of the acquired knowledge, 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 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 objectives and outcomes:
By completing the Pedagogical Communication 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 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:

Pedagogical communication in theory - definition of communication, types of communication, information theory and its components. Pedagogical communication - 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.

Pedagogical communication in practice - teachers' inappropriate approaches in pedagogical communication. 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: 192

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 30,21 | 0,0 | 28,13 | 16,67 | 6,25 | 4,17 | 14,58 |

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

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex025/16 | Constructivism in education |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 1., 3., 5., 7.

**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:**

**Last change:** 07.09.2016

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex025/16 | Constructivism in education |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 2., 4., 6., 8.

**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:**

**Last change:** 07.09.2016

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex028/22 | Contexts of European cultural thought |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 4s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct instruction; 22 hours of preparation for the presentation of the assignment; 25 hours of preparation for the written test. Total 60 hours of student work.
Teaching methods: Lecturing, interpretation of theoretical knowledge and its application to practical examples, moderated conversation, text analysis, guided self-study, e-learning

**Number of credits:** 2

**Recommended semester:** 3., 5., 7.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will be evaluated for the presentation of the assigned assignment (40 points) and for a written test of professional knowledge at the end of the continuous teaching (60 points). The course will be completed with a grade resulting from an interim review of learning outcomes during the instructional portion of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E out of the total points. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation of the assignment: less than 24 points, final written test: less than 36 points).
The grade is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of the contexts of European cultural thought to the required extent, logically arranges the facts presented in a flawless manner, is able to apply the cultural and historical knowledge acquired at an excellent level and to adapt the procedures of working with a professional text in school practice, has the ability to solve individual tasks and assignments independently and imaginatively, also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her expression is excellent, has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of the contexts of European cultural thought to the required extent, arranges the

facts presented in a logical way with only minor errors, can apply the acquired cultural and historical knowledge very well and adapt the procedures of working with a professional text in school practice without major errors, has the ability to independently solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of the contexts of European cultural thought to the required extent, arranges the facts presented appropriately and makes only occasional errors, can reliably apply and adapt the procedures of working with a specialist text in school practice, solves tasks and assignments independently and reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the contexts of European cultural thought to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired cultural and historical knowledge and existing working practices of the professional text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of the contexts of European cultural thought to the required extent and significant deficiencies in the organisation of facts, can minimally apply the acquired cultural-historical knowledge and the existing procedures of working with a professional text in school practice, solves individual tasks and assignments with a sufficient level of assistance, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the contexts of European cultural thought to the required extent, does not know the facts and their logical connections, cannot apply the acquired cultural-historical knowledge to work with a professional text in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**
By completing the course, the student has acquired knowledge of national, areal and European specifics that shape the processes based on the relationship between language and culture, which are reflected in writing in Slovakia in terms of Latin and Byzantine culture and tradition. The student has developed the skills to synthesize knowledge and use it in a synergistic synchronic-diachronic exploration of the concepts of Slovak linguistic and cultural identity from a historical, comparative and typological perspective in the context of the development and application of the written Slovak language in cultural and social practice.
As a result of engaging in a professional discussion on the topic under discussion, as well as as a result of linking the knowledge of the history and current state of language and culture with modern concepts of European linguistic and cultural thinking, the student's communication skills are developed and the ability to think in context is acquired. The student is able to perceive the cultural interpretations that follow in the subsequent years of his/her studies with alacrity. The student is prepared not only to deepen and develop the acquired knowledge in further bachelor's and then master's studies, but also to use and creatively apply it in the school environment as a teaching assistant or for the needs of the publishing environment as a proofreader. He is also able to convey information about cultural thinking phenomena to the general public and to offer their conclusions and justifications to lay audiences. By solving problem-based tasks, the student has acquired the skills to actively acquire information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They

have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

**Class syllabus:**

1. Terminology of the phenomenon of culture. Europe and Europeanism. East and West. Central Europe.
2. The significance of late antique culture and the reception of the ancient tradition in later periods.
3. The liberal arts as the basis of general education.
4. Rhetoric as a model of persuasive argumentation and an expression of refined taste.
5. The stabilization of Latin Christian culture. The contribution of various peoples to the culture of the Middle Ages.
6. Three forms of medieval culture. The culture of the court, the monastery and the city.
7. University scholarship, its origins, character and attributes.
8. The modern world-image. A new approach to scholarship. Humanitas civitas.
9. Baroque everyday life. Baroque preacher and missionary.
10. Enlightenment world view and publishing activities of Slovak scholars.
11. Classical-modernist conception of culture. Patriotism and nationalism. The crisis of culture.

The course will expand knowledge of the nature of the key concepts of culture, civilization, education, cultural and national identity, civil society and European unity, as well as knowledge of the various stages of the formation of European culture, its concepts and value orientation in a broader historical context. It will provide the necessary body of knowledge to foster the formation of creativity and synthesising skills. Upon completion of the course, the student will be able to orient himself/herself to issues of European cultural development and be able to synergistically relate conceptual knowledge to current cultural trends in society and education. The course will create a space for complementarity of approaches necessary for the formation of a comprehensively prepared personality of a teacher of Slovak language and literature, which will enable to connect the acquired knowledge with the interpretative skills related to the history of European cultural thought. At the same time, the student will acquire the prerequisites and motivation to develop these skills in further education.

The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using appropriate and adequate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate his/her sense of socially responsible action and civic attitudes in the spirit of democracy.

**Recommended literature:**

Compulsory readings:

BRTÁŇOVÁ, E. 2013. Úvod do kultúry stredoveku [elektronický zdroj]. Trnava: Filozofická fakulta Trnavskej univerzity v Trnave. 101 s. ISBN 978-80-8082-596-6. Available on: https://www.truni.sk/sites/default/files/uk/f000340.pdf

ŽEŇUCH, P. 2016. Formovanie byzantsko-slovanskej konfesionálnej identity v staršom období slovenských kultúrnych dejín. In: Konštantínove listy, roč. 9, č. 1, s. 199 – 209. ISSN 1337#8740. Available on: http://www.constantinesletters.ukf.sk/images/issues/2016_v9_iss1/CL_v9_iss1_199to209.pdf

Recommended readings:

BRTÁŇOVÁ, E.. 2022. Antológia k dejinám renesančnej kultúry. Trnava: Filozofická fakulta. ISBN 978-80-568-0483-7. [online]
BRTÁŇOVÁ, E. 2022. Antológia k dejinám barokovej kultúry. Trnava: Filozofická fakulta. ISBN 978-80-568-0482-4. [online]
PLUTARCHOS 2020. Ako správne vychovávať deti. Zo starogréčtiny prel. A. Kalaš. Bratislava: Iris. ISBN 978-80-8200-046-0.
DAWSON, Ch. (1995). Porozumět Evropě. Praha: Zvon. 234 s. ISBN 978-80-7113-138-5. (selected sections)
HUIZINGA, J. (2002). Kultúra a kríza. Bratislava: Kalligram. 320 s. ISBN 80-7149-472-0. (selected sections)
TRÁVNÍČEK, J. ed. (2009). V kleštích dějin. Střední Evropa jako pojem a problém. Brno: Host. 343 s. ISBN 978-80-7294-323-4. (selected sections)
Further study texts will be available electronically in MS Teams/Moodle.

**Languages necessary to complete the course:**
Slovak, 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:** doc. PhDr. Erika Brtáňová, CSc.

**Last change:** 27.02.2024

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex028/22 | Contexts of European cultural thought |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 4s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct instruction; 22 hours of preparation for the presentation of the assignment; 25 hours of preparation for the written test. Total 60 hours of student work.
Teaching methods: Lecturing, interpretation of theoretical knowledge and its application to practical examples, moderated conversation, text analysis, guided self-study, e-learning

**Number of credits:** 2

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will be evaluated for the presentation of the assigned assignment (40 points) and for a written test of professional knowledge at the end of the continuous teaching (60 points). The course will be completed with a grade resulting from an interim review of learning outcomes during the instructional portion of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E out of the total points. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation of the assignment: less than 24 points, final written test: less than 36 points).
The grade is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of the contexts of European cultural thought to the required extent, logically arranges the facts presented in a flawless manner, is able to apply the cultural and historical knowledge acquired at an excellent level and to adapt the procedures of working with a professional text in school practice, has the ability to solve individual tasks and assignments independently and imaginatively, also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her expression is excellent, has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of the contexts of European cultural thought to the required extent, arranges the

facts presented in a logical way with only minor errors, can apply the acquired cultural and historical knowledge very well and adapt the procedures of working with a professional text in school practice without major errors, has the ability to independently solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of the contexts of European cultural thought to the required extent, arranges the facts presented appropriately and makes only occasional errors, can reliably apply and adapt the procedures of working with a specialist text in school practice, solves tasks and assignments independently and reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the contexts of European cultural thought to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired cultural and historical knowledge and existing working practices of the professional text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of the contexts of European cultural thought to the required extent and significant deficiencies in the organisation of facts, can minimally apply the acquired cultural-historical knowledge and the existing procedures of working with a professional text in school practice, solves individual tasks and assignments with a sufficient level of assistance, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the contexts of European cultural thought to the required extent, does not know the facts and their logical connections, cannot apply the acquired cultural-historical knowledge to work with a professional text in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**
By completing the course, the student has acquired knowledge of national, areal and European specifics that shape the processes based on the relationship between language and culture, which are reflected in writing in Slovakia in terms of Latin and Byzantine culture and tradition. The student has developed the skills to synthesize knowledge and use it in a synergistic synchronic-diachronic exploration of the concepts of Slovak linguistic and cultural identity from a historical, comparative and typological perspective in the context of the development and application of the written Slovak language in cultural and social practice.
As a result of engaging in a professional discussion on the topic under discussion, as well as as a result of linking the knowledge of the history and current state of language and culture with modern concepts of European linguistic and cultural thinking, the student's communication skills are developed and the ability to think in context is acquired. The student is able to perceive the cultural interpretations that follow in the subsequent years of his/her studies with alacrity. The student is prepared not only to deepen and develop the acquired knowledge in further bachelor's and then master's studies, but also to use and creatively apply it in the school environment as a teaching assistant or for the needs of the publishing environment as a proofreader. He is also able to convey information about cultural thinking phenomena to the general public and to offer their conclusions and justifications to lay audiences. By solving problem-based tasks, the student has acquired the skills to actively acquire information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They

have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

**Class syllabus:**

1. Terminology of the phenomenon of culture. Europe and Europeanism. East and West. Central Europe.
2. The significance of late antique culture and the reception of the ancient tradition in later periods.
3. The liberal arts as the basis of general education.
4. Rhetoric as a model of persuasive argumentation and an expression of refined taste.
5. The stabilization of Latin Christian culture. The contribution of various peoples to the culture of the Middle Ages.
6. Three forms of medieval culture. The culture of the court, the monastery and the city.
7. University scholarship, its origins, character and attributes.
8. The modern world-image. A new approach to scholarship. Humanitas civitas.
9. Baroque everyday life. Baroque preacher and missionary.
10. Enlightenment world view and publishing activities of Slovak scholars.
11. Classical-modernist conception of culture. Patriotism and nationalism. The crisis of culture.

The course will expand knowledge of the nature of the key concepts of culture, civilization, education, cultural and national identity, civil society and European unity, as well as knowledge of the various stages of the formation of European culture, its concepts and value orientation in a broader historical context. It will provide the necessary body of knowledge to foster the formation of creativity and synthesising skills. Upon completion of the course, the student will be able to orient himself/herself to issues of European cultural development and be able to synergistically relate conceptual knowledge to current cultural trends in society and education. The course will create a space for complementarity of approaches necessary for the formation of a comprehensively prepared personality of a teacher of Slovak language and literature, which will enable to connect the acquired knowledge with the interpretative skills related to the history of European cultural thought. At the same time, the student will acquire the prerequisites and motivation to develop these skills in further education.

The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using appropriate and adequate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate his/her sense of socially responsible action and civic attitudes in the spirit of democracy.

**Recommended literature:**

Compulsory readings:

BRTÁŇOVÁ, E. 2013. Úvod do kultúry stredoveku [elektronický zdroj]. Trnava: Filozofická fakulta Trnavskej univerzity v Trnave. 101 s. ISBN 978-80-8082-596-6. Available on: https://www.truni.sk/sites/default/files/uk/f000340.pdf

ŽEŇUCH, P. 2016. Formovanie byzantsko-slovanskej konfesionálnej identity v staršom období slovenských kultúrnych dejín. In: Konštantínove listy, roč. 9, č. 1, s. 199 – 209. ISSN 1337#8740. Available on: http://www.constantinesletters.ukf.sk/images/issues/2016_v9_iss1/CL_v9_iss1_199to209.pdf

Recommended readings:

BRTÁŇOVÁ, E.. 2022. Antológia k dejinám renesančnej kultúry. Trnava: Filozofická fakulta. ISBN 978-80-568-0483-7. [online]
BRTÁŇOVÁ, E. 2022. Antológia k dejinám barokovej kultúry. Trnava: Filozofická fakulta. ISBN 978-80-568-0482-4. [online]
PLUTARCHOS 2020. Ako správne vychovávať deti. Zo starogréčtiny prel. A. Kalaš. Bratislava: Iris. ISBN 978-80-8200-046-0.
DAWSON, Ch. (1995). Porozumět Evropě. Praha: Zvon. 234 s. ISBN 978-80-7113-138-5. (selected sections)
HUIZINGA, J. (2002). Kultúra a kríza. Bratislava: Kalligram. 320 s. ISBN 80-7149-472-0. (selected sections)
TRÁVNÍČEK, J. ed. (2009). V kleštích dějin. Střední Evropa jako pojem a problém. Brno: Host. 343 s. ISBN 978-80-7294-323-4. (selected sections)
Further study texts will be available electronically in MS Teams/Moodle.

**Languages necessary to complete the course:**
Slovak, 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:** doc. PhDr. Erika Brtáňová, CSc.

**Last change:** 27.02.2024

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex039/22 | Creative class |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 2., 4., 6., 8.

**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:** 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-VUZex039/22 | Creative class |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 1., 3., 5., 7.

**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:** 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-VOBex021/22 | Culture and multiculturalism |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Seminar, 5 hours per semester, combined method
Student workload: 5 hours of teaching, preparation of a mid-term paper in the first half of the semester (= 10 hours per semester), preparation of a final paper in the second half of the semester (= 24 hours per semester), 17 hours of guided self-study. Total 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.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Weighting of interim and final assessment: 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: 68

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 25,0 | 0,0 | 16,18 | 26,47 | 14,71 | 1,47 | 16,18 |

**Lecturers:** prof. PhDr. Erich Mistrík, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex021/22 | Culture and multiculturalism |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Seminar, 5 hours per semester, combined method
Student workload: 5 hours of teaching, preparation of a mid-term paper in the first half of the semester (= 10 hours per semester), preparation of a final paper in the second half of the semester (= 24 hours per semester), 17 hours of guided self-study. Total 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.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Weighting of interim and final assessment: 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: 68

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 25,0 | 0,0 | 16,18 | 26,47 | 14,71 | 1,47 | 16,18 |

**Lecturers:** prof. PhDr. Erich Mistrík, CSc.

**Last change:** 11.09.2023

**Approved by:**

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZex035/22 | **Course title:**<br>Developing critical thinking |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** **per level/semester:** 5s<br>**Form of the course:** combined | |
| **Number of credits:** 3 | |
| **Recommended semester:** 2., 4., 6., 8. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Prerequisite subjects:<br>Prerequisites for successful completion of the course:<br>The course is completed with an assessment, weighted interim/final assessment 100/0.<br>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.<br>For successful completion of the course it is necessary to obtain at least 60% of the points.<br>The rating is awarded on a scale:<br>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.<br>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<br>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<br>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<br>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<br>Fx (59-0%, insufficient - extra work required) | |
| **Learning outcomes:**<br>Learning outcomes and transferable competences:<br>Learning objectives and outcomes:<br>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.
Learning 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:**
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: 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., Mgr. Katarína Minarovičová, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZex035/22 | **Course title:**<br>Developing critical thinking |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** **per level/semester:** 5s<br>**Form of the course:** combined | |
| **Number of credits:** 3 | |
| **Recommended semester:** 1., 3., 5., 7. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Prerequisite subjects:<br>Prerequisites for successful completion of the course:<br>The course is completed with an assessment, weighted interim/final assessment 100/0.<br>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.<br>For successful completion of the course it is necessary to obtain at least 60% of the points.<br>The rating is awarded on a scale:<br>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.<br>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<br>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<br>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<br>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<br>Fx (59-0%, insufficient - extra work required) | |
| **Learning outcomes:**<br>Learning outcomes and transferable competences:<br>Learning objectives and outcomes:<br>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.
Learning 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:**
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: 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., Mgr. Katarína Minarovičová, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZex002/22 | **Course title:**<br>Digital technologies 1 |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** **per level/semester:** 5s<br>**Form of the course:** combined | |
| **Type, volume, methods and workload of the student - additional information**<br>13h seminar / per semester, combined method<br>Student workload (distance learning form)<br>Teaching: 13 hours, guided self-study: 9 hours<br>Completion of 1 subtask (distance): 8 hours x 6 (distance tasks) = 48 hours<br>Preparation for mid-term evaluation (semester project)= 20 hours<br>Total student workload: 13sS (3 credits) = 90 hours<br>Teaching methods<br>Monological methods - lecture, interpretation of the curriculum,<br>Dialogical methods - interview, discussion<br>Guided self-study - processing of partial assignments according to the lecturer's assignment during the semester and their submission in electronic form within a set time limit, which are continuously checked and evaluated by the lecturer | |
| **Number of credits:** 3 | |
| **Recommended semester:** 1. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Prerequisites for successful completion of the course: the course is completed with an assessment, the weight of the interim and final assessment is 100/0<br># active participation in seminars conducted by both face-to-face and distance learning methods;<br># 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;<br># 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 the 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 distance learning 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 pupils through Mindomo (or FreeMind/XMind) to the process of school teaching of the subjects of their approbation at primary school / secondary 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 distance learning information sources - links in nodes leading to distance learning 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 curricular issue of the student's own choice falling within the educational content of the teaching subject at primary/ secondary school in the intent of the approbation subjects that the student is studying in the teacher education programmes at the Faculty of Education at PdF UK. 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 problem. 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 the 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 framework of 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 students 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 undertaken 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:**

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]
ZÁHOREC, J., BREČKA, P. (2021). Uplatnenie platformy SMART Learning Suite v oblasti tvorby edukačných aktivít. Bratislava: Univerzita Komenského v Bratislave, 129 strán, ISBN 978-80-223-5127-0 [Vyšlo ako elektronická publikácia]
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
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 seminar is held in a computer room, each student has a computer at his/her disposal, the number of students in one group - max. 15.

**Past grade distribution**
Total number of evaluated students: 227

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 41,85 | 0,0 | 22,47 | 9,69 | 3,52 | 7,05 | 15,42 |

**Lecturers:** doc. PaedDr. Ján Záhorec, PhD.

**Last change:** 07.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex002/22 | Digital technologies 1 |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
13h seminar / per semester, combined method
Student workload (distance learning form)
Teaching: 13 hours, guided self-study: 9 hours
Completion of 1 subtask (distance): 8 hours x 6 (distance tasks) = 48 hours
Preparation for mid-term evaluation (semester project)= 20 hours
Total student workload: 13sS (3 credits) = 90 hours
Teaching methods
Monological methods - lecture, interpretation of the curriculum,
Dialogical methods - interview, discussion
Guided self-study - processing of partial assignments according to the lecturer's assignment during the semester and their submission in electronic form within a set time limit, which are continuously checked and evaluated by the lecturer

**Number of credits:** 3

**Recommended semester:** 2.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisites for successful completion of the course: the course is completed with an assessment, the weight 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 the 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 distance learning 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 pupils through Mindomo (or FreeMind/XMind) to the process of school teaching of the subjects of their approbation at primary school / secondary 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 distance learning information sources - links in nodes leading to distance learning 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 curricular issue of the student's own choice falling within the educational content of the teaching subject at primary/ secondary school in the intent of the approbation subjects that the student is studying in the teacher education programmes at the Faculty of Education at PdF UK. 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 problem. 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 the 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 framework of 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 students 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 undertaken 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:**

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]
ZÁHOREC, J., BREČKA, P. (2021). Uplatnenie platformy SMART Learning Suite v oblasti tvorby edukačných aktivít. Bratislava: Univerzita Komenského v Bratislave, 129 strán, ISBN 978-80-223-5127-0 [Vyšlo ako elektronická publikácia]
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
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 seminar is held in a computer room, each student has a computer at his/her disposal, the number of students in one group - max. 15.

**Past grade distribution**
Total number of evaluated students: 227

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 41,85 | 0,0 | 22,47 | 9,69 | 3,52 | 7,05 | 15,42 |

**Lecturers:** doc. PaedDr. Ján Záhorec, PhD.

**Last change:** 07.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex012/22 | Digital technologies 2 |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 2., 4., 6., 8.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZex002/22 - Digital technologies 1

**Course requirements:**
Prerequisites: B-VUZex002 / Digital Technologies 1
Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous 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 programmes 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 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): 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 the 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 stated 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 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 Generally used tools - ideas for their use in creating interactive educational content; Annotation mode on the desktop; Browsers in ActivInspire; Export/Import (*.flipchart) of demonstration workbooks; Collaboration of teacher and pupil/student 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 distance learning 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; ActivExpression2 voting device registration 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 use as far as possible the widest possible range of available tools, functions, actions and features. 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 framework of 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 indicate 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 their 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 use the cloud platform Prezi (Prezi Present and Prezi Video) to create an original didactic and visually engaging video presentation of educational content of his/her own choice for the target group of students, in a range of at least 20 presentation views, usable in teaching the subjects of his/her area of expertise at primary school/junior high school.
Application of selected Web 2.0 tools for feedback in the process of school teaching in primary schools
# 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 applying 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 - instant 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/ 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 assignment, the student will design and create in the environment of 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:**
Notes: 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: 59

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 47,46 | 0,0 | 18,64 | 16,95 | 3,39 | 1,69 | 11,86 |

**Lecturers:** doc. PaedDr. Ján Záhorec, PhD.

**Last change:** 08.11.2022

**Approved by:**

**COURSE DESCRIPTION**

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex012/22 | Digital technologies 2 |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 3., 5., 7.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZex002/22 - Digital technologies 1

**Course requirements:**
Prerequisites: B-VUZex002 / Digital Technologies 1
Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous 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 programmes 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 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): 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 the 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 stated 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 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 Generally used tools - ideas for their use in creating interactive educational content; Annotation mode on the desktop; Browsers in ActivInspire; Export/Import (*.flipchart) of demonstration workbooks; Collaboration of teacher and pupil/student 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 distance learning 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; ActivExpression2 voting device registration 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 use as far as possible the widest possible range of available tools, functions, actions and features. 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 framework of 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 indicate 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 their 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 use the cloud platform Prezi (Prezi Present and Prezi Video) to create an original didactic and visually engaging video presentation of educational content of his/her own choice for the target group of students, in a range of at least 20 presentation views, usable in teaching the subjects of his/her area of expertise at primary school/junior high school.
Application of selected Web 2.0 tools for feedback in the process of school teaching in primary schools
# 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 applying 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 - instant 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/ 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 assignment, the student will design and create in the environment of 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:**
Notes: 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: 59

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 47,46 | 0,0 | 18,64 | 16,95 | 3,39 | 1,69 | 11,86 |

**Lecturers:**

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex013/22 | Digital technologies 3 |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 3., 5., 7.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZex012/22 - 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: 2

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 50,0 | 0,0 | 0,0 | 50,0 | 0,0 | 0,0 | 0,0 |

**Lecturers:**

**Last change:** 24.04.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex013/22 | Digital technologies 3 |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 4., 6., 8.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZex012/22 - 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: 2

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 50,0 | 0,0 | 0,0 | 50,0 | 0,0 | 0,0 | 0,0 |

**Lecturers:**

**Last change:** 24.04.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex026/22 | Education through literature |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 6s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct instruction; 31 hours of ongoing preparation for individual classes with application of specific assignments, including reading of literary texts for individual classes; 16 hours of preparation for presentation of a written final interpretation based on selected textual segments from the work of the author studied, with emphasis on application of acquired knowledge of the author's specific poetics, on analytical-interpretive skills, and on defending one's arguments. A total of 60 hours of student work.
Teaching methods: interpretation, inductive-generalizing conversation, discussion, demonstration and analysis of concrete examples, analytical and interpretative work with the text, group work, problem-based tasks, guided self-study, e-learning

**Number of credits:** 2

**Recommended semester:** 5., 7.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. Assessment includes:
• continuous reading of literary texts and completion of assignments in seminars on the theoretical knowledge and practical skills needed when working with literary texts in the educational process (60 points);
• presentation of a written final interpretation based on selected textual segments from the work of the read author, with emphasis on the application of the acquired knowledge of the author's specific poetics, analytical-interpretive skills and on the defence of one's arguments (40 points).
The course is completed with a grade resulting from the continuous monitoring of learning outcomes during the teaching part of the semester of study (100/0).
To pass the course, a minimum of 60 % of the points must be obtained (at least 60 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who scores less than 60 % on any component of the assessment (assignments: less than 36 points; final interpretation: less than 24 points).

A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of the basic theoretical background related to the development of cognitive, communicative, interpersonal and intrapersonal competences through literature for children and young people and of relevant works of literature for children and young people promoting pro-social, environmental and intercultural education of children and young people to the extent required, logically organises the facts presented in a flawless manner, can apply and adapt the acquired knowledge at an excellent level in specific approaches to literary texts applicable to the teaching of literature in school practice, has the ability to creatively solve individual tasks and assignments independently and imaginatively, also in a broader literary, cultural and social context, the linguistic and stylistic level of his/her speech is excellent, has well-developed skills for independent further learning;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of the basic theoretical background related to the development of cognitive, communicative, interpersonal and intrapersonal competences through literature for children and young people and of relevant works of literature for children and young people promoting pro-social, environmental and intercultural education of children and young people to the required extent, arranges the facts presented logically, with only minor errors, can apply and adapt the acquired knowledge very well in specific approaches to literary texts applicable to the teaching of literature in school practice, has the ability to independently solve individual tasks and assignments also in a broader literary, cultural and social context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: The student has a good understanding of the basic theoretical foundations associated with the development of cognitive, communicative, interpersonal and intrapersonal competencies through children's and young people's literature and of relevant works of children's and young people's literature promoting pro-social, environmental and intercultural education for children and young people to the required extent, arranges the presented facts appropriately and makes errors only in places, can reliably apply and adapt the acquired knowledge in concrete approaches to literary texts applicable to the teaching of literature in school practice, can reliably solve individual tasks and assignments independently, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: The student has satisfactory knowledge of the basic theoretical foundations associated with the development of cognitive, communicative, interpersonal and intrapersonal competencies through children's and young adult literature and of relevant works of children's and young adult literature promoting pro-social, environmental and intercultural education of children and young adults to the extent required, demonstrates some deficiencies in the organisation of facts, can satisfactorily apply the acquired knowledge in specific approaches to literary texts applicable to the teaching of literature in school practice, satisfactorily and predominantly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: The student demonstrates a minimum amount of knowledge of the basic theoretical foundations associated with the development of cognitive, communicative, interpersonal, and intrapersonal competencies through children's and young adult literature and relevant works of literature for children and young adults promoting prosocial, environmental and intercultural education of children and youth in the required scope and significant deficiencies in the organization of facts, can minimally apply the acquired knowledge in specific approaches to literary text usable in the teaching of literature in school practice, with significant help at a sufficient level to solve individual tasks and assignments, has minimal learning skills;

Fx (59 - 0 %, insufficient - additional work required): insufficient performance: The student does not demonstrate sufficient knowledge of the basic theoretical foundations associated with developing cognitive, communicative, interpersonal, and intrapersonal competencies through children's and young adult literature and relevant works of literature for children and young adults promoting prosocial, environmental and intercultural education of children and youth in the required scope, does not know the facts and their logical connections, cannot apply the acquired knowledge in specific approaches to literary texts applicable in teaching literature in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**

The student has knowledge of the basic theoretical foundations related to the development of cognitive, communicative, interpersonal and intrapersonal competences through literature for children and youth and relevant works of literature for children and youth supporting pro-social, environmental and intercultural education of children and youth, and is aware of their importance in the development of the pupil's value system. Is able to assess the value and artistic contribution of a literary work also in a social context. Can creatively and independently analyse and interpret literary texts, characterise the poeological and value specifics of the work of individual authors. Has acquired analytical and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts, understands the specifics and artistic value of selected literary texts, can actively seek new possibilities in the approach to a literary text in which he/she can conceptually, inventively and effectively use literature to develop cognitive, communicative, social and personal competences of a child/young person. Can also work with a variety of possible interpretations of the text in school practice. As a result of the analytical and critical approach to the literary text, the student's transferable competences are developed, because especially in the analytical-interpretive part, critical thinking, thinking in context, developing communicative and digital competences are emphasised, on the basis of which the student is able to solve specific tasks as well as to construct his/her own interpretations of literary texts. The student is prepared to readily perceive interpretations of literature in the following years of his/her studies. By solving problem-based tasks, the student has acquired the skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. He is not only prepared to deepen and develop the acquired knowledge, skills and competences in further bachelor's and then master's studies, but also to use them and creatively apply them in the school environment in the position of a teaching assistant, or for the needs of the publishing environment in the position of a text proofreader. The student is also able to convey information about literary-theoretical phenomena to the general public and to offer conclusions and literary-analytical justifications to lay audiences.

**Class syllabus:**

1. Intercultural education through literature for children and youth. European projects on intercultural education through children's books (e.g. BARFIE - Books and Reading for Intercultural Education, EPBC - European Picture Book Collection, etc.). Children's literature as a means of teaching a foreign language.
2. Pro-social education through children's fiction. The thematization of outsiderism. Education for empathy, tolerance and acceptance of differences determined by generational and social differences.
3. The thematisation of outsiderism. Education for empathy, tolerance and acceptance of differences that are determined by disabilities, racial, ethnic, religious, etc.

4. Socialisation (acquisition of social values and norms of behaviour) and personalisation of the child (encouraging the child's personal development as an individual) through literature for children and young people. The thematisation of the family in literature for children and young people as a space of positive emotional background, but also as a space of social and emotional destabilisation of the child.
5. The thematization of incomplete families and child upbringing without biological parents (substitute form of upbringing and care for children - orphanages, adoption, fostering) in literature for children and youth.
6. The thematization of friendship in literature for children and youth as a space of positive emotional background.
7. Socialization of the child in the environment of institutional school education. The thematization of socio-pathological phenomena in the school and out-of-school environment (bullying, truancy) in literature for children and youth.
8. The thematisation of socio-pathological phenomena (alcohol use, smoking, drug experimentation) in literature for children and youth.
9. Environmental education through children's fiction. Developing a positive emotional relationship with the natural environment. The thematisation of specific environmental issues in children's fiction.
10. Self-oriented fiction and non-fiction texts for children and youth. Familiarising children with folk culture, cultivating a relationship to traditions and folk customs. Promoting pride in specific historical events and facts, significant personalities of national, cultural and social life.
11. Formation of a cultured and cultivated reader. Cognitive and noncognitive prerequisites for the formation of literary culture. Synesthetic approach to the literary text. Projects developing the cultivated child reader (Reading Room, etc.).
The curriculum of the course covers a spectrum of cross-sectional and specialized knowledge, which also builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will acquire knowledge concerning the basic theoretical background related to the development of cognitive, communicative, interpersonal and intrapersonal competences through literature for children and youth and about relevant works of literature for children and youth promoting pro-social, environmental, intercultural and patriotic education of children and youth. Special emphasis will be placed on the thematization of outsiderism and its overcoming through empathy, tolerance and acceptance of differences, on the thematization of the complete and incomplete family, on friendship as an additional space of positive emotional background, on the thematization of socio-pathological phenomena in both school and out-of-school environments. Emphasis will be placed not only on the acquisition of social values and norms of behaviour (socialisation), but also on stimulating the personal development of the child/young person as an individual (personalisation). The student will learn about the cognitive and non-cognitive prerequisites for the formation of a literary culture, and will be familiar with projects that develop a cultivated child reader (e.g. the Reading Room project). The student will use the acquired knowledge appropriately when working with selected textual material. The student will be able to use literature conceptually, inventively and effectively to develop the cognitive, communicative, social and personal competences of the child/young person in which literature can serve in the development of the student's value system. The student will also be able to assess the value and artistic contribution of a literary work in a social context. The student will be able to justify and apply various methodological approaches to literary analysis and interpretation, and to use the experience of an artistic text in his/her own individual (reception and production) activity. He/she will develop his/her analytical skills with emphasis on independent and creative work. On the basis of the knowledge and skills acquired, he/she will be able to apply analytical-interpretive competencies

to other literary texts, to point out the interrelationships between them, and to reflect on new possibilities of literary analysis and interpretation. The student will also be oriented in the related practical and methodological knowledge that will be a prerequisite for his/her proper understanding of literary communication in the wider international context and the past in the courses of the continuing Master's degree. The student will acquire a base of knowledge and skills which he/she will deepen and develop in further bachelor's and subsequently master's studies, he/she will be able to use them and creatively apply them in the school environment in the position of a pedagogical assistant, later on for the analysis and selection of didactic materials from literature for children and youth with regard to teaching objectives, and possibly also for the needs of the publishing environment in the position of a text proofreader. The student will be guided to actively acquire information and effectively use cross-cutting and specialized knowledge, consolidate and develop his/her ability to formulate and defend arguments, and will be able to communicate theoretical knowledge and practical skills to a wider and lay public. An analytical and critical approach to a literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate in solving specific assignments as well as in constructing his/her own final interpretation. The student will creatively use appropriate and discipline-appropriate methods in solving problem-based assignments. Acquire the prerequisites and motivation to develop the skills necessary for further learning and to encourage students to actively acquire literary and historical knowledge. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, to plan and be actively responsible for his/her own learning, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes in the spirit of democracy.

**Recommended literature:**

Compulsory readings:

OBERT, V. 2003. Rozvíjanie literárnej kultúry žiakov. Bratislava: OG – Vydavateľstvo Poľana. 398 s. ISBN 80-89002-81-1. (selected sections)

VRÁBLOVÁ, T. 2017. Čítame, počúvame, vnímame v priestore knihy. Bratislava: Bibiana, medzinárodný dom umenia pre deti. 76 s. ISBN 978-80-89154-59-3. (selected sections)

Recommended readings:

BÍLIK, R. a kol. 2011. Teoretické aspekty jazykového a literárneho vzdelávania. Trnava: TYPI UNIVERSITATIS TYRNAVIENSIS. 114 s. ISBN 978-80-8082-497-6. (selected sections)

FAITHOVÁ, E. 2020. Výchovno-vzdelávacia funkcia publicistických, popularizačných a náučných žánrov a žánrov literatúry faktu v časopise Slniečko v rokoch 1927 – 1990. In: Philologia, roč. 30, č. 1, s. 49 – 73. (selected sections)

KALISKÝ, J. (Ed.). 2013. Dobro a zlo, alebo o morálke I. Psychologické a filozofické aspekty morálky v edukácii. Banská Bystrica: Univerzita Mateja Bela v Banskej Bystrici. 362 s. ISBN 978-80-557-0538-5. (selected sections)

Available on: https://www.pdf.umb.sk/app/cmsFile.php?disposition=a&ID=6658

MITROVÁ, A. 2020. Umelecký obraz ľudského znevýhodnenia v dráme pre deti a mládež (1850 – 2020). Prešov : Prešovská univerzita v Prešove. 160 s. ISBN 978-80-555-2599-0. (selected sections)

ŠRANK, J. 2009. Autorské texty s folklórnou dimenziou. Bratislava: Univerzita Komenského. 168 s. ISBN 978-80-223-2668-1. (selected sections)

BIBIANA, revue o umení pre deti a mládež. Available on: www.bibiana.sk/sk/archiv/digitalna-bibiana/revue-bibiana

O DIEŤATI, JAZYKU, LITERATÚRE. Časopis pre otázky rozvíjania komunikačnej a literárnej kompetencie.

Further study text on individual topics will be made available to students in electronic form.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 39

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 53,85 | 0,0 | 23,08 | 12,82 | 0,0 | 7,69 | 2,56 |

**Lecturers:** doc. Mgr. Jaroslav Šrank, PhD., Mgr. Eva Faithová, PhD.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex026/22 | Education through literature |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 6s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct instruction; 31 hours of ongoing preparation for individual classes with application of specific assignments, including reading of literary texts for individual classes; 16 hours of preparation for presentation of a written final interpretation based on selected textual segments from the work of the author studied, with emphasis on application of acquired knowledge of the author's specific poetics, on analytical-interpretive skills, and on defending one's arguments. A total of 60 hours of student work.
Teaching methods: interpretation, inductive-generalizing conversation, discussion, demonstration and analysis of concrete examples, analytical and interpretative work with the text, group work, problem-based tasks, guided self-study, e-learning

**Number of credits:** 2

**Recommended semester:** 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. Assessment includes:
• continuous reading of literary texts and completion of assignments in seminars on the theoretical knowledge and practical skills needed when working with literary texts in the educational process (60 points);
• presentation of a written final interpretation based on selected textual segments from the work of the read author, with emphasis on the application of the acquired knowledge of the author's specific poetics, analytical-interpretive skills and on the defence of one's arguments (40 points).
The course is completed with a grade resulting from the continuous monitoring of learning outcomes during the teaching part of the semester of study (100/0).
To pass the course, a minimum of 60 % of the points must be obtained (at least 60 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who scores less than 60 % on any component of the assessment (assignments: less than 36 points; final interpretation: less than 24 points).

A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of the basic theoretical background related to the development of cognitive, communicative, interpersonal and intrapersonal competences through literature for children and young people and of relevant works of literature for children and young people promoting pro-social, environmental and intercultural education of children and young people to the extent required, logically organises the facts presented in a flawless manner, can apply and adapt the acquired knowledge at an excellent level in specific approaches to literary texts applicable to the teaching of literature in school practice, has the ability to creatively solve individual tasks and assignments independently and imaginatively, also in a broader literary, cultural and social context, the linguistic and stylistic level of his/her speech is excellent, has well-developed skills for independent further learning;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of the basic theoretical background related to the development of cognitive, communicative, interpersonal and intrapersonal competences through literature for children and young people and of relevant works of literature for children and young people promoting pro-social, environmental and intercultural education of children and young people to the required extent, arranges the facts presented logically, with only minor errors, can apply and adapt the acquired knowledge very well in specific approaches to literary texts applicable to the teaching of literature in school practice, has the ability to independently solve individual tasks and assignments also in a broader literary, cultural and social context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: The student has a good understanding of the basic theoretical foundations associated with the development of cognitive, communicative, interpersonal and intrapersonal competencies through children's and young people's literature and of relevant works of children's and young people's literature promoting pro-social, environmental and intercultural education for children and young people to the required extent, arranges the presented facts appropriately and makes errors only in places, can reliably apply and adapt the acquired knowledge in concrete approaches to literary texts applicable to the teaching of literature in school practice, can reliably solve individual tasks and assignments independently, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: The student has satisfactory knowledge of the basic theoretical foundations associated with the development of cognitive, communicative, interpersonal and intrapersonal competencies through children's and young adult literature and of relevant works of children's and young adult literature promoting pro-social, environmental and intercultural education of children and young adults to the extent required, demonstrates some deficiencies in the organisation of facts, can satisfactorily apply the acquired knowledge in specific approaches to literary texts applicable to the teaching of literature in school practice, satisfactorily and predominantly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: The student demonstrates a minimum amount of knowledge of the basic theoretical foundations associated with the development of cognitive, communicative, interpersonal, and intrapersonal competencies through children's and young adult literature and relevant works of literature for children and young adults promoting prosocial, environmental and intercultural education of children and youth in the required scope and significant deficiencies in the organization of facts, can minimally apply the acquired knowledge in specific approaches to literary text usable in the teaching of literature in school practice, with significant help at a sufficient level to solve individual tasks and assignments, has minimal learning skills;

Fx (59 - 0 %, insufficient - additional work required): insufficient performance: The student does not demonstrate sufficient knowledge of the basic theoretical foundations associated with developing cognitive, communicative, interpersonal, and intrapersonal competencies through children's and young adult literature and relevant works of literature for children and young adults promoting prosocial, environmental and intercultural education of children and youth in the required scope, does not know the facts and their logical connections, cannot apply the acquired knowledge in specific approaches to literary texts applicable in teaching literature in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**

The student has knowledge of the basic theoretical foundations related to the development of cognitive, communicative, interpersonal and intrapersonal competences through literature for children and youth and relevant works of literature for children and youth supporting pro-social, environmental and intercultural education of children and youth, and is aware of their importance in the development of the pupil's value system. Is able to assess the value and artistic contribution of a literary work also in a social context. Can creatively and independently analyse and interpret literary texts, characterise the poeological and value specifics of the work of individual authors. Has acquired analytical and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts, understands the specifics and artistic value of selected literary texts, can actively seek new possibilities in the approach to a literary text in which he/she can conceptually, inventively and effectively use literature to develop cognitive, communicative, social and personal competences of a child/young person. Can also work with a variety of possible interpretations of the text in school practice. As a result of the analytical and critical approach to the literary text, the student's transferable competences are developed, because especially in the analytical-interpretive part, critical thinking, thinking in context, developing communicative and digital competences are emphasised, on the basis of which the student is able to solve specific tasks as well as to construct his/her own interpretations of literary texts. The student is prepared to readily perceive interpretations of literature in the following years of his/her studies. By solving problem-based tasks, the student has acquired the skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. He is not only prepared to deepen and develop the acquired knowledge, skills and competences in further bachelor's and then master's studies, but also to use them and creatively apply them in the school environment in the position of a teaching assistant, or for the needs of the publishing environment in the position of a text proofreader. The student is also able to convey information about literary-theoretical phenomena to the general public and to offer conclusions and literary-analytical justifications to lay audiences.

**Class syllabus:**

1. Intercultural education through literature for children and youth. European projects on intercultural education through children's books (e.g. BARFIE - Books and Reading for Intercultural Education, EPBC - European Picture Book Collection, etc.). Children's literature as a means of teaching a foreign language.
2. Pro-social education through children's fiction. The thematization of outsiderism. Education for empathy, tolerance and acceptance of differences determined by generational and social differences.
3. The thematisation of outsiderism. Education for empathy, tolerance and acceptance of differences that are determined by disabilities, racial, ethnic, religious, etc.

4. Socialisation (acquisition of social values and norms of behaviour) and personalisation of the child (encouraging the child's personal development as an individual) through literature for children and young people. The thematisation of the family in literature for children and young people as a space of positive emotional background, but also as a space of social and emotional destabilisation of the child.
5. The thematization of incomplete families and child upbringing without biological parents (substitute form of upbringing and care for children - orphanages, adoption, fostering) in literature for children and youth.
6. The thematization of friendship in literature for children and youth as a space of positive emotional background.
7. Socialization of the child in the environment of institutional school education. The thematization of socio-pathological phenomena in the school and out-of-school environment (bullying, truancy) in literature for children and youth.
8. The thematisation of socio-pathological phenomena (alcohol use, smoking, drug experimentation) in literature for children and youth.
9. Environmental education through children's fiction. Developing a positive emotional relationship with the natural environment. The thematisation of specific environmental issues in children's fiction.
10. Self-oriented fiction and non-fiction texts for children and youth. Familiarising children with folk culture, cultivating a relationship to traditions and folk customs. Promoting pride in specific historical events and facts, significant personalities of national, cultural and social life.
11. Formation of a cultured and cultivated reader. Cognitive and noncognitive prerequisites for the formation of literary culture. Synesthetic approach to the literary text. Projects developing the cultivated child reader (Reading Room, etc.).
The curriculum of the course covers a spectrum of cross-sectional and specialized knowledge, which also builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will acquire knowledge concerning the basic theoretical background related to the development of cognitive, communicative, interpersonal and intrapersonal competences through literature for children and youth and about relevant works of literature for children and youth promoting pro-social, environmental, intercultural and patriotic education of children and youth. Special emphasis will be placed on the thematization of outsiderism and its overcoming through empathy, tolerance and acceptance of differences, on the thematization of the complete and incomplete family, on friendship as an additional space of positive emotional background, on the thematization of socio-pathological phenomena in both school and out-of-school environments. Emphasis will be placed not only on the acquisition of social values and norms of behaviour (socialisation), but also on stimulating the personal development of the child/young person as an individual (personalisation). The student will learn about the cognitive and non-cognitive prerequisites for the formation of a literary culture, and will be familiar with projects that develop a cultivated child reader (e.g. the Reading Room project). The student will use the acquired knowledge appropriately when working with selected textual material. The student will be able to use literature conceptually, inventively and effectively to develop the cognitive, communicative, social and personal competences of the child/young person in which literature can serve in the development of the student's value system. The student will also be able to assess the value and artistic contribution of a literary work in a social context. The student will be able to justify and apply various methodological approaches to literary analysis and interpretation, and to use the experience of an artistic text in his/her own individual (reception and production) activity. He/she will develop his/her analytical skills with emphasis on independent and creative work. On the basis of the knowledge and skills acquired, he/she will be able to apply analytical-interpretive competencies

to other literary texts, to point out the interrelationships between them, and to reflect on new possibilities of literary analysis and interpretation. The student will also be oriented in the related practical and methodological knowledge that will be a prerequisite for his/her proper understanding of literary communication in the wider international context and the past in the courses of the continuing Master's degree. The student will acquire a base of knowledge and skills which he/she will deepen and develop in further bachelor's and subsequently master's studies, he/she will be able to use them and creatively apply them in the school environment in the position of a pedagogical assistant, later on for the analysis and selection of didactic materials from literature for children and youth with regard to teaching objectives, and possibly also for the needs of the publishing environment in the position of a text proofreader. The student will be guided to actively acquire information and effectively use cross-cutting and specialized knowledge, consolidate and develop his/her ability to formulate and defend arguments, and will be able to communicate theoretical knowledge and practical skills to a wider and lay public. An analytical and critical approach to a literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate in solving specific assignments as well as in constructing his/her own final interpretation. The student will creatively use appropriate and discipline-appropriate methods in solving problem-based assignments. Acquire the prerequisites and motivation to develop the skills necessary for further learning and to encourage students to actively acquire literary and historical knowledge. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, to plan and be actively responsible for his/her own learning, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes in the spirit of democracy.

**Recommended literature:**

Compulsory readings:

OBERT, V. 2003. Rozvíjanie literárnej kultúry žiakov. Bratislava: OG – Vydavateľstvo Poľana. 398 s. ISBN 80-89002-81-1. (selected sections)

VRÁBLOVÁ, T. 2017. Čítame, počúvame, vnímame v priestore knihy. Bratislava: Bibiana, medzinárodný dom umenia pre deti. 76 s. ISBN 978-80-89154-59-3. (selected sections)

Recommended readings:

BÍLIK, R. a kol. 2011. Teoretické aspekty jazykového a literárneho vzdelávania. Trnava: TYPI UNIVERSITATIS TYRNAVIENSIS. 114 s. ISBN 978-80-8082-497-6. (selected sections)

FAITHOVÁ, E. 2020. Výchovno-vzdelávacia funkcia publicistických, popularizačných a náučných žánrov a žánrov literatúry faktu v časopise Slniečko v rokoch 1927 – 1990. In: Philologia, roč. 30, č. 1, s. 49 – 73. (selected sections)

KALISKÝ, J. (Ed.). 2013. Dobro a zlo, alebo o morálke I. Psychologické a filozofické aspekty morálky v edukácii. Banská Bystrica: Univerzita Mateja Bela v Banskej Bystrici. 362 s. ISBN 978-80-557-0538-5. (selected sections)

Available on: https://www.pdf.umb.sk/app/cmsFile.php?disposition=a&ID=6658

MITROVÁ, A. 2020. Umelecký obraz ľudského znevýhodnenia v dráme pre deti a mládež (1850 – 2020). Prešov : Prešovská univerzita v Prešove. 160 s. ISBN 978-80-555-2599-0. (selected sections)

ŠRANK, J. 2009. Autorské texty s folklórnou dimenziou. Bratislava: Univerzita Komenského. 168 s. ISBN 978-80-223-2668-1. (selected sections)

BIBIANA, revue o umení pre deti a mládež. Available on: www.bibiana.sk/sk/archiv/digitalna-bibiana/revue-bibiana

O DIEŤATI, JAZYKU, LITERATÚRE. Časopis pre otázky rozvíjania komunikačnej a literárnej kompetencie.

Further study text on individual topics will be made available to students in electronic form.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 39

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 53,85 | 0,0 | 23,08 | 12,82 | 0,0 | 7,69 | 2,56 |

**Lecturers:** doc. Mgr. Jaroslav Šrank, PhD., Mgr. Eva Faithová, PhD.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex037/22 | Educational counselling |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 1., 3., 5., 7.

**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. Students are required to complete a midterm paper for 40 points and a midterm test for 60 points, for a total of 100 points. The condition for successful completion of the course is obtaining at least 60% of the maximum possible grade for the course. The grade is awarded on a scale:
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to 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.

**Learning outcomes:**
Learning outcomes and transferable competences:
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 system and master the prerequisites for the position of guidance counselor. Know the differences in the responsibilities of the class teacher, guidance counsellor or school counsellor in providing guidance on educational issues. They know the methods of educational counselling. They know strategies for the prevention of problem behaviour and understand their importance. They are able to apply the acquired knowledge in solving specific problem situations in educational practice. They are oriented in school career guidance. They 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 will be able to communicate their conclusions, think critically and think in context.

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

**Recommended literature:**
Compulsory reading:
HORVÁTHOVÁ, K. (2002). Aktuálne otázky výchovného poradenstva v školskej praxi. Bratislava: MPC Tomášikova, 57 s. ISBN 80-88796-25-3.
KNOTOVÁ, D. a kol. (2014). Školní poradenství. Praha: Grada. 258 s. ISBN 978-80-247-4502-2
Recommended reading:
DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IRIS. 144 s. ISBN 978-80-8200-034-7

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

**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. Štefánia Ferková, PhD., doc. PaedDr. Jitka Derková, PhD., Mgr. Vladimíra Zemančíková, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex037/22 | Educational counselling |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 2., 4., 6., 8.

**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. Students are required to complete a midterm paper for 40 points and a midterm test for 60 points, for a total of 100 points. The condition for successful completion of the course is obtaining at least 60% of the maximum possible grade for the course. The grade is awarded on a scale:
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to 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.

**Learning outcomes:**
Learning outcomes and transferable competences:
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 system and master the prerequisites for the position of guidance counselor. Know the differences in the responsibilities of the class teacher, guidance counsellor or school counsellor in providing guidance on educational issues. They know the methods of educational counselling. They know strategies for the prevention of problem behaviour and understand their importance. They are able to apply the acquired knowledge in solving specific problem situations in educational practice. They are oriented in school career guidance. They 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 will be able to communicate their conclusions, think critically and think in context.

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

**Recommended literature:**
Compulsory reading:
HORVÁTHOVÁ, K. (2002). Aktuálne otázky výchovného poradenstva v školskej praxi. Bratislava: MPC Tomášikova, 57 s. ISBN 80-88796-25-3.
KNOTOVÁ, D. a kol. (2014). Školní poradenství. Praha: Grada. 258 s. ISBN 978-80-247-4502-2
Recommended reading:
DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IRIS. 144 s. ISBN 978-80-8200-034-7

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

**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. Štefánia Ferková, PhD., doc. PaedDr. Jitka Derková, PhD., Mgr. Vladimíra Zemančíková, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex030/22 | Environmetal education |

**Educational activities:**
**Type of activities:** lecture
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 2., 4., 6., 8.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous 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 can apply environmental theory in the form of creating 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 links 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 in question 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: 4

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 0,0 | 0,0 | 50,0 | 0,0 | 0,0 | 0,0 | 50,0 |

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

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZex030/22 | **Course title:**<br>Environmetal education |
| **Educational activities:**<br>**Type of activities:** lecture<br>**Number of hours:**<br>**per week:** **per level/semester:** 5s<br>**Form of the course:** combined | |
| **Number of credits:** 3 | |
| **Recommended semester:** 1., 3., 5., 7. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Prerequisite subjects: none<br>Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment).<br>The student will be evaluated on an ongoing basis:<br>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<br>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.<br>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.<br>The rating is awarded on a scale:<br>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<br>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<br>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 can apply environmental theory in the form of creating 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 links 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 in question 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: 4

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 0,0 | 0,0 | 50,0 | 0,0 | 0,0 | 0,0 | 50,0 |

**Lecturers:**

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex007/22 | Ethics |

**Educational activities:**
**Type of activities:** seminar / lecture
**Number of hours:**
**per week: per level/semester:** 5s / 6s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Lecture + seminar, 6 hours + 5 hours (6sP+5sS), combined method
Student workload:
11 hours of teaching; 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, 33 hours of guided self-study. 160 hours in total.
Teaching methods:
In the individual preparation, it is mainly work with the text (selected passages from the works of major philosophers relevant to the subject) or critical reflection on other material (film); during the 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:**
The course will be completed by oral examination. Weighting of interim and final marks: 50/50
Interim 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:**
. 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:
Anzenbacher, A.: Úvod do etiky. Praha: Zvon, 1994
Čapek, J. et al.: Přístupy k etice II. Praha: Filosofia, 2015.
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: 34

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 35,29 | 0,0 | 38,24 | 5,88 | 5,88 | 0,0 | 14,71 |

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

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex007/22 | Ethics |

**Educational activities:**
**Type of activities:** seminar / lecture
**Number of hours:**
**per week:** **per level/semester:** 5s / 6s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Lecture + seminar, 6 hours + 5 hours (6sP+5sS), combined method
Student workload:
11 hours of teaching; 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, 33 hours of guided self-study. 160 hours in total.
Teaching methods:
In the individual preparation, it is mainly work with the text (selected passages from the works of major philosophers relevant to the subject) or critical reflection on other material (film); during the 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:** 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The course will be completed by oral examination. Weighting of interim and final marks: 50/50
Interim 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:**
. 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:
Anzenbacher, A.: Úvod do etiky. Praha: Zvon, 1994
Čapek, J. et al.: Přístupy k etice II. Praha: Filosofia, 2015.
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: 34

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 35,29 | 0,0 | 38,24 | 5,88 | 5,88 | 0,0 | 14,71 |

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

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex016/22 | Ethics and professional ethics |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 2., 4., 6., 8.

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

**Learning outcomes:**
Learning outcomes and transferable competences:
Learning objectives and outcomes:
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: 12

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 66,67 | 0,0 | 8,33 | 8,33 | 0,0 | 0,0 | 16,67 |

**Lecturers:** Mgr. Michal Bizoň, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex016/22 | Ethics and professional ethics |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 1., 3., 5., 7.

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

**Learning outcomes:**
Learning outcomes and transferable competences:
Learning objectives and outcomes:
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: 12

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 66,67 | 0,0 | 8,33 | 8,33 | 0,0 | 0,0 | 16,67 |

**Lecturers:** Mgr. Michal Bizoň, PhD.

**Last change:** 08.11.2022

**Approved by:**

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZex024/22 | **Course title:**<br>Family education |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** **per level/semester:** 5s<br>**Form of the course:** combined | |
| **Number of credits:** 3 | |
| **Recommended semester:** 2., 4., 6., 8. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Prerequisite subjects: none<br>Prerequisites for successful completion of the course:<br>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).<br>The rating is awarded on a scale:<br>A (100-91%, excellent - excellent results with only minimal errors),<br>B (90-81%, very good - above average results with minor errors),<br>C (80-73%, good - normal reliable work, average results),<br>D (72-66%, satisfactory - acceptable results, but significant errors occur),<br>E (65-60%, sufficient - results meet minimum criteria),<br>Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).<br>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.<br>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.<br>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 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: 116

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 58,62 | 0,0 | 12,93 | 5,17 | 3,45 | 4,31 | 15,52 |

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

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex024/22 | Family education |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 1., 3., 5., 7.

**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 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 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: 116

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 58,62 | 0,0 | 12,93 | 5,17 | 3,45 | 4,31 | 15,52 |

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

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex016/22 | Gender aspects in education and training |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of teaching, 23 hours of working on assignments during the semester, 32 hours of continuous study of the literature and preparation for the 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%, 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: 32

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 84,38 | 0,0 | 3,13 | 0,0 | 6,25 | 0,0 | 6,25 |

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

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex016/22 | Gender aspects in education and training |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of teaching, 23 hours of working on assignments during the semester, 32 hours of continuous study of the literature and preparation for the 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%, 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**<br>Total number of evaluated students: 32 | | | | | | |
|---|---|---|---|---|---|---|
| A | ABS | B | C | D | E | FX |
| 84,38 | 0,0 | 3,13 | 0,0 | 6,25 | 0,0 | 6,25 |
| **Lecturers:** Mgr. Katarína Minarovičová, PhD. | | | | | | |
| **Last change:** 11.09.2023 | | | | | | |
| **Approved by:** | | | | | | |

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex018/22 | Gender aspects of education |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 2., 4., 6., 8.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
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 teaching 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 and transferable competences:
Learning objectives and 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.
Educational 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: 95

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 76,84 | 0,0 | 5,26 | 3,16 | 2,11 | 2,11 | 10,53 |

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

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex018/22 | Gender aspects of education |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 1., 3., 5., 7.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
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 teaching 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 and transferable competences:
Learning objectives and 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.
Educational 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: 95

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 76,84 | 0,0 | 5,26 | 3,16 | 2,11 | 2,11 | 10,53 |

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

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex004/22 | General theory of instruction |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 8s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Type, scope and methods of educational activities:
lecture+seminar, 20 hours per semester, combined
Student workload: 20 hours of teaching, 13 hours of guided self-study; 36 hours of seminar paper preparation, 11 hours of mid-term assessment preparation, 40 hours of exam preparation. Total 120 hours of student work.
Educational methods: lecture, interpretation, problem-based interpretation, discussion methods, individual work, small group work, mind mapping, didactic games, problem-based methods, situation analysis methods, guided self-study
Number of credits: 4
Recommended semester: 3rd - 4th semester
Level of study: 1st degree
Prerequisite subjects: none

**Number of credits:** 4

**Recommended semester:** 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The course is completed by examination, the weighting of the interim and final assessment is 50/50. Students work on continuous work during the semester (setting objectives, taxonomy of objectives, creation of material aids, creation of didactic test, ...). Intermediate works are evaluated for 20 points. At the end of the intermediate teaching they hand in the semester work - methodical preparation for the teaching unit. The semester work is evaluated for 30 points. During the examination period, they take an oral final examination. The final assessment is worth 50 points. The successful completion of the course is subject to obtaining at least 60 % of the maximum possible grade for the course.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, well - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)

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

**Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

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

Transferable competences:

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

Brief outline of the course:

General didactics as a basic pedagogical discipline studies the educational process in all its complexity. Didactics helps students to develop and become aware of basic pedagogical knowledge, to understand didactic interrelationships in teaching. It emphasizes the basic concepts and theories of teaching, for the formation of students' individual conceptions of teaching. Makes accessible the formation and essence of basic didactic principles, pedagogical documents and objectives in the teaching process. It leads students to confront theory with practice, to understand a concept in relation to a specific educational activity, to the specific work of the teacher, but above all in relation to the pupil. It characterises the whole process of preparing a teaching unit, through the interaction of teacher and pupils, i.e. through methods, organisational forms and material means.

Topics:

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

**Class syllabus:**

Brief outline of the course:

General didactics as a basic pedagogical discipline studies the educational process in all its complexity. Didactics helps students to develop and become aware of basic pedagogical knowledge,

to understand didactic interrelationships in teaching. It emphasizes the basic concepts and theories of teaching, for the formation of students' individual conceptions of teaching. Makes accessible the formation and essence of basic didactic principles, pedagogical documents and objectives in the teaching process. It leads students to confront theory with practice, to understand a concept in relation to a specific educational activity, to the specific work of the teacher, but above all in relation to the pupil. It characterises the whole process of preparing a teaching unit, through the interaction of teacher and pupils, i.e. through methods, organisational forms and material means.
Topics:
Historical and contemporary conceptions of general didactics. General didactics as a basic pedagogical discipline and its relation to other sciences. The personality of the pupil and the teacher. Basic pedagogical documents. Didactic principles. Pupils' learning styles and teachers' teaching styles. Didactical analysis of the curriculum. Educational objectives, taxonomies of objectives. Theories and concepts of education. Traditional and activating teaching methods. System of organizational forms. Teaching process, its stages and their analysis. Material teaching means - teaching aids, didactic technology and their importance. Assessment, screening, classification

**Recommended literature:**

KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. (2017). Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov: Rokus. 370 s., ISBN 978-80-8951-061-0
Recommended reading:
ČAPEK, R. (2015). Moderní didaktika. Lexikon výukových a hodnoticích metod. Praha: Grada. 624s., ISBN 978-80-247-3450-7
ČAPEK, R. (2020). Uč jako umělec. Brno: Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
KOMENSKÝ, J. A.1954. Veľká didaktika. Bratislava: SPN, 272 s. ISBN 9-3264/53
KOSTRUB, D. (2008). 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.
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, s.114-122. ISBN 978-83-62160-20-4.
OBDRŽÁLEK, Z. a kol. (2003). Didaktika pre študentov učiteľstva ZŠ. Bratislava: Univerzita Komenského, 2003.
OSTRADICKÝ, P. (2017). Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017. - Brno: Masarykova univerzita, 2017. ISBN 978-80-87952-22-1. - S. 843-852.
PETLÁK, E. (2016). Všeobecná didaktika. Bratislava: IRIS, 322 s. ISBN: 978-80-8153-064-7
TÓBLOVÁ, E. (2019). Aktivizujúce vyučovacie metódy. Bratislava: Univerzita Komenského. ISBN 978-80-223-4817-1
TÓBLOVÁ,, E. a kol. (2017). The analysis of educational needs of managing teaching staff in schools in the Slovak Republic. Modern Journal of Language Teaching Methods. - Vol. 7, no. 5 (2017), p. 11-17. ISSN 2251-6204
TÓBLOVÁ,, E. a kol. (2017). Inovácia pregraduálnej prípravy učiteľov v oblasti didakticko-technologických kompetencií. Innovation of the pregraduate teacher training aimed at the didactic-technological competence development. Autoevaluační kultura a kvalita vzdělávání. Praha: Extrasystem, 2017. - ISBN 978-80-87570-36-4. - S. 91-95
TUREK,I. (2014). Didaktika. Bratislava: Wolters Kluwer, 2014, ISBN 978-80-8168-004-5
ZORMANOVÁ, L. (2014). Obecná didaktika. Praha: Grada. ISBN 978-80-247-4590-9

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

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

**Past grade distribution**
Total number of evaluated students: 106

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 39,62 | 0,0 | 16,04 | 16,04 | 9,43 | 7,55 | 11,32 |

**Lecturers:** Ing. Eva Tóblová, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex004/22 | General theory of instruction |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week: per level/semester:** 8s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Type, scope and methods of educational activities:
lecture+seminar, 20 hours per semester, combined
Student workload: 20 hours of teaching, 13 hours of guided self-study; 36 hours of seminar paper preparation, 11 hours of mid-term assessment preparation, 40 hours of exam preparation. Total 120 hours of student work.
Educational methods: lecture, interpretation, problem-based interpretation, discussion methods, individual work, small group work, mind mapping, didactic games, problem-based methods, situation analysis methods, guided self-study
Number of credits: 4
Recommended semester: 3rd - 4th semester
Level of study: 1st degree
Prerequisite subjects: none

**Number of credits:** 4

**Recommended semester:** 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The course is completed by examination, the weighting of the interim and final assessment is 50/50. Students work on continuous work during the semester (setting objectives, taxonomy of objectives, creation of material aids, creation of didactic test, ...). Intermediate works are evaluated for 20 points. At the end of the intermediate teaching they hand in the semester work - methodical preparation for the teaching unit. The semester work is evaluated for 30 points. During the examination period, they take an oral final examination. The final assessment is worth 50 points. The successful completion of the course is subject to obtaining at least 60 % of the maximum possible grade for the course.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, well - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)

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

**Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

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

Transferable competences:

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

Brief outline of the course:

General didactics as a basic pedagogical discipline studies the educational process in all its complexity. Didactics helps students to develop and become aware of basic pedagogical knowledge, to understand didactic interrelationships in teaching. It emphasizes the basic concepts and theories of teaching, for the formation of students' individual conceptions of teaching. Makes accessible the formation and essence of basic didactic principles, pedagogical documents and objectives in the teaching process. It leads students to confront theory with practice, to understand a concept in relation to a specific educational activity, to the specific work of the teacher, but above all in relation to the pupil. It characterises the whole process of preparing a teaching unit, through the interaction of teacher and pupils, i.e. through methods, organisational forms and material means.

Topics:

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

**Class syllabus:**

Brief outline of the course:

General didactics as a basic pedagogical discipline studies the educational process in all its complexity. Didactics helps students to develop and become aware of basic pedagogical knowledge,

to understand didactic interrelationships in teaching. It emphasizes the basic concepts and theories of teaching, for the formation of students' individual conceptions of teaching. Makes accessible the formation and essence of basic didactic principles, pedagogical documents and objectives in the teaching process. It leads students to confront theory with practice, to understand a concept in relation to a specific educational activity, to the specific work of the teacher, but above all in relation to the pupil. It characterises the whole process of preparing a teaching unit, through the interaction of teacher and pupils, i.e. through methods, organisational forms and material means.
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**Recommended literature:**

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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ČAPEK, R. (2020). Uč jako umělec. Brno: Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
KOMENSKÝ, J. A.1954. Veľká didaktika. Bratislava: SPN, 272 s. ISBN 9-3264/53
KOSTRUB, D. (2008). Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6.
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OBDRŽÁLEK, Z. a kol. (2003). Didaktika pre študentov učiteľstva ZŠ. Bratislava: Univerzita Komenského, 2003.
OSTRADICKÝ, P. (2017). Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017. - Brno: Masarykova univerzita, 2017. ISBN 978-80-87952-22-1. - S. 843-852.
PETLÁK, E. (2016). Všeobecná didaktika. Bratislava: IRIS, 322 s. ISBN: 978-80-8153-064-7
TÓBLOVÁ, E. (2019). Aktivizujúce vyučovacie metódy. Bratislava: Univerzita Komenského. ISBN 978-80-223-4817-1
TÓBLOVÁ,, E. a kol. (2017). The analysis of educational needs of managing teaching staff in schools in the Slovak Republic. Modern Journal of Language Teaching Methods. - Vol. 7, no. 5 (2017), p. 11-17. ISSN 2251-6204
TÓBLOVÁ,, E. a kol. (2017). Inovácia pregraduálnej prípravy učiteľov v oblasti didakticko-technologických kompetencií. Innovation of the pregraduate teacher training aimed at the didactic-technological competence development. Autoevaluační kultura a kvalita vzdělávání. Praha: Extrasystem, 2017. - ISBN 978-80-87570-36-4. - S. 91-95
TUREK,I. (2014). Didaktika. Bratislava: Wolters Kluwer, 2014, ISBN 978-80-8168-004-5
ZORMANOVÁ, L. (2014). Obecná didaktika. Praha: Grada. ISBN 978-80-247-4590-9

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

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

**Past grade distribution**
Total number of evaluated students: 106

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 39,62 | 0,0 | 16,04 | 16,04 | 9,43 | 7,55 | 11,32 |

**Lecturers:** Ing. Mgr. Jozef Strakoš, PhD., prof. PaedDr. Dušan Kostrub, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex019/22 | Global and development studies |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Seminar, 5 hours per semester, combined method
Student workload: 5 hours of direct teaching, 20 hours of midterm test preparation, 18 hours of midterm assignment preparation, 17 hours of guided self-study. Total: 60 hours.
Teaching methods: Problem-based explanation and discussion of the topics covered.

**Number of credits:** 2

**Recommended semester:** 8.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Weighting of interim/final assessment: 100/0
The interim assessment includes an interim written assignment on global development education (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:**
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: 15

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 73,33 | 0,0 | 6,67 | 0,0 | 0,0 | 0,0 | 20,0 |

**Lecturers:**

**Last change:** 11.09.2023

| **Approved by:** |
| --- |

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex019/22 | Global and development studies |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Seminar, 5 hours per semester, combined method
Student workload: 5 hours of direct teaching, 20 hours of midterm test preparation, 18 hours of midterm assignment preparation, 17 hours of guided self-study. Total: 60 hours.
Teaching methods: Problem-based explanation and discussion of the topics covered.

**Number of credits:** 2

**Recommended semester:** 7.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Weighting of interim/final assessment: 100/0
The interim assessment includes an interim written assignment on global development education (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:**
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: 15

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 73,33 | 0,0 | 6,67 | 0,0 | 0,0 | 0,0 | 20,0 |

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

**Last change:** 11.09.2023

| **Approved by:** |
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## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex024/22 | History of European culture |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 2

**Recommended semester:** 1., 3., 5., 7.

**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-VOBex024/22 | History of European culture |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 2

**Recommended semester:** 2., 4., 6., 8.

**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.KSJL/B-SLOex011/22 | History of Slovak literature of the 20th century I |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 12s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: lecture + seminar, total 26 hours per semester, combined form (primarily in-person)
Student workload: 26 hours of direct teaching (13 hours lecture + 13 hours seminar); 14 hours preparation for the midterm test; 14 hours preparation of the seminar paper; 66 hours study of literature and preparation for the oral examination. A total of 120 hours of student work.
Teaching methods: lecture, demonstration, dialogue with students, dialogue in a group of students, group work, problem-based tasks, application of theoretical knowledge to practical examples, analytical and interpretative work with a literary text, e-learning, guided self-study

**Number of credits:** 4

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. Assessment includes:
• continuous completion of micro-assignments in seminars (10 points);
• a continuous written test on literary history (during the semester, covering the first 5 topics, 10 points);
• the preparation of a seminar paper (30 points), which analytically and interpretively examines a selected problem of one work from the list of required fiction;
• an oral examination on specialist knowledge and analytical-interpretive skills (50 points).
The course culminates in an assessment resulting from an interim review of learning outcomes during the instructional portion of the semester of study and a final review of learning outcomes (50/50).
To pass the course, a minimum of 60 % of the points must be obtained. A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points.
Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (micro-assessments: less than 6 points; mid-term test: less than 6 points; seminar paper: less than 18 points; oral examination: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - excellent results): excellent performance: the student has excellent knowledge of the 1st half of the 20th century Slovak literature. The student has excellent knowledge

of Slovak literature of the 20th century in the required scope, logically arranges the presented literary-historical facts flawlessly, he/she can apply and adapt the acquired literary-scientific knowledge excellently when working with a literary text in school practice, he/she has the ability to solve individual tasks and assignments independently and imaginatively in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is excellent, he/she has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of the 1st half of the 20th century Slovak literature. The student has a very good knowledge of Slovak literature of the 20th century to the required extent, he/she arranges the presented literary-historical facts logically, with only minor errors, he/she can apply and adapt the acquired literary knowledge very well when working with a literary text in school practice, he/she has a very good the ability to solve individual tasks and assignments independently in a broader literary, literary-historical and cultural context; the linguistic and stylistic level of his/her expression is very good; he/she has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of the 1st half of the 20th century Slovak literature. The student has a good knowledge of Slovak literature of the 20th century in the required range, appropriately arranges the presented literary-historical facts and makes only occasional mistakes, can reliably apply and adapt the acquired literary-historical knowledge when working with a literary text in school practice, independently and reliably solves individual tasks and assignments, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of the 1st half of the 20th century Slovak literature. The student has satisfactory knowledge of Slovak literature of the 20th century in the required range, shows some deficiencies in the arrangement of literary-historical facts, satisfactorily applies the acquired literary-scientific knowledge and existing procedures for working with literary text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of the 1st half of the 20th century Slovak literature. The student demonstrates a satisfactory level of knowledge of 20th century Slovak literature to the required extent and significant deficiencies in the organisation of literary-historical facts, is minimally able to apply acquired literary knowledge and existing procedures for working with literary text in school practice, solves individual tasks and assignments with significant help at a sufficient level, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the 1st half of the 20th century Slovak literature. The student has insufficient knowledge of Slovak literature of the 20th century in the required extent, does not know literary-historical facts and their logical connections, cannot apply the acquired literary knowledge when working with a literary text in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**

The student has a synthetic knowledge of Slovak literature of 1918 - 1948. He/she has acquired knowledge of the existing literary-historical models of this period and of the fundamental literary-theoretical reflections of its key authors and literary works. It has acquired knowledge of the literary culture of the period in the context of contemporary political, social, cultural and civilizational processes, of periodization models and internal differentiation of original Slovak works of this era. In a representative spectrum, it is familiar with individual modern and avant-garde tendencies and directions, group and individual ideological and aesthetic initiatives and poetics. He is aware of the value of the linguistic-cultural originality of Slovak literature and has cultivated a sense of its

organic links to universal humanistic value bases. As a result of the seminar part of the course, the student develops analytical and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skills to communicate facts, concepts, and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. He/she is prepared to deepen and develop the acquired knowledge and skills in further bachelor and master studies and is also able to use and creatively apply them in the school environment in the position of a pedagogical assistant or for the needs of the publishing environment. He is also able to convey basic information about Slovak literature of 1918-1948 to the general public, and thus offer certain conclusions and justifications to lay readers as well. He has also developed a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

**Class syllabus:**

1. Slovak literature after 1918 in the context of contemporary political, social, cultural-civilisational and other transformations.
2. Periodization models of literary development in 1918-1948, generational, functional, ideological-aesthetic and other differentiation of literature.
3. Literary development in the modernist stage (1918-1935): modern and avant-garde tendencies and individual concretizations (realism, naturalism, second modernism, symbolism, expressionism).
4. Panorama of opinion, stylistic and thematic differentiation in the poetry of the 1920s and 1930s (J. Smrek, E. B. Lukáč, L. Novomeský and others).
5. Panorama of opinion, stylistic and thematic differentiation in the prose of the 1920s and 1930s (J. Hrušovský, J. C. Hronský, M. Urban and others).
6. Social, intra-literary and individual motivations of the formation of the avant-garde literary model (1935-1948).
7. Avant-garde literary directions in poetry: surrealism, Catholic modernism.
8. Avant-garde literary directions in prose: socialist realism, naturism.
9. The literary situation in the years of the authoritarian nation-state 1939-1945.
10. Literary situation in the conditions of limited democracy in the years 1945 - 1948.
11. Developmental tendencies in Slovak literature in the 1930s and 1940s (social novel, historical novel, chamber psychological prose, poets of the sujet, poetry of the native nest, apocalyptic-utopian poetry, ódico-elegic lyric).

The curriculum of the course covers a spectrum of cross-sectional and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will deepen and develop his/her knowledge of the conditions in which Slovak literature existed between 1918 and 1948, its literary-historical concepts and literary-critical reflection. Particular emphasis will be placed on distinguishing the conditions for the existence of literature in the democratic pre-war, authoritarian wartime and limited democratic post-war social context. The student will deepen and develop knowledge of internal periodization, generational, functional and ideological-aesthetic differentiation, and genre-thematic forms, and of representative supra-individual developmental formations (realism, Symbolism, Naturalism, Second Modernism, Expressionism, Proletarian Poetry, Vitalism, Poeticism, Surrealism, Catholic Modernism, Socialist Realism, Naturism) and the individual creative efforts of representative authors. Aesthetically extraordinary works will be the focus of attention. A sound orientation of the student in the problems of literature of the first half of the 20th century and the related practical and methodological

knowledge will be a prerequisite for his/her proper understanding of the past in the courses of the continuing degree and an important part of preparation for the teaching profession corresponding to the current needs of school practice. The student will be prepared to deepen and develop the acquired theoretical knowledge and practical skills in further bachelor and master studies and to use them purposefully and creatively in the school environment in the position of a teaching assistant, possibly also for the needs of the publishing environment. The student will acquire a base of knowledge and skills that will be a professional prerequisite for the analysis and selection of didactic materials from Slovak literature with regard to teaching objectives, a prerequisite for the analysis and evaluation of educational activities and for solving common problems in the teaching of Slovak language and literature. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, to modify his/her knowledge in doing so, and to creatively use the appropriate and adequate methods of the discipline. The theoretical knowledge and practical skills acquired by the student will be able to be communicated to a wider and lay public. An analytical and critical approach to a literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate by solving specific assignments as well as by compiling his/her own analytical-interpretive term paper. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and civic attitudes in the spirit of democracy.

**Recommended literature:**

Compulsory readings:

ČÚZY, L. a kol. 2005. Panoráma slovenskej literatúry II. Bratislava: Slovenské pedagogické nakladateľstvo. 176 s. ISBN 80-10-00846-X. (selected sections)

ŠMATLÁK, S. 2001. Dejiny slovenskej literatúry II. Bratislava: Literárne informačné centrum. 559 s. ISBN 978-80-89222-29-2. (selected sections)

Recommended readings:

CHMEL, R. a kol. 2006. Slovník diel slovenskej literatúry 20. storočia. Bratislava: Kalligram, Ústav slovenskej literatúry SAV. 528 s. ISBN 80-7149-918-8. (selected dictionary entries)

ŠRANK, J. 2019. Reč električiek v slovenskej poézii. In: Vlna, roč. 21, č. 81, s. 16 – 21.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 26

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 11,54 | 0,0 | 19,23 | 19,23 | 11,54 | 11,54 | 26,92 |

**Lecturers:** doc. Mgr. Jaroslav Šrank, PhD.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex011/22 | History of Slovak literature of the 20th century I |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 12s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: lecture + seminar, total 26 hours per semester, combined form (primarily in-person)
Student workload: 26 hours of direct teaching (13 hours lecture + 13 hours seminar); 14 hours preparation for the midterm test; 14 hours preparation of the seminar paper; 66 hours study of literature and preparation for the oral examination. A total of 120 hours of student work.
Teaching methods: lecture, demonstration, dialogue with students, dialogue in a group of students, group work, problem-based tasks, application of theoretical knowledge to practical examples, analytical and interpretative work with a literary text, e-learning, guided self-study

**Number of credits:** 4

**Recommended semester:** 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. Assessment includes:
• continuous completion of micro-assignments in seminars (10 points);
• a continuous written test on literary history (during the semester, covering the first 5 topics, 10 points);
• the preparation of a seminar paper (30 points), which analytically and interpretively examines a selected problem of one work from the list of required fiction;
• an oral examination on specialist knowledge and analytical-interpretive skills (50 points).
The course culminates in an assessment resulting from an interim review of learning outcomes during the instructional portion of the semester of study and a final review of learning outcomes (50/50).
To pass the course, a minimum of 60 % of the points must be obtained. A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points.
Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (micro-assessments: less than 6 points; mid-term test: less than 6 points; seminar paper: less than 18 points; oral examination: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - excellent results): excellent performance: the student has excellent knowledge of the 1st half of the 20th century Slovak literature. The student has excellent knowledge

of Slovak literature of the 20th century in the required scope, logically arranges the presented literary-historical facts flawlessly, he/she can apply and adapt the acquired literary-scientific knowledge excellently when working with a literary text in school practice, he/she has the ability to solve individual tasks and assignments independently and imaginatively in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is excellent, he/she has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of the 1st half of the 20th century Slovak literature. The student has a very good knowledge of Slovak literature of the 20th century to the required extent, he/she arranges the presented literary-historical facts logically, with only minor errors, he/she can apply and adapt the acquired literary knowledge very well when working with a literary text in school practice, he/she has a very good the ability to solve individual tasks and assignments independently in a broader literary, literary-historical and cultural context; the linguistic and stylistic level of his/her expression is very good; he/she has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of the 1st half of the 20th century Slovak literature. The student has a good knowledge of Slovak literature of the 20th century in the required range, appropriately arranges the presented literary-historical facts and makes only occasional mistakes, can reliably apply and adapt the acquired literary-historical knowledge when working with a literary text in school practice, independently and reliably solves individual tasks and assignments, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of the 1st half of the 20th century Slovak literature. The student has satisfactory knowledge of Slovak literature of the 20th century in the required range, shows some deficiencies in the arrangement of literary-historical facts, satisfactorily applies the acquired literary-scientific knowledge and existing procedures for working with literary text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of the 1st half of the 20th century Slovak literature. The student demonstrates a satisfactory level of knowledge of 20th century Slovak literature to the required extent and significant deficiencies in the organisation of literary-historical facts, is minimally able to apply acquired literary knowledge and existing procedures for working with literary text in school practice, solves individual tasks and assignments with significant help at a sufficient level, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the 1st half of the 20th century Slovak literature. The student has insufficient knowledge of Slovak literature of the 20th century in the required extent, does not know literary-historical facts and their logical connections, cannot apply the acquired literary knowledge when working with a literary text in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**

The student has a synthetic knowledge of Slovak literature of 1918 - 1948. He/she has acquired knowledge of the existing literary-historical models of this period and of the fundamental literary-theoretical reflections of its key authors and literary works. It has acquired knowledge of the literary culture of the period in the context of contemporary political, social, cultural and civilizational processes, of periodization models and internal differentiation of original Slovak works of this era. In a representative spectrum, it is familiar with individual modern and avant-garde tendencies and directions, group and individual ideological and aesthetic initiatives and poetics. He is aware of the value of the linguistic-cultural originality of Slovak literature and has cultivated a sense of its

organic links to universal humanistic value bases. As a result of the seminar part of the course, the student develops analytical and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skills to communicate facts, concepts, and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. He/she is prepared to deepen and develop the acquired knowledge and skills in further bachelor and master studies and is also able to use and creatively apply them in the school environment in the position of a pedagogical assistant or for the needs of the publishing environment. He is also able to convey basic information about Slovak literature of 1918-1948 to the general public, and thus offer certain conclusions and justifications to lay readers as well. He has also developed a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

**Class syllabus:**

1. Slovak literature after 1918 in the context of contemporary political, social, cultural-civilisational and other transformations.
2. Periodization models of literary development in 1918-1948, generational, functional, ideological-aesthetic and other differentiation of literature.
3. Literary development in the modernist stage (1918-1935): modern and avant-garde tendencies and individual concretizations (realism, naturalism, second modernism, symbolism, expressionism).
4. Panorama of opinion, stylistic and thematic differentiation in the poetry of the 1920s and 1930s (J. Smrek, E. B. Lukáč, L. Novomeský and others).
5. Panorama of opinion, stylistic and thematic differentiation in the prose of the 1920s and 1930s (J. Hrušovský, J. C. Hronský, M. Urban and others).
6. Social, intra-literary and individual motivations of the formation of the avant-garde literary model (1935-1948).
7. Avant-garde literary directions in poetry: surrealism, Catholic modernism.
8. Avant-garde literary directions in prose: socialist realism, naturism.
9. The literary situation in the years of the authoritarian nation-state 1939-1945.
10. Literary situation in the conditions of limited democracy in the years 1945 - 1948.
11. Developmental tendencies in Slovak literature in the 1930s and 1940s (social novel, historical novel, chamber psychological prose, poets of the sujet, poetry of the native nest, apocalyptic-utopian poetry, ódico-elegic lyric).

The curriculum of the course covers a spectrum of cross-sectional and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will deepen and develop his/her knowledge of the conditions in which Slovak literature existed between 1918 and 1948, its literary-historical concepts and literary-critical reflection. Particular emphasis will be placed on distinguishing the conditions for the existence of literature in the democratic pre-war, authoritarian wartime and limited democratic post-war social context. The student will deepen and develop knowledge of internal periodization, generational, functional and ideological-aesthetic differentiation, and genre-thematic forms, and of representative supra-individual developmental formations (realism, Symbolism, Naturalism, Second Modernism, Expressionism, Proletarian Poetry, Vitalism, Poeticism, Surrealism, Catholic Modernism, Socialist Realism, Naturism) and the individual creative efforts of representative authors. Aesthetically extraordinary works will be the focus of attention. A sound orientation of the student in the problems of literature of the first half of the 20th century and the related practical and methodological

knowledge will be a prerequisite for his/her proper understanding of the past in the courses of the continuing degree and an important part of preparation for the teaching profession corresponding to the current needs of school practice. The student will be prepared to deepen and develop the acquired theoretical knowledge and practical skills in further bachelor and master studies and to use them purposefully and creatively in the school environment in the position of a teaching assistant, possibly also for the needs of the publishing environment. The student will acquire a base of knowledge and skills that will be a professional prerequisite for the analysis and selection of didactic materials from Slovak literature with regard to teaching objectives, a prerequisite for the analysis and evaluation of educational activities and for solving common problems in the teaching of Slovak language and literature. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, to modify his/her knowledge in doing so, and to creatively use the appropriate and adequate methods of the discipline. The theoretical knowledge and practical skills acquired by the student will be able to be communicated to a wider and lay public. An analytical and critical approach to a literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate by solving specific assignments as well as by compiling his/her own analytical-interpretive term paper. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and civic attitudes in the spirit of democracy.

**Recommended literature:**

Compulsory readings:

ČÚZY, L. a kol. 2005. Panoráma slovenskej literatúry II. Bratislava: Slovenské pedagogické nakladateľstvo. 176 s. ISBN 80-10-00846-X. (selected sections)

ŠMATLÁK, S. 2001. Dejiny slovenskej literatúry II. Bratislava: Literárne informačné centrum. 559 s. ISBN 978-80-89222-29-2. (selected sections)

Recommended readings:

CHMEL, R. a kol. 2006. Slovník diel slovenskej literatúry 20. storočia. Bratislava: Kalligram, Ústav slovenskej literatúry SAV. 528 s. ISBN 80-7149-918-8. (selected dictionary entries)

ŠRANK, J. 2019. Reč električiek v slovenskej poézii. In: Vlna, roč. 21, č. 81, s. 16 – 21.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 26

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 11,54 | 0,0 | 19,23 | 19,23 | 11,54 | 11,54 | 26,92 |

**Lecturers:** doc. Mgr. Jaroslav Šrank, PhD.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex013/22 | History of Slovak literature of the 20th century II |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 14s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: lecture + seminar, total 26 hours per semester, combined form (primarily in-person)
Student workload: 26 hours of direct teaching (13 hours lecture + 13 hours seminar); 14 hours preparation for the midterm test; 14 hours preparation of the seminar paper; 66 hours study of literature and preparation for the oral examination. A total of 120 hours of student work.
Teaching methods: lecture, demonstration, dialogue with students, dialogue in a group of students, group work, problem-based tasks, application of theoretical knowledge to practical examples, analytical and interpretative work with a literary text, e-learning, guided self-study

**Number of credits:** 4

**Recommended semester:** 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. Assessment includes:
• continuous completion of micro-assignments in seminars (10 points);
• a continuous written test on literary history (during the semester, covering the first 5 topics, 10 points);
• the preparation of a seminar paper (30 points), which analytically and interpretively examines a selected problem of one work from the list of required fiction;
• an oral examination on specialist knowledge and analytical-interpretive skills (50 points).
The course culminates in an assessment resulting from an interim review of learning outcomes during the instructional portion of the semester of study and a final review of learning outcomes (50/50).
To pass the course, a minimum of 60 % of the points must be obtained. A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points.
Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (micro-assessments: less than 6 points; mid-term test: less than 6 points; seminar paper: less than 18 points; oral examination: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - excellent results): excellent performance: the student has excellent knowledge of the 2nd half of the 20th century Slovak literature. The student has excellent

knowledge of Slovak literature of the 20th century in the required scope, logically arranges the presented literary-historical facts flawlessly, he/she can apply and adapt the acquired literary-scientific knowledge excellently when working with a literary text in school practice, he/she has the ability to solve individual tasks and assignments independently and imaginatively in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is excellent, he/she has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of the 2nd half of the 20th century Slovak literature. The student has a very good knowledge of Slovak literature of the 20th century to the required extent, he/she arranges the presented literary-historical facts logically, with only minor errors, he/she can apply and adapt the acquired literary knowledge very well when working with a literary text in school practice, he/she has a very good the ability to solve individual tasks and assignments independently in a broader literary, literary-historical and cultural context; the linguistic and stylistic level of his/her expression is very good; he/she has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of the 2nd half of the 20th century Slovak literature. The student has a good knowledge of Slovak literature of the 20th century in the required range, appropriately arranges the presented literary-historical facts and makes only occasional mistakes, can reliably apply and adapt the acquired literary-historical knowledge when working with a literary text in school practice, independently and reliably solves individual tasks and assignments, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of the 2nd half of the 20th century Slovak literature. The student has satisfactory knowledge of Slovak literature of the 20th century in the required range, shows some deficiencies in the arrangement of literary-historical facts, satisfactorily applies the acquired literary-scientific knowledge and existing procedures for working with literary text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of the 2nd half of the 20th century Slovak literature. The student demonstrates a satisfactory level of knowledge of 20th century Slovak literature to the required extent and significant deficiencies in the organisation of literary-historical facts, is minimally able to apply acquired literary knowledge and existing procedures for working with literary text in school practice, solves individual tasks and assignments with significant help at a sufficient level, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the 2nd half of the 20th century Slovak literature. The student has insufficient knowledge of Slovak literature of the 20th century in the required extent, does not know literary-historical facts and their logical connections, cannot apply the acquired literary knowledge when working with a literary text in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**

The student has a synthetic knowledge of Slovak literature of 1948 - 1989. The student has acquired knowledge of the existing literary-historical models of this period and of the fundamental literary-theoretical reflections of its key authors and literary works. It has acquired knowledge of the literary culture of the period in the context of contemporary political, social, cultural and civilizational processes, of periodization models and internal differentiation of original Slovak works of this era. In a representative spectrum, it is familiar with individual tendencies, group and individual ideological and aesthetic initiatives and poetics. He is aware of the value of the linguistic-cultural originality of Slovak literature and has cultivated a sense of its organic links to

universal humanistic value bases. As a result of the seminar part of the course, the student develops analytical and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skill to communicate facts, concepts, and opinions and to formulate and defend arguments The student has the competence to independently expand his or her knowledge and the ability to identify and evaluate the broader contexts of professional issues. He/she is prepared to deepen and develop the acquired knowledge and skills in further bachelor and master studies and is also able to use and creatively apply them in the school environment in the position of a pedagogical assistant or for the needs of the publishing environment. He is also able to convey basic information about Slovak literature of 1948-1989 to the general public and thus to offer certain conclusions and justifications to the lay public as well. He has also developed a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

**Class syllabus:**

1. Periodization models of literary development in the years 1948 - 1989.
2. Power establishment of the monolithic model of literature after 1948.
3. Socialist realism.
4. Modernisation and subjectivisation of Slovak prose by the initiatives of members of the middle generation in the 1950s and 1960s (A. Bednár, L. Mňačko and others).
5. Modernisation and subjectivisation of Slovak poetry by the initiatives of members of the middle generation in the 1950s and 1960s (M. Rúfus, M. Válek and others).
6. Modernisation and depoliticisation of Slovak prose by the initiatives of members of the young generation in the 1950s and 1960s (J. Blažková, J. Johanides and others).
7. Modernisation and depoliticisation of Slovak poetry by the initiatives of members of the young generation in the 1950s and 1960s (Concretists, Lonely Runners).
8. Normalization of society and literature after 1968, three parallel communication circuits (official, non-public, emigrant), literature in conditions of non-public culture.
9. Differentiation of the prose of the official circle in 1976-1989 with emphasis on anthropocentrically oriented initiatives (V. Šikula, L. Ballek, R. Sloboda, etc.).
10. Differentiation of the poetry of the official circle in 1976-1989 with emphasis on anthropocentrically oriented initiatives (Š. Strážay, Š. Moravčík, D. Hevier and others).
11. Postmodern tendencies in Slovak literature, 2nd half of the 20th century. 20th century (D. Mitana, P. Vilikovský and others).

The curriculum of the course covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will deepen and develop his/her knowledge of the conditions in which Slovak literature existed between 1948 and 1989, its literary-historical concepts and literary-critical reflection. Particular emphasis will be placed on distinguishing the conditions for the existence of literature in the different stages of the development of the communist totalitarian regime (the founding period of the dictatorship of the proletariat, the post-Stalinist period, the normalisation period, the pre-reconstruction period). Delayed Debutantes, Everyday Prose, Existentialism, Concretism, The Lonely Runners, the historicist-regionalist novel, the problematic epic of the present, compensatory-asyllabic poetry, analytic poetry, non-conformist individualists, postmodern tendencies) and the individual creative efforts of representative authors. Aesthetically extraordinary works will take center stage. A reliable orientation of the student in the problems of literature of the second half of the 20th century and related practical and methodological knowledge will be a prerequisite for his/her proper understanding of the past in the courses of the continuing degree

and an important part of preparation for the teaching profession corresponding to the current needs of school practice. The student will be prepared to deepen and develop the acquired theoretical knowledge and practical skills in further bachelor and master studies and to use them purposefully and creatively in the school environment in the position of a teaching assistant, possibly also for the needs of the publishing environment. The student will acquire a base of knowledge and skills that will be a professional prerequisite for the analysis and selection of didactic materials from Slovak literature with regard to teaching objectives, a prerequisite for the analysis and evaluation of educational activities and for solving common problems in the teaching of Slovak language and literature. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, to modify his/her knowledge in doing so, and to creatively use the appropriate and adequate methods of the discipline. The student will be able to communicate the theoretical knowledge and practical skills acquired to the wider and lay public. An analytical and critical approach to the literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate by solving specific assignments as well as by compiling his/her own analytical-interpretive term paper. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and civic attitudes in the spirit of democracy.

**Recommended literature:**

Compulsory readings:

ČÚZY, L. a kol. 2006. Panoráma slovenskej literatúry III. Bratislava: Slovenské pedagogické nakladateľstvo. 171 s. ISBN 80-10-00846-X. (selected sections)

MARČOK, V. 2006. Dejiny slovenskej literatúry II. 2. dopln. a rozšír. vyd. Bratislava: Literárne informačné centrum. 472 s. ISBN 978-80-89222-08-0. (selected sections)

Recommended readings:

CHMEL, R. a kol. 2006. Slovník diel slovenskej literatúry 20. storočia. Bratislava: Kalligram, Ústav slovenskej literatúry SAV. 528 s. ISBN 80-7149-918-8. (selected dictionary entries)

ŠRANK, J. 2013. Individualizovaná literatúra. Bratislava: Cathedra. 470 s. ISBN 978-80-89495-12-2. (selected sections)

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 24

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 16,67 | 0,0 | 12,5 | 25,0 | 12,5 | 4,17 | 29,17 |

**Lecturers:** doc. Mgr. Jaroslav Šrank, PhD.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex013/22 | History of Slovak literature of the 20th century II |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 14s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: lecture + seminar, total 26 hours per semester, combined form (primarily in-person)
Student workload: 26 hours of direct teaching (13 hours lecture + 13 hours seminar); 14 hours preparation for the midterm test; 14 hours preparation of the seminar paper; 66 hours study of literature and preparation for the oral examination. A total of 120 hours of student work.
Teaching methods: lecture, demonstration, dialogue with students, dialogue in a group of students, group work, problem-based tasks, application of theoretical knowledge to practical examples, analytical and interpretative work with a literary text, e-learning, guided self-study

**Number of credits:** 4

**Recommended semester:** 7.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. Assessment includes:
• continuous completion of micro-assignments in seminars (10 points);
• a continuous written test on literary history (during the semester, covering the first 5 topics, 10 points);
• the preparation of a seminar paper (30 points), which analytically and interpretively examines a selected problem of one work from the list of required fiction;
• an oral examination on specialist knowledge and analytical-interpretive skills (50 points).
The course culminates in an assessment resulting from an interim review of learning outcomes during the instructional portion of the semester of study and a final review of learning outcomes (50/50).
To pass the course, a minimum of 60 % of the points must be obtained. A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points.
Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (micro-assessments: less than 6 points; mid-term test: less than 6 points; seminar paper: less than 18 points; oral examination: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - excellent results): excellent performance: the student has excellent knowledge of the 2nd half of the 20th century Slovak literature. The student has excellent

knowledge of Slovak literature of the 20th century in the required scope, logically arranges the presented literary-historical facts flawlessly, he/she can apply and adapt the acquired literary-scientific knowledge excellently when working with a literary text in school practice, he/she has the ability to solve individual tasks and assignments independently and imaginatively in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is excellent, he/she has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of the 2nd half of the 20th century Slovak literature. The student has a very good knowledge of Slovak literature of the 20th century to the required extent, he/she arranges the presented literary-historical facts logically, with only minor errors, he/she can apply and adapt the acquired literary knowledge very well when working with a literary text in school practice, he/she has a very good the ability to solve individual tasks and assignments independently in a broader literary, literary-historical and cultural context; the linguistic and stylistic level of his/her expression is very good; he/she has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of the 2nd half of the 20th century Slovak literature. The student has a good knowledge of Slovak literature of the 20th century in the required range, appropriately arranges the presented literary-historical facts and makes only occasional mistakes, can reliably apply and adapt the acquired literary-historical knowledge when working with a literary text in school practice, independently and reliably solves individual tasks and assignments, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of the 2nd half of the 20th century Slovak literature. The student has satisfactory knowledge of Slovak literature of the 20th century in the required range, shows some deficiencies in the arrangement of literary-historical facts, satisfactorily applies the acquired literary-scientific knowledge and existing procedures for working with literary text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of the 2nd half of the 20th century Slovak literature. The student demonstrates a satisfactory level of knowledge of 20th century Slovak literature to the required extent and significant deficiencies in the organisation of literary-historical facts, is minimally able to apply acquired literary knowledge and existing procedures for working with literary text in school practice, solves individual tasks and assignments with significant help at a sufficient level, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the 2nd half of the 20th century Slovak literature. The student has insufficient knowledge of Slovak literature of the 20th century in the required extent, does not know literary-historical facts and their logical connections, cannot apply the acquired literary knowledge when working with a literary text in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**

The student has a synthetic knowledge of Slovak literature of 1948 - 1989. The student has acquired knowledge of the existing literary-historical models of this period and of the fundamental literary-theoretical reflections of its key authors and literary works. It has acquired knowledge of the literary culture of the period in the context of contemporary political, social, cultural and civilizational processes, of periodization models and internal differentiation of original Slovak works of this era. In a representative spectrum, it is familiar with individual tendencies, group and individual ideological and aesthetic initiatives and poetics. He is aware of the value of the linguistic-cultural originality of Slovak literature and has cultivated a sense of its organic links to

universal humanistic value bases. As a result of the seminar part of the course, the student develops analytical and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skill to communicate facts, concepts, and opinions and to formulate and defend arguments The student has the competence to independently expand his or her knowledge and the ability to identify and evaluate the broader contexts of professional issues. He/she is prepared to deepen and develop the acquired knowledge and skills in further bachelor and master studies and is also able to use and creatively apply them in the school environment in the position of a pedagogical assistant or for the needs of the publishing environment. He is also able to convey basic information about Slovak literature of 1948-1989 to the general public and thus to offer certain conclusions and justifications to the lay public as well. He has also developed a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

**Class syllabus:**

1. Periodization models of literary development in the years 1948 - 1989.
2. Power establishment of the monolithic model of literature after 1948.
3. Socialist realism.
4. Modernisation and subjectivisation of Slovak prose by the initiatives of members of the middle generation in the 1950s and 1960s (A. Bednár, L. Mňačko and others).
5. Modernisation and subjectivisation of Slovak poetry by the initiatives of members of the middle generation in the 1950s and 1960s (M. Rúfus, M. Válek and others).
6. Modernisation and depoliticisation of Slovak prose by the initiatives of members of the young generation in the 1950s and 1960s (J. Blažková, J. Johanides and others).
7. Modernisation and depoliticisation of Slovak poetry by the initiatives of members of the young generation in the 1950s and 1960s (Concretists, Lonely Runners).
8. Normalization of society and literature after 1968, three parallel communication circuits (official, non-public, emigrant), literature in conditions of non-public culture.
9. Differentiation of the prose of the official circle in 1976-1989 with emphasis on anthropocentrically oriented initiatives (V. Šikula, L. Ballek, R. Sloboda, etc.).
10. Differentiation of the poetry of the official circle in 1976-1989 with emphasis on anthropocentrically oriented initiatives (Š. Strážay, Š. Moravčík, D. Hevier and others).
11. Postmodern tendencies in Slovak literature, 2nd half of the 20th century. 20th century (D. Mitana, P. Vilikovský and others).

The curriculum of the course covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will deepen and develop his/her knowledge of the conditions in which Slovak literature existed between 1948 and 1989, its literary-historical concepts and literary-critical reflection. Particular emphasis will be placed on distinguishing the conditions for the existence of literature in the different stages of the development of the communist totalitarian regime (the founding period of the dictatorship of the proletariat, the post-Stalinist period, the normalisation period, the pre-reconstruction period). Delayed Debutantes, Everyday Prose, Existentialism, Concretism, The Lonely Runners, the historicist-regionalist novel, the problematic epic of the present, compensatory-asyllabic poetry, analytic poetry, non-conformist individualists, postmodern tendencies) and the individual creative efforts of representative authors. Aesthetically extraordinary works will take center stage. A reliable orientation of the student in the problems of literature of the second half of the 20th century and related practical and methodological knowledge will be a prerequisite for his/her proper understanding of the past in the courses of the continuing degree

and an important part of preparation for the teaching profession corresponding to the current needs of school practice. The student will be prepared to deepen and develop the acquired theoretical knowledge and practical skills in further bachelor and master studies and to use them purposefully and creatively in the school environment in the position of a teaching assistant, possibly also for the needs of the publishing environment. The student will acquire a base of knowledge and skills that will be a professional prerequisite for the analysis and selection of didactic materials from Slovak literature with regard to teaching objectives, a prerequisite for the analysis and evaluation of educational activities and for solving common problems in the teaching of Slovak language and literature. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, to modify his/her knowledge in doing so, and to creatively use the appropriate and adequate methods of the discipline. The student will be able to communicate the theoretical knowledge and practical skills acquired to the wider and lay public. An analytical and critical approach to the literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate by solving specific assignments as well as by compiling his/her own analytical-interpretive term paper. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and civic attitudes in the spirit of democracy.

**Recommended literature:**

Compulsory readings:

ČÚZY, L. a kol. 2006. Panoráma slovenskej literatúry III. Bratislava: Slovenské pedagogické nakladateľstvo. 171 s. ISBN 80-10-00846-X. (selected sections)

MARČOK, V. 2006. Dejiny slovenskej literatúry II. 2. dopln. a rozšír. vyd. Bratislava: Literárne informačné centrum. 472 s. ISBN 978-80-89222-08-0. (selected sections)

Recommended readings:

CHMEL, R. a kol. 2006. Slovník diel slovenskej literatúry 20. storočia. Bratislava: Kalligram, Ústav slovenskej literatúry SAV. 528 s. ISBN 80-7149-918-8. (selected dictionary entries)

ŠRANK, J. 2013. Individualizovaná literatúra. Bratislava: Cathedra. 470 s. ISBN 978-80-89495-12-2. (selected sections)

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 24

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 16,67 | 0,0 | 12,5 | 25,0 | 12,5 | 4,17 | 29,17 |

**Lecturers:** doc. Mgr. Jaroslav Šrank, PhD.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex022/22 | History of education |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 2., 4., 6., 8.

**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 who score 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 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.
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 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:**
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: 0

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

**Lecturers:** Ing. Mgr. Jozef Strakoš, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex022/22 | History of education |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 1., 3., 5., 7.

**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 who score 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 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.
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 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:**
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: 0

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

**Lecturers:** Ing. Mgr. Jozef Strakoš, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex014/22 | History of philosophy 1 |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 2., 4., 6., 8.

**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 solving problem-based 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 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 on the basis of the teacher's prompting.

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): 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.

**Learning outcomes:**

Learning outcomes and transferable competences:
Completion of the course will provide students with a certain handle on orientation in the now 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 favor 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:
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: 61

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 42,62 | 0,0 | 36,07 | 3,28 | 4,92 | 0,0 | 13,11 |

**Lecturers:** Mgr. Michal Bizoň, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex014/22 | History of philosophy 1 |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 1., 3., 5., 7.

**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 solving problem-based 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 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 on the basis of the teacher's prompting.

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): 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.

**Learning outcomes:**

Learning outcomes and transferable competences:
Completion of the course will provide students with a certain handle on orientation in the now 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 favor 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:
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: 61

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 42,62 | 0,0 | 36,07 | 3,28 | 4,92 | 0,0 | 13,11 |

**Lecturers:** Mgr. Michal Bizoň, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex015/16 | History of philosophy 2 |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 1., 3., 5., 7.

**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:** PhDr. Slávka Drozdová, PhD.

**Last change:** 07.09.2016

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex015/16 | History of philosophy 2 |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 2., 4., 6., 8.

**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:** PhDr. Slávka Drozdová, PhD.

**Last change:** 07.09.2016

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex005/22 | History of philosophy I. |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Lecture+seminar, 5 hours per semester, combined method
Student workload:
5 hours teaching; 33 hours individual class preparation (including written); 30 hours final test preparation; 35 hours exam preparation, 17 hours guided self-study. 120 hours in total.
Learning methods:
In the framework of individual preparation it is mainly work with the text (selected passages from the works of prominent philosophers, which are relevant to the subject under discussion); during joint 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, guided self-study.

**Number of credits:** 4

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:** PdF.KEOV/B-VOBex004/22 - Philosophical propedeutics

**Recommended prerequisites:**
B-VOBex004 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:**

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: 91

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 37,36 | 0,0 | 28,57 | 7,69 | 6,59 | 2,2 | 17,58 |

**Lecturers:** Mgr. Michal Bizoň, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex005/22 | History of philosophy I. |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Lecture+seminar, 5 hours per semester, combined method
Student workload:
5 hours teaching; 33 hours individual class preparation (including written); 30 hours final test preparation; 35 hours exam preparation, 17 hours guided self-study. 120 hours in total.
Learning methods:
In the framework of individual preparation it is mainly work with the text (selected passages from the works of prominent philosophers, which are relevant to the subject under discussion); during joint 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, guided self-study.

**Number of credits:** 4

**Recommended semester:** 4.

**Educational level:** I.

**Prerequisites:** PdF.KEOV/B-VOBex004/22 - Philosophical propedeutics

**Recommended prerequisites:**
B-VOBex004 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:**

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: 91

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 37,36 | 0,0 | 28,57 | 7,69 | 6,59 | 2,2 | 17,58 |

**Lecturers:** Mgr. Michal Bizoň, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex006/22 | History of philosophy II. |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Lecture + seminar, 5 hours per semester, blended learning
Student workload:
5 hours teaching, 28 hours to work on written assignment, 50 hours to prepare for final test, 20 hours to prepare for oral examination, 17 hours for guided self-study. Total 120 hours.
Teaching methods:
- Lectures: problem-based learning.
- In seminars: Discussion of the topics covered, work with academic texts

**Number of credits:** 4

**Recommended semester:** 6.

**Educational level:** I.

**Prerequisites:** PdF.KEOV/B-VOBex005/22 - History of philosophy I.

**Recommended prerequisites:**
B-VOBex005 – 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: 27

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 22,22 | 0,0 | 14,81 | 25,93 | 29,63 | 7,41 | 0,0 |

**Lecturers:** doc. PhDr. Branislav Malík, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex006/22 | History of philosophy II. |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Lecture + seminar, 5 hours per semester, blended learning
Student workload:
5 hours teaching, 28 hours to work on written assignment, 50 hours to prepare for final test, 20 hours to prepare for oral examination, 17 hours for guided self-study. Total 120 hours.
Teaching methods:
- Lectures: problem-based learning.
- In seminars: Discussion of the topics covered, work with academic texts

**Number of credits:** 4

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:** PdF.KEOV/B-VOBex005/22 - History of philosophy I.

**Recommended prerequisites:**
B-VOBex005 – 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: 27

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 22,22 | 0,0 | 14,81 | 25,93 | 29,63 | 7,41 | 0,0 |

**Lecturers:** doc. PhDr. Branislav Malík, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex027/22 | Internship I. |

**Educational activities:**
**Type of activities:** internship
**Number of hours:**
**per week:** **per level/semester:** 32s
**Form of the course:** combined

**Number of credits:** 2

**Recommended semester:** 2., 4., 6., 8.

**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:** PhDr. Slávka Drozdová, 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-VOBex027/22 | Internship I. |

**Educational activities:**
**Type of activities:** internship
**Number of hours:**
**per week:** **per level/semester:** 32s
**Form of the course:** combined

**Number of credits:** 2

**Recommended semester:** 1., 3., 5., 7.

**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:** PhDr. Slávka Drozdová, 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-VUZex017/16 | Introduction to gender studies |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 2., 4., 6., 8.

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

**Last change:** 07.09.2016

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex017/16 | Introduction to gender studies |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 1., 3., 5., 7.

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

**Last change:** 07.09.2016

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex001/22 | Introduction to language study |

**Educational activities:**
**Type of activities:** lecture
**Number of hours:**
**per week:** **per level/semester:** 8s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form: lecture, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct teaching; 42 hours of continuous preparation for lecture and preparation for midterm test, including study of literature; 65 hours of preparation for final test, including study of literature. A total of 120 hours of student work.
Teaching methods: explanation; demonstration of theoretical knowledge and concepts by practical examples; discussion of the topic; guided self-study; e-learning

**Number of credits:** 4

**Recommended semester:** 1.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of a midterm test in the scope of the first 6 topics (50 points) and in the exam period in the form of a final test (50 points). The course is completed with a grade resulting from the interim assessment of learning outcomes during the teaching part of the semester of study and from the final assessment of learning outcomes (0/50). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 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, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (mid-term test: less than 30 points; final test: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding results): excellent performance: the student has an excellent knowledge of the introduction to language study in the required range, logically arranges the facts presented, can apply and adapt the acquired linguistic knowledge in practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellent developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of the introduction to language learning to the required extent, logically organises the facts presented, can apply and adapt the linguistic knowledge acquired very well in practice,

has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, has very well-developed skills to learn;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of introductory language learning to the required extent, organises the facts presented appropriately, can reliably apply and adapt the linguistic knowledge acquired in practice, solves individual tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the introduction to language learning within the required scope, shows some deficiencies in the arrangement of facts, can satisfactorily apply the linguistic knowledge acquired in practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge from the introduction to the study of language in the required range and deficiencies in the arrangement of facts, can minimally apply the acquired linguistic knowledge in practice, solves individual tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the introduction to language learning to the required extent, does not know the facts and their logical connections, cannot apply the linguistic knowledge acquired in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**
The student has acquired a set of basic knowledge about language in general so that he/she can easily perceive the specialised explanations about language in the following years of study. At the level of the current state of scientific knowledge, the student has a thorough knowledge of basic linguistic terms and concepts and has acquired basic knowledge of the individual levels of the language system. The student is able to appropriately concretise the acquired theoretical knowledge and concepts, especially in the field of sound, lexical, morphological and syntactic subsystems of language, using practical examples of individual linguistic phenomena. He/she is also able to apply them appropriately to the solution of a problem in the field of language, being able to actively obtain and communicate the necessary information and facts and to formulate and defend relevant professional arguments appropriately. The student has developed analytical skills as well as the ability to think abstractly and critically, can think about linguistic phenomena in context and has developed the ability to expand his/her knowledge independently. He has acquired the basic theoretical knowledge of language and linguistics as well as the skills which enable him to navigate reliably through the linguistic literature and to perceive readily the interpretations of language which follow in the subsequent years of his studies. The acquired theoretical knowledge is not only prepared to deepen and develop it in further Bachelor's and subsequently Master's studies, but also to use and creatively apply it in the school environment in the position of a teaching assistant, or even for the needs of the publishing environment. The student is also able to convey basic information about language and its individual subsystems to the general public and thus offer certain conclusions and linguistic justifications to lay audiences as well. The student has achieved a high professional level as well as a high level of linguistic culture, which is very necessary in terms of the student's future practice.

**Class syllabus:**
1. Language as a social phenomenon. Language and speech. System and structure of language. Basic subsystems of language, basic linguistic units differentiated according to subsytems of language, basic linguistic disciplines. Systemic relations in language. Properties of the system.

2. Language feature. Unilateral and bilateral understanding and nature of the linguistic sign.
3. Linguistic functions. Communicative, cognitive, representational and aesthetic functions of language.
4. Language and society. National language and its formations. The basic developmental line of written Slovak. Basic Slovak codification manuals and linguistic works on the Slovak language. Slovak linguists.
5. Language and consciousness. Language and thinking. Language as an individual phenomenon.
6. Language as an object of research in linguistics. Linguistics, philology, grammar. Language and writing, spelling, principles of Slovak spelling. Linguistics in the system of sciences.
7. The sound level of language. Phoneme, vowel, allophone. Phonology and phonetics. Properties of phonemes. Phonological opposites. Vowels and consonants. Diphthongs. Neutralizations and alternations. Suprasegmental phenomena.
8. Lexical subsystem of language. Word, lexeme. Meaning of a word, sememe, seme. Lexicology and its sub-disciplines. Ways of vocabulary enrichment. Word-forming structure of a word. Paradigmatic relations in vocabulary. Vocabulary breakdown and classification. Lexicography, types of dictionaries in Slovak.
9. Morphological level of language. Grammatical form. Morpheme, morphemic structure of a word, types of morphemes. Word types, criteria for defining word types, classification of word types. Lexical, grammatical and lexico-grammatical categories. Characteristic features of Slovak morphology.
10. Syntactic level. Construction, types of construction. Syntagmatics. Sentence syntax, sentence articles. Semi-sentential syntax. Sentence syntax. Suprasentential and semantic syntax.
11. Genealogical, typological and areal classification of languages. The position of Slovak among the languages. Linguistics, its development and methods. History of linguistics.
The student will thoroughly acquire basic theoretical knowledge about language and linguistics, which will not only build on the knowledge acquired in general secondary education, but will also further enable the deepening and systematic development of his/her knowledge in the field into a comprehensive form, which he/she will be able to subsequently use in application. The student will become acquainted with basic linguistic terms and concepts, acquire basic knowledge of the individual levels of the language system and the laws of its functioning. At the level of the current state of knowledge, the student will acquire relevant knowledge about language and speech, linguistic sign, content and form in language and their interrelation, the functions of language, the relationship between language and society, the stratification of language, the notion of national language, written language and other existential forms of language, the relationship between language and consciousness, language and thought, linguistics as a science of language, the history of linguistics and the classification of languages. The student will also acquire a thorough knowledge of the basic knowledge of the individual levels of the language system, become familiar with the definition of basic concepts, characteristics and classifications of linguistic phenomena in the field of sound, lexical, morphological and syntactic subsystems of language. An important aspect of the course will also be the acquisition of the ability to appropriately concretise the theoretical concepts acquired through practical examples. The student will be able to actively acquire information in the field of language and linguistics, using digital technologies and resources, effectively use the acquired knowledge, adequately formulate and defend arguments, and on their basis solve professional problems in the field, using appropriate methods of the discipline. They will also develop their communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of their work, to observe the principles of authorial ethics, the ability to plan and to be actively responsible for their own learning. The student will be able to apply the acquired knowledge and skills in a reliable orientation in linguistic literature, in a prompt perception of the interpretations of language in the following years of his/her studies, thus being prepared to

deepen and develop them in further Bachelor and subsequently Master studies, as well as to use them and creatively apply them in the school environment in the position of a teaching assistant, possibly also for the needs of the publishing environment. Emphasis on raising the student's professional level and linguistic culture will be equally important in adequately conveying basic information about language in general and about phonological, lexical and grammatical linguistic phenomena to the general public, as well as in independently analysing a problem in a given field at the level of language and offering relevant conclusions, explanations and linguistic justifications to lay audiences.

**Recommended literature:**

Compulsory readings:

ONDRUŠ, Š. – SABOL, J. 1987. Úvod do štúdia jazykov. 3. vyd. Bratislava: Slovenské pedagogické nakladateľstvo. 344 s.

Recommended readings:

ČERNÝ, J. 1998. Úvod do studia jazyka. Olomouc: Rubico. 248 s. ISBN 80-85839-24-5. (selected chapters)
DOLNÍK, J. 1999. Základy lingvistiky. Bratislava: Filozofická fakulta UK. 228 s. ISBN80-85697-95-5. (selected chapters)
DZIVIAKOVÁ, M. 2016. Slovenský jazyk, jeho systém a charakteristika. In: Písmo a žiaci so stratou sluchu. Ed. D. Tarcsiová. Bratislava: Iris, s. 31 – 90. ISBN 978-80-89726-88-2.
KAČALA, J. 1994. Slovenčina – vec politická? Martin: Matica slovenská. 187 s. ISBN 80-7090-294-9.

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 88

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 2,27 | 0,0 | 10,23 | 17,05 | 9,09 | 23,86 | 37,5 |

**Lecturers:** prof. PhDr. Ján Kačala, DrSc., Mgr. Mária Dziviaková, PhD.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex002/22 | Introduction to literature study |

**Educational activities:**
**Type of activities:** lecture
**Number of hours:**
**per week: per level/semester:** 8s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: lecture, total 13 hours per semester, combined form (primarily in-person)
Student workload:13 hours of direct instruction; 10 hours of continuous class preparation; 42 hours of preparation for 2 midterm tests; 55 hours of literature study and preparation for the final written test on professional knowledge and analytical-interpretive skills. A total of 120 hours of student work.
Teaching methods: lecture, inductive-generative interview, discussion, demonstration and analysis of concrete examples, analytical and interpretative work with text, problem-based tasks, guided self-study, e-learning

**Number of credits:** 4

**Recommended semester:** 1.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. Assessment includes:
• two continuous written tests (the first one during the semester covering the first 6 topics, the second one at the end of the continuous teaching, both tests 25 points each);
• a final written test on professional knowledge and analytical-interpretive skills (50 points).
The course is completed with an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study and from the final assessment of learning outcomes (50/50).
To pass the course, a minimum of 60 % of the points must be obtained (at least 60 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (intermediate tests: less than 15 points each; final written test: less than 30 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has an excellent knowledge of the introduction to the study of literature in the required scope, logically arranges the presented facts in a flawless manner, can apply and adapt the acquired literary knowledge at an excellent level in specific approaches to the literary text in the teaching of literature in school practice, has the ability to creatively solve individual tasks and assignments independently and

imaginatively, also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her expression is excellent, has well-developed skills for independent further learning;
B (92 - 85%, very good - above average standard): very good performance: The student has a very good knowledge of the introduction to the study of literature to the required extent, he/she arranges the facts presented logically, with only minor errors, he/she is able to apply and adapt the acquired literary knowledge very well in concrete approaches to literary texts in the teaching of literature in school practice, has the ability to solve individual tasks and assignments independently and in wider literary, literary-historical and cultural contexts, the linguistic and stylistic level of his/her expression is very good, has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: the student has a good knowledge of the introduction to the study of literature to the required extent, arranges the facts presented appropriately and makes errors only in places, can reliably apply and adapt the acquired literary knowledge in specific approaches to the literary text in the teaching of literature in school practice, reliably solves individual tasks and assignments independently, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the introduction to the study of literature to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired literary knowledge in specific approaches to the literary text in the teaching of literature in school practice, satisfactorily and predominantly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60%, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates minimal knowledge of introductory literature study to the extent required and significant gaps in the organization of facts, can minimally apply acquired literary knowledge in specific approaches to literary text, solves individual tasks and assignments with considerable assistance at a satisfactory level, has minimal learning skills;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: student does not demonstrate sufficient knowledge of the introduction to the study of literature to the required extent, does not know the facts or their logical connections, cannot apply the acquired literary knowledge in specific approaches to the literary text, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**
The student has knowledge of the theoretical-methodological and terminological apparatus of literary science, of semiotic-communicative and literary-aesthetic principles and laws of the verbal work, of the means and methods of construction of the work, of genology, versology and the issues of reception of the literary work. The student has knowledge of the methodology of literary analysis, has developed his/her analytical skills with an emphasis on independent and creative work, has acquired analytical and interpretive skills applicable to the professional and school analysis and interpretation of specific literary texts, can identify different forms of literariness and can actively seek new possibilities in approaching a literary text. The student is able to interpret a literary text in relation to other art forms. Can also work with different possible interpretations of a text in school practice. As a result of the analytical and critical approach to the literary text, the student has developed transferable competences, because especially in the analytical-interpretive part, critical thinking, thinking in context, developing communicative and digital competences are emphasised, on the basis of which the student is able to solve specific tasks, as well as to construct his/her own interpretations of literary texts. The student is able to promptly perceive interpretations of literature in the following years of his/her studies. Based on problem-solving tasks, the student has acquired the skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to

communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. He is not only prepared to deepen and develop the acquired knowledge, skills and competences in further bachelor's and subsequently master's studies, but also to use and creatively apply them in the school environment in the position of a teaching assistant, or for the needs of the publishing environment in the position of a proofreader. The student is also able to convey information about literary-theoretical phenomena to the general public and to offer conclusions and literary-analytical justifications to lay audiences.

**Class syllabus:**

1. Literary science and its disciplines. Methodology of literary science. Overview of world and domestic literary theory.
2. Possibilities of interpretation of literature. Basic methods, procedures and aspects in the analysis of a literary text. An overview of some of the major literary theoretical and interpretive movements and schools.
3. Semiotic-communicative and receptive-aesthetic nature of fiction and literary work.
4. Linguistic construction - stylistic level and expressive organization of a literary work. Stylistic (expressive) model of the text. Poetics of a poetic text. Tropes and figures.
5. Thematic construction of a literary work. The thematic model of a literary work and its basic categories (character, narrator/lyrical subject, chronotope, plot, sujet). Basics of narrative theory (narratology).
6. Compositional construction of a literary work. Compositional model of a literary work and its basic categories of external and internal composition.
7. Literary types and genres. Species and genre system of literature and its developmental dynamics. The genre nature of the literary work and the literary process.
8. Author, text, reader. The question of intentionality as a prerequisite for understanding a literary work. The meaning and sense of the text.
9. Basics of versology (metre, prosodic systems, verse, rhyme, stanza).
10. Analysis and interpretation of selected poetic texts.
11. Analysis and interpretation of selected prose and dramatic texts.

The curriculum of the course covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will acquire knowledge concerning the theoretical-methodological and terminological apparatus of literary science (its disciplines and methods within the framework of research of artistic literature), semiotic-communicative and literary-aesthetic principles and laws of the verbal work, means and procedures of linguistic, formal, thematic and compositional construction of the work, the stylistic level, means of expression, generic and genre system of literature, versology and issues of reception of the literary work. The student will be able to create simple definitions of literary terms, to give age-appropriate examples and to identify and correct the most frequent mistakes that occur when working with text in school practice. The acquired knowledge will be used appropriately when working with selected textual material. The student will be able to justify and apply various methodological procedures of literary analysis and interpretation, to evaluate the artistic contribution of a literary work, to use the experience with an artistic text in his/her own individual (reception and production) activity. Develop analytical skills with emphasis on independent and creative work. On the basis of the knowledge and skills acquired, he/she will be able to apply analytical-interpretive competencies to other literary texts, to point out the interrelationships between them, and to reflect on new possibilities of literary analysis and

interpretation. The student will acquire a base of knowledge and skills that he/she will deepen and develop in further Bachelor's and then Master's studies, he/she will be able to use them and creatively apply them in the school environment in the position of a pedagogical assistant, or for the needs of the publishing environment in the position of a text proofreader. The student's acquired knowledge and skills will be a professional prerequisite for the analysis and selection of didactic materials from literature with regard to teaching objectives. The student will develop his/her analytical-interpretive skills with an emphasis on independent and creative work, critical thinking and reasoning in context, and will be able to justify and apply various methodological approaches to the interpretation of a literary work. The student will be guided to actively acquire information and effectively use cross-cutting and specialised knowledge, will consolidate and develop his/her ability to formulate and defend arguments, and will be able to communicate theoretical knowledge and practical skills to a wider and lay public. They will creatively use appropriate and appropriate methods of the discipline in solving problem-based assignments. He/she will have the aptitude and motivation to develop the skills necessary for further learning and will be prepared to encourage pupils to actively acquire literary (especially literary-theoretical) knowledge. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, the ability to plan and be actively responsible for his/her own education, to develop and strengthen a sense of social responsibility and pluralistic citizenship in the spirit of democracy.

**Recommended literature:**

Compulsory readings:

HARPÁŇ, M. 2009. Teória literatúry. Bratislava: ESA, 283 s. ISBN 978-80-85684-69-8. (selected chapters)

Recommended readings:

CULLER, J. D. 2002. Krátký úvod do literární teorie. Brno: Host. 168 s. ISBN 80-7294-070-8. (selected chapters)
HODROVÁ, D. a kol. 2001. ... na okraji chaosu... Poetika literárního díla 20. století. Praha: Torst. 865 s. ISBN 80-7215-140-1. (selected chapters)
PETRŮ, E. 2000. Úvod do studia literární vědy. Olomouc: Rubico. 187 s. ISBN 80-85839-44-X. (selected chapters)
ŠRANK, J. 2009. Autorské texty s folklórnou dimenziou. Bratislava: Univerzita Komenského. 168 s. ISBN 978-80-223-2668-1. (selected sections)

Additional study texts will be made available to students electronically.

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 84

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 3,57 | 0,0 | 13,1 | 14,29 | 11,9 | 27,38 | 29,76 |

**Lecturers:** doc. Mgr. Jaroslav Šrank, PhD., Mgr. Eva Faithová, PhD.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex001/22 | Introduction to the citizenship education |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Seminar, 5 hours per semester, combined method
Student workload: teaching = 5 hours per semester, 17 hours guided self-study, 20 hours preparation of mid-term paper, 30 hours preparation of final paper, 28 hours preparation for 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 reality. The student is able to 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:**
Kde sme? Mentálne mapy Slovenska. 2010. M. Bútora, M. Kollár, G. 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: Rozvojové vzdelávanie. Témy a metódy. 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: Občan a občianstvo. Bratislava : Pope Print. ISBN 80-968626-6-9
Občianstvo, participácia a deliberácia na Slovensku. Teória a realita. 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: 85

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 35,29 | 0,0 | 15,29 | 21,18 | 3,53 | 1,18 | 23,53 |

**Lecturers:** prof. PhDr. Erich Mistrík, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex001/22 | Introduction to the citizenship education |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Seminar, 5 hours per semester, combined method
Student workload: teaching = 5 hours per semester, 17 hours guided self-study, 20 hours preparation of mid-term paper, 30 hours preparation of final paper, 28 hours preparation for 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 reality. The student is able to 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:**
Kde sme? Mentálne mapy Slovenska. 2010. M. Bútora, M. Kollár, G. 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: Rozvojové vzdelávanie. Témy a metódy. 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: Občan a občianstvo. Bratislava : Pope Print. ISBN 80-968626-6-9
Občianstvo, participácia a deliberácia na Slovensku. Teória a realita. 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: 85

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 35,29 | 0,0 | 15,29 | 21,18 | 3,53 | 1,18 | 23,53 |

**Lecturers:** prof. PhDr. Erich Mistrík, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex023/22 | Leisure time education |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Type, scope and method of educational activities:
13 hours seminar per semester, combined method
Student workload:
13 hours of teaching and 9 hours of guided self-study, 10 hours of preparation for teaching during the semester, 25 hours of preparation for midterm evaluation, 33 hours of preparation for final evaluation, 90 hours in total.
Teaching methods:
dialogical methods - interview, group discussion, problem-based methods - brainwriting, brainstorming, monological methods - lecture, interpretation, guided self-study - work with text, solving tasks and assignments.
Number of credits: 3
Recommended semester: 5th - 6th semester
Level of study: 1st degree

**Number of credits:** 3

**Recommended semester:** 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.
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.
obtain at least 91 points. For this evaluation, 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 objectives and outcomes:
By completing the subject Pedagogy of Leisure Time, 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 time activities,
- be able to create a plan for an activity of interest and 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 initiative and responsibility.

**Class syllabus:**

Brief outline of the course:

The pedagogy of leisure is intended to introduce students to the important sphere of leisure through leisure activities, which represent an important value for the individual and which are necessary in the targeted education of children, youth and adults. The Pedagogy of Leisure course clarifies the basic pedagogical categories in a direct link between theoretical and practical training. By completing the course, the student will gain knowledge of the basic concepts in the field of leisure pedagogy, of leisure organizations aimed at children, youth, adults, and of activating didactic methods or experiential learning for the creation of leisure activities.

Topics:

Basic concepts of leisure pedagogy. Objectives of leisure education. Didactic process of leisure education and the creation of a plan of activating leisure activities - mission, goals, tasks, principles, content, forms and methods. Educational areas of activity outside the classroom. Interests and leisure-time education. Problems of education in leisure time. Field work (streetwork), prevention, volunteering. New approaches in leisure time pedagogy. Personality of the pedagogue, social assistant, animator in the processes of leisure education. Educator and education and training in the school. Institutions and facilities providing leisure and interest activities.

**Recommended literature:**

Compulsory reading:

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: 133

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 13,53 | 0,0 | 30,83 | 23,31 | 16,54 | 4,51 | 11,28 |

**Lecturers:** PaedDr. Lujza Koldeová, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex023/22 | Leisure time education |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Type, scope and method of educational activities:
13 hours seminar per semester, combined method
Student workload:
13 hours of teaching and 9 hours of guided self-study, 10 hours of preparation for teaching during the semester, 25 hours of preparation for midterm evaluation, 33 hours of preparation for final evaluation, 90 hours in total.
Teaching methods:
dialogical methods - interview, group discussion, problem-based methods - brainwriting, brainstorming, monological methods - lecture, interpretation, guided self-study - work with text, solving tasks and assignments.
Number of credits: 3
Recommended semester: 5th - 6th semester
Level of study: 1st degree

**Number of credits:** 3

**Recommended semester:** 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.
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.
obtain at least 91 points. For this evaluation, 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 objectives and outcomes:
By completing the subject Pedagogy of Leisure Time, 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 time activities,
- be able to create a plan for an activity of interest and 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 initiative and responsibility.

**Class syllabus:**

Brief outline of the course:

The pedagogy of leisure is intended to introduce students to the important sphere of leisure through leisure activities, which represent an important value for the individual and which are necessary in the targeted education of children, youth and adults. The Pedagogy of Leisure course clarifies the basic pedagogical categories in a direct link between theoretical and practical training. By completing the course, the student will gain knowledge of the basic concepts in the field of leisure pedagogy, of leisure organizations aimed at children, youth, adults, and of activating didactic methods or experiential learning for the creation of leisure activities.

Topics:

Basic concepts of leisure pedagogy. Objectives of leisure education. Didactic process of leisure education and the creation of a plan of activating leisure activities - mission, goals, tasks, principles, content, forms and methods. Educational areas of activity outside the classroom. Interests and leisure-time education. Problems of education in leisure time. Field work (streetwork), prevention, volunteering. New approaches in leisure time pedagogy. Personality of the pedagogue, social assistant, animator in the processes of leisure education. Educator and education and training in the school. Institutions and facilities providing leisure and interest activities.

**Recommended literature:**

Compulsory reading:

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: 133

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 13,53 | 0,0 | 30,83 | 23,31 | 16,54 | 4,51 | 11,28 |

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

**Last change:** 08.11.2022

**Approved by:**

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KSJL/B-SLOex016/22 | **Course title:**<br>Lexical analysis |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** **per level/semester:** 4s<br>**Form of the course:** combined | |
| **Type, volume, methods and workload of the student - additional information**<br>Scope, type/method of teaching and organizational form: seminar, total 13 hours per semester, combined form (primarily in-person)<br>Student workload: 13 hours of direct teaching; 13 hours of continuous preparation for individual seminars; 2 x 17 hours of preparation for two practical lexical analyses of the text = 34 hours. A total of 60 hours of student work.<br>Teaching methods: lecture, explanation, demonstration of practical examples, exercises, analysis and problem solving, guided self-study, e-learning | |
| **Number of credits:** 2 | |
| **Recommended semester:** 2. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of 2 practical lexical analyses of the text in the scope of the first 5 topics and in the scope of the 6th - 11th topics, which will be focused on the application of the acquired knowledge and the identification of lexical phenomena (2 x 50 points = 100 points). To pass the course, a minimum of 60 % of the points must be obtained. A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D and a minimum of 60 points out of the total number of points for a grade of E. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (1. practical analysis: less than 30 points; 2. practical analysis: less than 30 points).<br>The rating is awarded on a scale:<br>A (100 - 93 %, excellent - outstanding results): excellent performance: the student has excellent knowledge of lexicology in the required range, logically arranges the facts presented, can apply and adapt the acquired knowledge of lexicology in practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;<br>B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of lexicology to the required extent, logically organises the facts presented, can apply and adapt the acquired knowledge of lexicology very well in practice, has the ability to solve | |

individual tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of lexicology to the required extent, organises the facts presented appropriately, can reliably apply and adapt the lexical knowledge acquired in practice, solves individual tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of lexicology to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of lexicology in practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60%, sufficient - results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of lexicology in the required range and deficiencies in the arrangement of facts, can minimally apply the acquired knowledge from lexicology in practice, solves individual tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of lexicology to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of lexicology in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**
Students are able to apply the acquired theoretical knowledge from lexicology and its disciplines in the analysis and characterisation of lexical resources and their interrelationships used in a specific text. They are reliably oriented in the vocabulary of our national language and are prepared to evaluate and justify the appropriateness, correctness and creativity of the use of lexical means in diverse types of texts. They can creatively, independently and with the use of appropriate procedures and relevant resources solve problem-solving tasks and assignments also in a broader linguistic context, not only in terms of the current state of scientific knowledge, but also in terms of school practice. They can actively acquire information about lexical resources and their use, communicate it to the public and use it in their own text production and in the cultivation of their linguistic expression. They have developed the ability to think analytically and critically. They are prepared not only to deepen and develop the acquired knowledge and skills in further bachelor's and subsequently master's studies, but also to effectively use and creatively apply them in the school environment in the position of a teaching assistant, in the publishing environment in the position of a proofreader and, after the completion of the master's degree, also in the position of a teacher of Slovak language and literature in secondary education.

**Class syllabus:**
1. Principles of processing of the Short Dictionary of the Slovak Language, the Dictionary of the Contemporary Slovak Language and the Synonymic Dictionary of the Slovak Language. Variations in the spelling, form, word-formation and spelling of words.
2. Arbitrariness of a linguistic sign. Motivation of words, types of lexical motivation.
3. Characteristics of vocabulary. Semasiological and onomasiological approach to lexis. Sub-systems in vocabulary. Centre and periphery in vocabulary.
4. Meaning structure of a word. Determining the lexical meaning of a word. Meaning nuance. Component analysis, semantic disjunctive signs (semes).
5. Paradigmatic relations of lexemes. Homonymy, synonymy, antonymy, hyperonymy, hyponymy, cohyponymy.
6. Syntagmatic relations of lexemes. Factors determining the connectivity of words. Changes in word connectivity as signals of extensional-intensional and transpositional meaning changes of word meaning.

7. Manifestations of dynamics in vocabulary. Vocabulary enrichment (word formation, formation of multi-word nominalizations, universalization, abreviation, multiverbalization, semi-nomasiological-onomasiological derivation, adoption of foreign lexemes, conversion). The disappearance of words.
8. Word-motivated words, their word-formation structure. Word-formation means, procedures, formations.
9. Vocabulary differentiation in terms of spelling, stylistic symptomatology and expressiveness, in terms of social and territoriality, in terms of time, in terms of origin and frequency.
10. Phrasemes. Variants of phrases, the actualization of phrases in speech.
11. Terms, their structure and formation. Logicization of terms, terminologization and determinologization.
The curriculum of the course covers a complex of knowledge from lexicology and individual lexical disciplines, which builds on the general secondary education of students and systematically develops their knowledge into a complex form with an emphasis on strengthening the ability to practically apply the acquired theoretical knowledge in lexical-semantic and word-formation analysis of words, as well as in the characterization of lexical means and their interrelationships used in a specific text. Students will be able to work correctly and efficiently with different types of dictionaries, understand the basic principles of their processing, learn to search for necessary information in them and use them in analysing lexical means used in a text, in evaluating and justifying the appropriateness and correctness of their use, as well as in their own text production and in cultivating their linguistic expression. They will be able to orient themselves reliably in the vocabulary of our national language and evaluate words in terms of spelling, expressiveness, frequency, in terms of time and in terms of belonging to different styles and stylistic layers. They will be able to identify and explain the diverse semantic relationships of words in a text, as well as to perceive and critically evaluate the particularities of their use in diverse types of texts, including their creative use in non-fiction texts. The course will lead students to actively acquire information and use knowledge effectively, consolidate and develop their ability to interpret facts, formulate arguments, propose solutions to professional problems and communicate them to the public. Students will also consolidate and develop their communication and digital skills. They will be prepared not only to deepen and develop the acquired knowledge and skills in further bachelor's and then master's studies, but also to use and creatively apply them in the publishing environment in the position of a proofreader, in the school environment in the position of a teaching assistant and, after completing their master's studies, in the position of a teacher of Slovak language and literature in secondary education.

**Recommended literature:**

Compulsory readings:
RIPKA, I. – IMRICHOVÁ, M. 2011. Kapitoly z lexikológie a lexikografie. Prešov: Filozofická fakulta Prešovskej univerzity v Prešove. 236 s. ISBN 978-80-555-0327-1. (selected chapters)
Recommended readings:
FURDÍK, J. 2004. Slovenská slovotvorba (teória, opis, cvičenia). Prešov: Náuka. 200 s. ISBN 978-80-8903-828-2. (selected chapters)
HORVÁTHOVÁ, Ľ. 2017. Jazyk Slniečka. In Časopisecký fenomén Slniečko v kontexte slovenskej detskej a národnej kultúry, Ondrej Sliacky a kol., s. 193 – 220. Bratislava: Univerzita Komenského v Bratislave. ISBN 9878022344838.
Krátky slovník slovenského jazyka. 2020. Red. J. Kačala – M. Považaj – M. Pisárčiková. 5., doplnené a upravené vyd. Martin: Matica slovenská. 956 s. ISBN 978-80-8128-261-4.
Synonymický slovník slovenčiny. 1995. Red. M. Pisárčiková. Bratislava: Veda. 998 s. ISBN 80-224-0427-6.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 55

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 5,45 | 0,0 | 9,09 | 16,36 | 20,0 | 25,45 | 23,64 |

**Lecturers:** Mgr. Ľubica Horváthová, PhD.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex005/22 | Lexicology |

**Educational activities:**
**Type of activities:** lecture
**Number of hours:**
**per week:** **per level/semester:** 8s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: lecture, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct teaching; 42 hours of continuous preparation for lectures and preparation for the midterm test, including study of the literature; 65 hours of preparation for the final test, including study of the literature. A total of 120 hours of student work.
Teaching methods: lecture, explanation, demonstration of practical examples, guided self-study, e-learning

**Number of credits:** 4

**Recommended semester:** 2.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will be evaluated in the form of a midterm test in the scope of the first 5 topics (50 points) and a final test (50 points) in the examination period. The course is completed with an assessment resulting from the interim assessment of learning outcomes during the teaching part of the semester of study and from the final assessment of learning outcomes (50/50). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E out of the total points. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (mid-term test: less than 30 points; final test: less than 30 points). The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding results): excellent performance: the student has excellent knowledge of lexicology in the required range, logically arranges the facts presented, can apply and adapt the acquired knowledge of lexicology in practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of lexicology to the required extent, logically organises the facts presented, can apply and adapt the acquired knowledge of lexicology very well in practice, has the ability to solve

individual tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of lexicology to the required extent, organises the facts presented appropriately, can reliably apply and adapt the lexical knowledge acquired in practice, solves individual tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of lexicology to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of lexicology in practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 – 60 %, sufficient - results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of lexicology in the required range and deficiencies in the arrangement of facts, can minimally apply the acquired knowledge from lexicology in practice, solves individual tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of lexicology to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of lexicology in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**
Students have a complex knowledge of lexicology and individual lexical disciplines, they know the content and division of lexicology, the subject and methods of its research. They perceive the connection of the lexical level with other levels of the language system, the multistructure of the vocabulary and the internal differentiation of our national language. They are able to explain and concretise the acquired theoretical knowledge of lexical resources on practical examples, they are able to independently search for necessary information in relevant sources, critically evaluate them and use them appropriately when communicating their knowledge, conclusions and justifying them to the lay and professional public. They are able to perceive and evaluate various lexical phenomena not only from the point of view of the current state of scientific knowledge, but also from the point of view of school practice. They have developed the ability to think in context, to argue and to think critically. They are prepared to deepen and develop the acquired knowledge in the course of further studies, to use it effectively in the cultivation of their linguistic expression and in their own text production, as well as in the school environment in the position of a teaching assistant, in the publishing environment in the position of a proofreader and, after the completion of the master's degree, in the position of a teacher of Slovak language and literature in secondary education.

**Class syllabus:**
1. The lexical subsystem and its relation to other subsystems of language. Lexicology - its scope, division, subject and methods.
2. The word as the basic unit of the lexical subsystem of the language system. The word in terms of the lexical, sound, morphological and syntactic levels of language. Variants of the word.
3. Characteristics of word types in terms of their naming value. Sub-systems in the vocabulary. Lexical units in terms of paradigmatic, syntagmatic and pragmatic properties. Centre and periphery in the vocabulary.
4. Lexical semantics. The word as a linguistic sign. Meaning-forming factors. Motivation of lexemes. Component analysis, types of semantic disjunctive signs.
5. Semantic structure of a word. Manifestations of symmetrical dualism of a linguistic sign. Polysemy, homonymy and synonymy. Word connectivity and the factors that condition it. Changes in the meaning of a word.

6. Derivatology. Word-forming structure of a word, word-forming ways, means, procedures and types.
7. Manifestations of dynamics in vocabulary. Word formation (derivation, composition), universalization, multiverbalization, abreviation, appellativization, proprialization, formation of multi-word nominalizations, semiological-onomasiological derivation, acquisition from foreign languages, word extinction
8. Vocabulary differentiation from the semantic point of view, from the stylistic and expressive point of view, from the social and territorial point of view, from the temporal point of view, from the point of view of origin and frequency, from the point of view of spelling.
9. Phraseology. Characteristics of phrases, their semantic and structural classification.
10. Terminology. Properties and structure of terms, logization of terms, terminologization and determinologization.
11. Lexicography. Typology of dictionaries.
The curriculum of the course covers a complex of knowledge from lexicology and individual lexical disciplines, which builds on the general secondary education of students and systematically develops and deepens their knowledge into a comprehensive and applicable form. The course will enable students to acquire a comprehensive picture of the system in the vocabulary, the principles of its differentiation and organization, the semantic and formal relations in the vocabulary, the word as the central unit of the lexical system, its semantic and word-forming structure and its place in the vocabulary system. Students will learn knowledge and basic concepts of lexical semantics (semasiology), onomasiology, derivatology, phraseology, terminology and lexicography, which they will be able to apply in the analysis of lexical devices used in the text as well as in the evaluation of the appropriateness, correctness and creativity of their use. They will reliably orient themselves in the vocabulary of our national language, learn to differentiate and evaluate words in terms of spelling, expressiveness, frequency, in terms of time and in terms of belonging to different styles and stylistic layers, identify and explain the diverse semantic relationships of words in a text, and sensitively perceive and critically evaluate the peculiarities of their use in diverse types of texts. They will be prepared to solve problem-solving tasks and assignments independently and in a broader linguistic context, to independently search for necessary information in different types of dictionaries and in specialist literature, to critically evaluate them and to use them appropriately in communicating knowledge, conclusions and their justifications to both specialist and lay audiences. They will be prepared not only to deepen, develop and systematize the acquired knowledge in the course of their further studies, as well as in the cultivation of their linguistic expression, but also to apply it creatively in the school environment in the position of a pedagogical assistant, in the publishing environment in the position of a proofreader and, after the completion of the master's degree, also in the position of a teacher of Slovak language and literature in secondary education.

**Recommended literature:**

Compulsory readings:
RIPKA, I. – IMRICHOVÁ, M. 2011. Kapitoly z lexikológie a lexikografie. Prešov: Prešovská univerzita v Prešove. 235 s. ISBN 978-80-5550-327-1.
Recommended readings:
FURDÍK, J. 2004. Slovenská slovotvorba (teória, opis, cvičenia). Prešov: Náuka. 200 s. ISBN 978-80-8903-828-2. (selected chapters)
FURDÍK, J. 2008. Teória motivácie v lexikálnej zásobe. Košice: LG. 95 s. ISBN978-80-9697-607-2. (selected chapters)
HORVÁTHOVÁ, Ľ. 2017. Jazyk Slniečka. In Časopisecký fenomén Slniečko v kontexte slovenskej detskej a národnej kultúry, Ondrej Sliacky a kol., s. 193 – 220. Bratislava: Univerzita Komenského v Bratislave. ISBN 9878022344838.

OLOŠTIAK, M. – IVANOVÁ, M. 2013. Kapitoly z lexikológie (Lexikálna syntagmatika a viacslovné pomenovania). Prešov: Filozofická fakulta Prešovskej univerzity v Prešove. 251 s. ISBN 978-80-555-0938-9. (selected chapters)
Krátky slovník slovenského jazyka. 2020. Red. J. Kačala – M. Považaj – M. Pisárčiková. 5., doplnené a upravené vyd. Martin: Matica slovenská. 956 s. ISBN 978-80-8128-261-4.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 43

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 4,65 | 0,0 | 2,33 | 13,95 | 11,63 | 27,91 | 39,53 |

**Lecturers:** prof. PhDr. Ján Kačala, DrSc., Mgr. Ľubica Horváthová, PhD.

**Last change:** 27.02.2024

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex009/22 | Literature for children and youth |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 12s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: lecture + seminar, total 19 hours per semester, combined form (primarily in-person)
Student workload: 19 hours of direct teaching; 30 hours of continuous preparation for individual lessons with application of specific assignments, including reading of literary texts for individual lessons; 16 hours of seminar paper writing; 55 hours of literature study and preparation for the oral examination on professional knowledge and analytical-interpretive skills. A total of 120 hours of student work.
Teaching methods: lecture, inductive-generalizing interview, discussion, demonstration and analysis of concrete examples, analytical and interpretative work with text, group work, problem-based tasks, guided self-study, e-learning

**Number of credits:** 4

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. Assessment includes:
• continuous reading of literary texts and completion of assignments in seminars on the theoretical knowledge and practical skills required in working with literary texts (30 points);
• the production of a seminar paper which examines the work of the author studied with an emphasis on the application of the knowledge acquired about the particularities of the author's poetics, on analytical-interpretive skills and on the defence of one's arguments (20 points);
• an oral examination on professional knowledge and analytical-interpretive skills (50 points).
The course culminates in an assessment resulting from an interim review of learning outcomes during the teaching part of the semester of study and a final review of learning outcomes (50/50). To pass the course, a minimum of 60 % of the points must be obtained (at least 60 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (assignments: less than 18 points; final analysis: less than 12 points; oral examination: less than 30 points).
A (100 - 93%, excellent - outstanding results): excellent performance: The student has an excellent knowledge of Slovak literature for children and youth, its developmental phases, genre invariants,

the most important representatives and their representative works in the required scope, logically arranges the presented literary-historical facts flawlessly, the acquired literary-scientific knowledge can be applied and adapted at an excellent level in specific approaches to the literary text usable in the teaching of literature in school practice, has the ability to creatively solve individual tasks and assignments independently and imaginatively, also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her expression is excellent, has well-developed skills for independent further learning;
B (92 - 85%, very good - above average standard): very good performance: the student has a very good knowledge of Slovak literature for children and youth, its developmental phases, genre invariants, the most important representatives and their representative works within the required scope, logically, with only minor errors, arranges the presented literary-historical facts, the acquired literary-scientific can apply and adapt the knowledge very well in specific approaches to literary texts applicable to the teaching of literature in school practice, has the ability to independently solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her expression is very good, has very well developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: The student has a good knowledge of Slovak literature for children and young people, its developmental stages, genre invariants, the most important representatives and their representative works to the required extent, arranges the presented literary-historical facts appropriately and makes errors only in places, can reliably apply and adapt the acquired literary-historical knowledge in specific approaches to literary texts applicable to the teaching of literature in school practice, reliably solves individual tasks and assignments independently, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: Student has satisfactory knowledge of Slovak literature for children and youth, its developmental phases, genre invariants, most important representatives and their representative works in the required range, demonstrates some deficiencies in the arrangement of literary-historical facts, can satisfactorily apply the acquired literary-historical knowledge in specific approaches to the literary text applicable to the teaching of literature in school practice, satisfactorily and predominantly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60%, sufficient - the results meet the minimum criteria): sufficient performance: Student demonstrates a minimal amount of knowledge about Slovak literature for children and youth, its developmental phases, genre invariants, the most important representatives and their representative works in the required range, as well as significant deficiencies in the arrangement of literary-historical facts, the acquired literary-scientific knowledge can be minimally applied in specific approaches to the literary text usable in the teaching of literature in school practice, with significant help at a sufficient level, solves individual tasks and assignments, has minimal learning skills;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: Student does not demonstrate sufficient knowledge of Slovak literature for children and youth, its developmental phases, genre invariants, the most important representatives and their representative works to the required extent, does not know literary-historical facts and their logical connections, cannot apply the acquired literary-scientific knowledge in specific approaches to literary text usable in teaching literature in school practice, cannot solve individual tasks and assignments, has insufficient skills to learn.

**Learning outcomes:**

The student has knowledge of Slovak literature for children and youth, its developmental phases, genre invariants, the most important representatives and their representative works. The student is able to creatively and independently analyse and interpret literary texts, to characterise the poeological and value specifics of the work of individual authors and to identify different forms

of literariness. Has acquired analytical and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts, understands the specificity and artistic value of selected literary texts, and can actively seek new possibilities in approaching a literary text. The student is able to interpret a literary text in relation to other types of art. The student can also work with different possible interpretations of the text in school practice. As a result of the analytical and critical approach to the literary text, the student develops transferable competences, because especially in the analytical-interpretive part, critical thinking, thinking in context, developing communicative and digital competences are emphasised, on the basis of which the student is able to solve specific tasks, as well as to construct his/her own interpretations of literary texts. The student is able to promptly perceive interpretations of literature in the following years of his/her studies. Based on problem-solving tasks, the student has acquired the skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. He is not only prepared to deepen and develop the acquired knowledge, skills and competences in further bachelor's and then master's studies, but also to use them and creatively apply them in the school environment in the position of a teaching assistant, or for the needs of the publishing environment in the position of a text proofreader. The student is also able to convey information about literary-theoretical phenomena to the general public and to offer conclusions and literary-analytical justifications to lay audiences.

**Class syllabus:**

1. Children's recipient, age periods and genre composition of literature for children and youth. Periodization process and developmental phases of Slovak literature for children and youth. Education for literature and education through literature. Institutional and journal base of literature for children and youth. Projects promoting reading for children and young people.
2. Folktale, poetics and typology. Collectors and their concepts. Basic manuscript and printed collections. The work of S. Reuss, J. Francisci, A. H. Škultéty and P. Dobšinský. Incorporation of the fairy tale into the children's reading fund. Literary folklorism for children and youth in the 20th century. Interpretation of selected folk tales by P. Dobšinský and the work of M. Rúfus The Book of Fairy Tales.
3. Folk tale, typology, collectors. The folktale work of A. Mednyanský, J. C. Hronský, J. Horák, M. Ďuríčková, literary project Tale Map of Slovakia. Interpretation of J. C. Hronský's The Buried Sword and M. Ďuríčková's The Queen of the Danube.
4. Constituting Slovak artistic literature for children and youth in the 1930s (works for children and youth by Ľ. Podjavorinská, Ľ. Ondrejov, J. C. Hronský, M. Rázusová-Martáková, M. Hranko, M. Rázus, J. Bodenek. Interpretation of the works of J. C. Hronský's The Bold Hare and Ľ. Ondrejov's The Robber's Youth.
5. Author's fairy tale, poetics and typology. The most important Slovak creators of modern fairy tales (Ľ. Feldek, M. Ďuríčková, J. Blažková, K. Bendová and others). Interpretation of M. Ďuríčková's fairy tale Jasietka and selected fairy tales from the works of K. Bendová's Osmijanka's Fairy Tales and Ľ. Feldek's Green Deer.
6. The most important Slovak creators of modern fairy tales (D. Hevier, J. Uličiansky, E. J. Groch, J. Milčák, D. Pastirčák, D. Taragel and others). Interpretation of the author's fairy tale by D. Hevier Land of Agord, J. Uličiansky's The Little Princess, E. J. Groch's The Tramp and Clara, D. Taragel's Fairy Tales for naughty children and their caring parents.
7. Modern Slovak poetry for children. Poetic works of K. Bendová, M. Válek, Ľ. Feldek, T. Janovic, D. Hevier, Š. Moravčík, M. Rúfus and others. Janovic's Wooden Dad and his Fairy Tales.

8. Intermedia poetry for children. Poetic works of Š. Moravčík, D. Hevier and F. Rojček. Interpretation of selected poems from Moravčík's collections The Rocket with the Golden Tail and Hadakum kvadakum or the Little Book for All the Change, from Hevier's collection Don't Crawl Your Tongue on a Lion and from Rojček's collection Torka z piesku.
9. Modern social prose for children and youth (social prose K. Jarunková, J. Blažková, M. Ďuríčková, V. Šikula, D. Dušek, P. Holka, J. Šebesta, etc.). Jarunková's Tulák, M. Ďuríčková's Majka Tárajka, J. Blažková's My Great Brother Robinzon and J. Šebesta's Venussha.
10. Modern theatre, radio and television works for children. The work of Ľ. Feldek, E. Čepčeková, J. Pavlovič, M. Čeretková-Gállová, J. Mokoš, J. Milčák, J. Uličiansky, M. Grznárová, D. Dušek, J. Bodnárová, V. Klimáček. Interpretation of Feldek's play Botafogo, Milčák's play Celestínka, ryba a pán Baltazár and Uličiansky's play Peter Kľúčik.
11. Development and forms of Slovak non-fiction for children and youth. Creation of V. Zamarovský, Ľ. Zúbek and V. Ferko. Non-fiction series in the magazine Slniečko. Experiential informativeness in modern non-fiction. Interpretation of the works of V. Zamarovský's The Discovery of Troy, Ľ. Zúbek's The Empire of Svätopluk and O. Sliacky's The Wonders of Slovakia.
The curriculum of the course covers a spectrum of cross-sectional and specialized knowledge, which also builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will acquire knowledge concerning the history of Slovak literature for children and youth, its developmental phases, individual tendencies and individual ideological and aesthetic initiatives and poetics, as well as theoretical background to the characterization of invariant features of individual genres of literature for children and youth. In presenting the poetological peculiarities of the work of the most prominent figures of Slovak literature for children and youth, the specificities of the child recipient, the need for intense aesthetic stimuli from age-appropriate literature in a varied genre composition in the development of the process of text reception, as well as the potential of literature for children and youth to shape and cultivate the reader will be taken into account. The student will be able to create simple definitions of literary terms, give age-appropriate examples of these terms, and identify and correct the most common errors that occur when working with text from children's and young adult literature in school practice. The acquired knowledge will be used appropriately when working with selected textual material. The student will be able to assess the value and artistic contribution of a literary work in a literary-historical context and be able to point out the importance of knowledge of the wider literary, cultural and social context. The student will be able to justify and apply various methodological approaches to literary analysis and interpretation, and will be able to use the experience of an artistic text in his/her own individual (reception and production) activity. He/she will develop his/her analytical skills with emphasis on independent and creative work. On the basis of the knowledge and skills acquired, he/she will be able to apply analytical-interpretive competencies to other literary texts, to point out the interrelationships between them, and to reflect on new possibilities of literary analysis and interpretation. The student will also become familiar with the related practical and methodological knowledge that will be a prerequisite for his/her proper understanding of the past in the courses of the continuing Master's degree. The student will acquire a base of knowledge and skills which he/she will deepen and develop in further bachelor's and subsequently master's studies, he/she will be able to use them and creatively apply them in the school environment in the position of a pedagogical assistant, later on for the analysis and selection of didactic materials from literature for children and young people with regard to teaching objectives, and possibly also for the needs of the publishing environment in the position of a textual proofreader. The student will be guided to actively acquire information and effectively use cross-cutting and specialized knowledge, will consolidate and develop his/her ability to formulate and defend arguments, and will be able to communicate theoretical knowledge and practical skills to a wider and lay public.

An analytical and critical approach to the literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate in solving specific assignments as well as in the composition of the term paper. The student will creatively use appropriate and appropriate methods of the discipline in solving problem-based assignments. The student will acquire the prerequisites and motivation to develop the skills necessary for further learning and will be able to encourage students to actively acquire literary-historical and literary-theoretical knowledge. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, the ability to plan and be actively responsible for his/her own learning, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes in the spirit of democracy.

**Recommended literature:**

Compulsory readings:

SLIACKY, O. 2013. Dejiny slovenskej literatúry pre deti a mládež do roku 1960. Bratislava: LIC. 295 s. ISBN 978-80-8119-073-5. (selected chapters)

STANISLAVOVÁ, Z. a kol. 2010. Dejiny slovenskej literatúry pre deti a mládež po roku 1960. Bratislava: LIC. 320 s. ISBN 978-80-8119-026-1. (selected chapters)

Recommended readings:

DRZEWIECKA, I. 2013. Grafopoetika. K estetickým a poetologickým aspektom grafickej vizualizácie básnického textu. Prešov: Prešovská univerzita v Prešove, Pedagogická fakulta. 184 s. ISBN 978-80-555-0782-8. (selected chapters)

FAITHOVÁ, E. 2018. Fakt ako umenie. Seriály literatúry faktu v Slniečku 1927 – 1990. In: Bibiana, roč. 25, č. 3, s. 33 – 43.

MITROVÁ, A. 2018. Pôvodná rozhlasová dramatická tvorba pre deti a mládež na Slovensku (kontext 30. – 50. rokov 20. storočia). Prešov: Vydavateľstvo Prešovskej univerzity. 173 s. ISBN 978-80-555-2157-2. (selected sections)

ŠRANK, J. 2019. Milan Adamčiak (1946 – 2017). Archív II (KOPO) – konkrétna poézia 1964 – 1972. In: TOP 5. Slovenská literárna scéna 2015 v odbornej reflexii. Fintice: FACE – Fórum alternatívnej kultúry a vzdelávania, s. 10 – 30. ISBN 978-80-89763-40-5.

BIBIANA, revue o umení pre deti a mládež. Available on: www.bibiana.sk/sk/archiv/digitalna-bibiana/revue-bibiana

O DIEŤATI, JAZYKU, LITERATÚRE. Časopis pre otázky rozvíjania komunikačnej a literárnej kompetencie.

Further study text on individual topics will be made available to students in electronic form.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 53

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 32,08 | 0,0 | 9,43 | 5,66 | 15,09 | 5,66 | 32,08 |

**Lecturers:** doc. Mgr. Jaroslav Šrank, PhD., Mgr. Eva Faithová, PhD.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex009/22 | Literature for children and youth |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 12s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: lecture + seminar, total 19 hours per semester, combined form (primarily in-person)
Student workload: 19 hours of direct teaching; 30 hours of continuous preparation for individual lessons with application of specific assignments, including reading of literary texts for individual lessons; 16 hours of seminar paper writing; 55 hours of literature study and preparation for the oral examination on professional knowledge and analytical-interpretive skills. A total of 120 hours of student work.
Teaching methods: lecture, inductive-generalizing interview, discussion, demonstration and analysis of concrete examples, analytical and interpretative work with text, group work, problem-based tasks, guided self-study, e-learning

**Number of credits:** 4

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. Assessment includes:
• continuous reading of literary texts and completion of assignments in seminars on the theoretical knowledge and practical skills required in working with literary texts (30 points);
• the production of a seminar paper which examines the work of the author studied with an emphasis on the application of the knowledge acquired about the particularities of the author's poetics, on analytical-interpretive skills and on the defence of one's arguments (20 points);
• an oral examination on professional knowledge and analytical-interpretive skills (50 points).
The course culminates in an assessment resulting from an interim review of learning outcomes during the teaching part of the semester of study and a final review of learning outcomes (50/50). To pass the course, a minimum of 60 % of the points must be obtained (at least 60 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (assignments: less than 18 points; final analysis: less than 12 points; oral examination: less than 30 points).
A (100 - 93%, excellent - outstanding results): excellent performance: The student has an excellent knowledge of Slovak literature for children and youth, its developmental phases, genre invariants,

the most important representatives and their representative works in the required scope, logically arranges the presented literary-historical facts flawlessly, the acquired literary-scientific knowledge can be applied and adapted at an excellent level in specific approaches to the literary text usable in the teaching of literature in school practice, has the ability to creatively solve individual tasks and assignments independently and imaginatively, also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her expression is excellent, has well-developed skills for independent further learning;
B (92 - 85%, very good - above average standard): very good performance: the student has a very good knowledge of Slovak literature for children and youth, its developmental phases, genre invariants, the most important representatives and their representative works within the required scope, logically, with only minor errors, arranges the presented literary-historical facts, the acquired literary-scientific can apply and adapt the knowledge very well in specific approaches to literary texts applicable to the teaching of literature in school practice, has the ability to independently solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her expression is very good, has very well developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: The student has a good knowledge of Slovak literature for children and young people, its developmental stages, genre invariants, the most important representatives and their representative works to the required extent, arranges the presented literary-historical facts appropriately and makes errors only in places, can reliably apply and adapt the acquired literary-historical knowledge in specific approaches to literary texts applicable to the teaching of literature in school practice, reliably solves individual tasks and assignments independently, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: Student has satisfactory knowledge of Slovak literature for children and youth, its developmental phases, genre invariants, most important representatives and their representative works in the required range, demonstrates some deficiencies in the arrangement of literary-historical facts, can satisfactorily apply the acquired literary-historical knowledge in specific approaches to the literary text applicable to the teaching of literature in school practice, satisfactorily and predominantly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60%, sufficient - the results meet the minimum criteria): sufficient performance: Student demonstrates a minimal amount of knowledge about Slovak literature for children and youth, its developmental phases, genre invariants, the most important representatives and their representative works in the required range, as well as significant deficiencies in the arrangement of literary-historical facts, the acquired literary-scientific knowledge can be minimally applied in specific approaches to the literary text usable in the teaching of literature in school practice, with significant help at a sufficient level, solves individual tasks and assignments, has minimal learning skills;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: Student does not demonstrate sufficient knowledge of Slovak literature for children and youth, its developmental phases, genre invariants, the most important representatives and their representative works to the required extent, does not know literary-historical facts and their logical connections, cannot apply the acquired literary-scientific knowledge in specific approaches to literary text usable in teaching literature in school practice, cannot solve individual tasks and assignments, has insufficient skills to learn.

**Learning outcomes:**

The student has knowledge of Slovak literature for children and youth, its developmental phases, genre invariants, the most important representatives and their representative works. The student is able to creatively and independently analyse and interpret literary texts, to characterise the poeological and value specifics of the work of individual authors and to identify different forms

of literariness. Has acquired analytical and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts, understands the specificity and artistic value of selected literary texts, and can actively seek new possibilities in approaching a literary text. The student is able to interpret a literary text in relation to other types of art. The student can also work with different possible interpretations of the text in school practice. As a result of the analytical and critical approach to the literary text, the student develops transferable competences, because especially in the analytical-interpretive part, critical thinking, thinking in context, developing communicative and digital competences are emphasised, on the basis of which the student is able to solve specific tasks, as well as to construct his/her own interpretations of literary texts. The student is able to promptly perceive interpretations of literature in the following years of his/her studies. Based on problem-solving tasks, the student has acquired the skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. He is not only prepared to deepen and develop the acquired knowledge, skills and competences in further bachelor's and then master's studies, but also to use them and creatively apply them in the school environment in the position of a teaching assistant, or for the needs of the publishing environment in the position of a text proofreader. The student is also able to convey information about literary-theoretical phenomena to the general public and to offer conclusions and literary-analytical justifications to lay audiences.

**Class syllabus:**

1. Children's recipient, age periods and genre composition of literature for children and youth. Periodization process and developmental phases of Slovak literature for children and youth. Education for literature and education through literature. Institutional and journal base of literature for children and youth. Projects promoting reading for children and young people.
2. Folktale, poetics and typology. Collectors and their concepts. Basic manuscript and printed collections. The work of S. Reuss, J. Francisci, A. H. Škultéty and P. Dobšinský. Incorporation of the fairy tale into the children's reading fund. Literary folklorism for children and youth in the 20th century. Interpretation of selected folk tales by P. Dobšinský and the work of M. Rúfus The Book of Fairy Tales.
3. Folk tale, typology, collectors. The folktale work of A. Mednyanský, J. C. Hronský, J. Horák, M. Ďuríčková, literary project Tale Map of Slovakia. Interpretation of J. C. Hronský's The Buried Sword and M. Ďuríčková's The Queen of the Danube.
4. Constituting Slovak artistic literature for children and youth in the 1930s (works for children and youth by Ľ. Podjavorinská, Ľ. Ondrejov, J. C. Hronský, M. Rázusová-Martáková, M. Hranko, M. Rázus, J. Bodenek. Interpretation of the works of J. C. Hronský's The Bold Hare and Ľ. Ondrejov's The Robber's Youth.
5. Author's fairy tale, poetics and typology. The most important Slovak creators of modern fairy tales (Ľ. Feldek, M. Ďuríčková, J. Blažková, K. Bendová and others). Interpretation of M. Ďuríčková's fairy tale Jasietka and selected fairy tales from the works of K. Bendová's Osmijanka's Fairy Tales and Ľ. Feldek's Green Deer.
6. The most important Slovak creators of modern fairy tales (D. Hevier, J. Uličiansky, E. J. Groch, J. Milčák, D. Pastirčák, D. Taragel and others). Interpretation of the author's fairy tale by D. Hevier Land of Agord, J. Uličiansky's The Little Princess, E. J. Groch's The Tramp and Clara, D. Taragel's Fairy Tales for naughty children and their caring parents.
7. Modern Slovak poetry for children. Poetic works of K. Bendová, M. Válek, Ľ. Feldek, T. Janovic, D. Hevier, Š. Moravčík, M. Rúfus and others. Janovic's Wooden Dad and his Fairy Tales.

8. Intermedia poetry for children. Poetic works of Š. Moravčík, D. Hevier and F. Rojček. Interpretation of selected poems from Moravčík's collections The Rocket with the Golden Tail and Hadakum kvadakum or the Little Book for All the Change, from Hevier's collection Don't Crawl Your Tongue on a Lion and from Rojček's collection Torka z piesku.
9. Modern social prose for children and youth (social prose K. Jarunková, J. Blažková, M. Ďuríčková, V. Šikula, D. Dušek, P. Holka, J. Šebesta, etc.). Jarunková's Tulák, M. Ďuríčková's Majka Tárajka, J. Blažková's My Great Brother Robinzon and J. Šebesta's Venussha.
10. Modern theatre, radio and television works for children. The work of Ľ. Feldek, E. Čepčeková, J. Pavlovič, M. Čeretková-Gállová, J. Mokoš, J. Milčák, J. Uličiansky, M. Grznárová, D. Dušek, J. Bodnárová, V. Klimáček. Interpretation of Feldek's play Botafogo, Milčák's play Celestínka, ryba a pán Baltazár and Uličiansky's play Peter Kľúčik.
11. Development and forms of Slovak non-fiction for children and youth. Creation of V. Zamarovský, Ľ. Zúbek and V. Ferko. Non-fiction series in the magazine Slniečko. Experiential informativeness in modern non-fiction. Interpretation of the works of V. Zamarovský's The Discovery of Troy, Ľ. Zúbek's The Empire of Svätopluk and O. Sliacky's The Wonders of Slovakia.
The curriculum of the course covers a spectrum of cross-sectional and specialized knowledge, which also builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will acquire knowledge concerning the history of Slovak literature for children and youth, its developmental phases, individual tendencies and individual ideological and aesthetic initiatives and poetics, as well as theoretical background to the characterization of invariant features of individual genres of literature for children and youth. In presenting the poetological peculiarities of the work of the most prominent figures of Slovak literature for children and youth, the specificities of the child recipient, the need for intense aesthetic stimuli from age-appropriate literature in a varied genre composition in the development of the process of text reception, as well as the potential of literature for children and youth to shape and cultivate the reader will be taken into account. The student will be able to create simple definitions of literary terms, give age-appropriate examples of these terms, and identify and correct the most common errors that occur when working with text from children's and young adult literature in school practice. The acquired knowledge will be used appropriately when working with selected textual material. The student will be able to assess the value and artistic contribution of a literary work in a literary-historical context and be able to point out the importance of knowledge of the wider literary, cultural and social context. The student will be able to justify and apply various methodological approaches to literary analysis and interpretation, and will be able to use the experience of an artistic text in his/her own individual (reception and production) activity. He/she will develop his/her analytical skills with emphasis on independent and creative work. On the basis of the knowledge and skills acquired, he/she will be able to apply analytical-interpretive competencies to other literary texts, to point out the interrelationships between them, and to reflect on new possibilities of literary analysis and interpretation. The student will also become familiar with the related practical and methodological knowledge that will be a prerequisite for his/her proper understanding of the past in the courses of the continuing Master's degree. The student will acquire a base of knowledge and skills which he/she will deepen and develop in further bachelor's and subsequently master's studies, he/she will be able to use them and creatively apply them in the school environment in the position of a pedagogical assistant, later on for the analysis and selection of didactic materials from literature for children and young people with regard to teaching objectives, and possibly also for the needs of the publishing environment in the position of a textual proofreader. The student will be guided to actively acquire information and effectively use cross-cutting and specialized knowledge, will consolidate and develop his/her ability to formulate and defend arguments, and will be able to communicate theoretical knowledge and practical skills to a wider and lay public.

An analytical and critical approach to the literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate in solving specific assignments as well as in the composition of the term paper. The student will creatively use appropriate and appropriate methods of the discipline in solving problem-based assignments. The student will acquire the prerequisites and motivation to develop the skills necessary for further learning and will be able to encourage students to actively acquire literary-historical and literary-theoretical knowledge. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, the ability to plan and be actively responsible for his/her own learning, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes in the spirit of democracy.

**Recommended literature:**

Compulsory readings:

SLIACKY, O. 2013. Dejiny slovenskej literatúry pre deti a mládež do roku 1960. Bratislava: LIC. 295 s. ISBN 978-80-8119-073-5. (selected chapters)

STANISLAVOVÁ, Z. a kol. 2010. Dejiny slovenskej literatúry pre deti a mládež po roku 1960. Bratislava: LIC. 320 s. ISBN 978-80-8119-026-1. (selected chapters)

Recommended readings:

DRZEWIECKA, I. 2013. Grafopoetika. K estetickým a poetologickým aspektom grafickej vizualizácie básnického textu. Prešov: Prešovská univerzita v Prešove, Pedagogická fakulta. 184 s. ISBN 978-80-555-0782-8. (selected chapters)

FAITHOVÁ, E. 2018. Fakt ako umenie. Seriály literatúry faktu v Slniečku 1927 – 1990. In: Bibiana, roč. 25, č. 3, s. 33 – 43.

MITROVÁ, A. 2018. Pôvodná rozhlasová dramatická tvorba pre deti a mládež na Slovensku (kontext 30. – 50. rokov 20. storočia). Prešov: Vydavateľstvo Prešovskej univerzity. 173 s. ISBN 978-80-555-2157-2. (selected sections)

ŠRANK, J. 2019. Milan Adamčiak (1946 – 2017). Archív II (KOPO) – konkrétna poézia 1964 – 1972. In: TOP 5. Slovenská literárna scéna 2015 v odbornej reflexii. Fintice: FACE – Fórum alternatívnej kultúry a vzdelávania, s. 10 – 30. ISBN 978-80-89763-40-5.

BIBIANA, revue o umení pre deti a mládež. Available on: www.bibiana.sk/sk/archiv/digitalna-bibiana/revue-bibiana

O DIEŤATI, JAZYKU, LITERATÚRE. Časopis pre otázky rozvíjania komunikačnej a literárnej kompetencie.

Further study text on individual topics will be made available to students in electronic form.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 53

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 32,08 | 0,0 | 9,43 | 5,66 | 15,09 | 5,66 | 32,08 |

**Lecturers:** doc. Mgr. Jaroslav Šrank, PhD., Mgr. Eva Faithová, PhD.

**Last change:** 11.11.2022

**Approved by:**

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZex032/22 | **Course title:**<br>Medial education |
| **Educational activities:**<br>**Type of activities:** lecture + seminar<br>**Number of hours:**<br>**per week:** **per level/semester:** 5s<br>**Form of the course:** combined | |
| **Number of credits:** 3 | |
| **Recommended semester:** 1., 3., 5., 7. | |
| **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 and its defense (70 points). A minimum of 60% of the points is required to pass the course.

The rating is awarded on a scale:

A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively

knowledge in the field of Medial education, 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 - normal reliable work), students performed standardly well during the semester, their theoretical knowledge of Medial education 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 of Medial education. 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 and transferable competences:

Learning objectives and outcomes:

The thematic focus of the course introduces students to the history of media, the importance of Medial education in school and in the family, and the selection of appropriate content for children. It explains the objectives of Medial education in primary and secondary schools, the possibilities of using media, mass media as a means of learning (Internet, television, film, magazines, electronic encyclopaedias, educational CD-ROMs, video games). It draws attention to the dangers of the

Internet and how to prevent these risks. The course guides students to identify manipulative techniques present in news, advertising, etc. It leads them to think critically about the quality and truthfulness of information, and the impact of media owners on that information.
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 their competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital and presentation skills; social area: cooperation, communication).
The course contributes to the gradual development of important professional competences and competencies of future teachers through its focus and methods of education.

**Learning outcomes:**

Learning outcomes and transferable competences:
Learning objectives and outcomes:
The thematic focus of the course introduces students to the history of media, the importance of Medial education in school and in the family, and the selection of appropriate content for children. It explains the objectives of Medial education in primary and secondary schools, the possibilities of using media, mass media as a means of learning (Internet, television, film, magazines, electronic encyclopaedias, educational CD-ROMs, video games). It draws attention to the dangers of the Internet and how to prevent these risks. The course guides students to identify manipulative techniques present in news, advertising, etc. It leads them to think critically about the quality and truthfulness of information, and the impact of media owners on that information.
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**Class syllabus:**

Brief outline of the course:
1. Media and mass media. Brief history of media and their differentiation. Identifying the qualitative changes that the media sphere has undergone.
2. Medial education in the family.
3. Medial education in school. Medial education in ISCED 0 - 3 according to the SPD. Media, mass media as a means of learning. Edutainment.
4. Appropriate and inappropriate media content for immature recipients.
5. Specifics of virtual communication. Safety of children on the Internet. Cyberbullying.
6. Negative influence of mass media production - manipulation, influence, propaganda, violence. Manipulative techniques. 7. Truth and falsehood, how to recognize relevant information. Hoaxes and misinformation.
8. The impact of media on individual and social life, public opinion, the relationship between media and politics.
9. Unethical elements in advertising. Code of ethics.

**Recommended literature:**

Compulsory reading:
IZRAEL, P. (2015). Mediálna výchova, výzva pre jednotlivca, rodinu a spoločnosť. Ružomberok: Verbum, 114 s. ISBN -80-561-0274-9.
BALÁŽOVÁ, E. (2013). Teoretické východiská mediálnej výchovy. Banská Bystrica: Občianske združenie Pedagóg, Pedagogická fakulta Univerzity Mateja Bela v Banskej Bystrici. 39 s. ISBN 978-80-557-0591-0 https://www.pdf.umb.sk/app/cmsFile.php?disposition=a&ID=6331

Recommended reading:
JURKOVIČ, ČAVOJOVÁ, BREZINA ed. (2019). Prečo ľudia veria nezmyslom. Bratislava: Premedia, 312 s. ISBN: 978-80-8159-757-2.
MALÍK, B. (2008). Mediomorfóza sveta. Filozofické, antropologické, sociálne a politické aspekty súčasných médií. Bratislava: Iris, 157 s. ISBN 978-80-89256-25-9.
MALÍK, B. (2008). Mediomorfóza sveta a jej presahy do školského prostredia. In: Pedagogická revue, Roč. 60, č. 1/2, 2008, s. 140 - 156. ISSN 1335-1982.
MIČIENKA, M; JIRÁK, J. (2007). Základy mediální výchovy. 1.vyd. Praha: Portál. 296 s. ISBN 978-80-7367-315-4.
SAK, P. (2007). Člověk a vzdělání v informační společnosti. Praha: Portál. 290 s. ISBN 978-80-7367-230-0.
ŠALMON, T. (2021). (Ne)bezpečný internet. Bratislava: Lindeni. 292 s. ISBN 9788056619414
TÁBORSKÝ, J. (2020). V síti dezinformací. Praha: Grada Publishing, a.s. 224 s. ISBN 978-80-271-2014-7.

**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 |
|---|---|---|---|---|---|---|
| 45,45 | 0,0 | 9,09 | 18,18 | 9,09 | 0,0 | 18,18 |

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

**Last change:** 08.11.2022

**Approved by:**

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZex032/22 | **Course title:**<br>Medial education |
| **Educational activities:**<br>**Type of activities:** lecture + seminar<br>**Number of hours:**<br>**per week:** **per level/semester:** 5s<br>**Form of the course:** combined | |
| **Number of credits:** 3 | |
| **Recommended semester:** 2., 4., 6., 8. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Prerequisite subjects: none<br>Prerequisites for successful completion of the course:<br>100% of the interim grade, which includes 30% class activity (30 points) and 70% project and its defense (70 points). A minimum of 60% of the points is required to pass the course.<br>The rating is awarded on a scale:<br>A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively<br>knowledge in the field of Medial education, including its meaningful integration into the realities of life and pedagogical practice.<br>B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately,<br>including their meaningful integration into the realities of life and pedagogical practice.<br>C (85-76%, good - normal reliable work), students performed standardly well during the semester, their theoretical knowledge of Medial education is at a good level, but they lack the ability to critically apply this knowledge.<br>D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge of Medial education. They cannot critically analyze information.<br>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.<br>Fx (59-0%, insufficient - extra work required).<br>Learning outcomes and transferable competences:<br>Learning objectives and outcomes:<br>The thematic focus of the course introduces students to the history of media, the importance of Medial education in school and in the family, and the selection of appropriate content for children. It explains the objectives of Medial education in primary and secondary schools, the possibilities of using media, mass media as a means of learning (Internet, television, film, magazines, electronic encyclopaedias, educational CD-ROMs, video games). It draws attention to the dangers of the | |

Internet and how to prevent these risks. The course guides students to identify manipulative techniques present in news, advertising, etc. It leads them to think critically about the quality and truthfulness of information, and the impact of media owners on that information.
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 their competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital and presentation skills; social area: cooperation, communication).
The course contributes to the gradual development of important professional competences and competencies of future teachers through its focus and methods of education.

**Learning outcomes:**

Learning outcomes and transferable competences:
Learning objectives and outcomes:
The thematic focus of the course introduces students to the history of media, the importance of Medial education in school and in the family, and the selection of appropriate content for children. It explains the objectives of Medial education in primary and secondary schools, the possibilities of using media, mass media as a means of learning (Internet, television, film, magazines, electronic encyclopaedias, educational CD-ROMs, video games). It draws attention to the dangers of the Internet and how to prevent these risks. The course guides students to identify manipulative techniques present in news, advertising, etc. It leads them to think critically about the quality and truthfulness of information, and the impact of media owners on that information.
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 their competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital and presentation skills; social area: cooperation, communication).The course contributes to the gradual development of important professional competences and competencies of future teachers through its focus and methods of education.

**Class syllabus:**

Brief outline of the course:
1. Media and mass media. Brief history of media and their differentiation. Identifying the qualitative changes that the media sphere has undergone.
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3. Medial education in school. Medial education in ISCED 0 - 3 according to the SPD. Media, mass media as a means of learning. Edutainment.
4. Appropriate and inappropriate media content for immature recipients.
5. Specifics of virtual communication. Safety of children on the Internet. Cyberbullying.
6. Negative influence of mass media production - manipulation, influence, propaganda, violence. Manipulative techniques. 7. Truth and falsehood, how to recognize relevant information. Hoaxes and misinformation.
8. The impact of media on individual and social life, public opinion, the relationship between media and politics.
9. Unethical elements in advertising. Code of ethics.

**Recommended literature:**

Compulsory reading:
IZRAEL, P. (2015). Mediálna výchova, výzva pre jednotlivca, rodinu a spoločnosť. Ružomberok: Verbum, 114 s. ISBN -80-561-0274-9.
BALÁŽOVÁ, E. (2013). Teoretické východiská mediálnej výchovy. Banská Bystrica: Občianske združenie Pedagóg, Pedagogická fakulta Univerzity Mateja Bela v Banskej Bystrici. 39 s. ISBN 978-80-557-0591-0 https://www.pdf.umb.sk/app/cmsFile.php?disposition=a&ID=6331

Recommended reading:
JURKOVIČ, ČAVOJOVÁ, BREZINA ed. (2019). Prečo ľudia veria nezmyslom. Bratislava: Premedia, 312 s. ISBN: 978-80-8159-757-2.
MALÍK, B. (2008). Mediomorfóza sveta. Filozofické, antropologické, sociálne a politické aspekty súčasných médií. Bratislava: Iris, 157 s. ISBN 978-80-89256-25-9.
MALÍK, B. (2008). Mediomorfóza sveta a jej presahy do školského prostredia. In: Pedagogická revue, Roč. 60, č. 1/2, 2008, s. 140 - 156. ISSN 1335-1982.
MIČIENKA, M; JIRÁK, J. (2007). Základy mediální výchovy. 1.vyd. Praha: Portál. 296 s. ISBN 978-80-7367-315-4.
SAK, P. (2007). Člověk a vzdělání v informační společnosti. Praha: Portál. 290 s. ISBN 978-80-7367-230-0.
ŠALMON, T. (2021). (Ne)bezpečný internet. Bratislava: Lindeni. 292 s. ISBN 9788056619414
TÁBORSKÝ, J. (2020). V síti dezinformací. Praha: Grada Publishing, a.s. 224 s. ISBN 978-80-271-2014-7.

**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 |
|---|---|---|---|---|---|---|
| 45,45 | 0,0 | 9,09 | 18,18 | 9,09 | 0,0 | 18,18 |

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

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex010/22 | Methodology of writing of citizenship education special text |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Seminar, 5 hours per semester, combined method
Study workload:
5 hours of teaching, preparation of a topic for course thesis: 3 parts of the seminar work, 3 x 10 hours = 30 hours, 17 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., 5.

**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: 39

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 41,03 | 0,0 | 35,9 | 7,69 | 15,38 | 0,0 | 0,0 |

**Lecturers:** Mgr. Veronika Valkovičová, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex010/22 | Methodology of writing of citizenship education special text |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Seminar, 5 hours per semester, combined method
Study workload:
5 hours of teaching, preparation of a topic for course thesis: 3 parts of the seminar work, 3 x 10 hours = 30 hours, 17 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., 6.

**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: 39

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 41,03 | 0,0 | 35,9 | 7,69 | 15,38 | 0,0 | 0,0 |

**Lecturers:** Mgr. Veronika Valkovičová, PhD.

**Last change:** 11.09.2023

**Approved by:**

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KSJL/B-SLOex017/22 | **Course title:**<br>Morphological analysis |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 4s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organisational form: seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct teaching; 13 hours of continuous preparation for individual seminars; 2 x 17 hours of continuous preparation for 2 practical morphological analyses of text = 34 hours. A total of 60 hours of student work.
Teaching methods: explanation, application of theoretical knowledge in practical analyses of grammatical forms, morphemes and word types; analysis and solution of problem solving tasks; guided self-study; e-learning

**Number of credits:** 2

**Recommended semester:** 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of 2 practical morphological analyses of the text in the scope of the first 5 topics and in the scope of the 6th - 11th topics, which will be focused on the application of the acquired knowledge and the identification of morphological phenomena (2 x 50 points = 100 points). The course is completed with an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E out of the total number of points. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (1. practical analysis: as less than 30 points; 2. practical analysis: as less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - excellent results): excellent performance: the student has excellent knowledge of morphological analysis in the required range, logically arranges the presented facts, can apply and adapt the acquired knowledge of morphological analysis in practice, has the ability to independently solve individual morphological tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;

B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of morphological analysis to the required extent, logically organises the facts presented, can apply and adapt the acquired knowledge of morphological analysis very well in practice, has the ability to solve individual morphological tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of the student's speech is very good, and the student has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of morphological analysis to the required extent, organises the facts presented appropriately, can reliably apply and adapt the knowledge gained from morphological analysis in practice, solves individual morphological tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of morphological analysis in the required range, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of morphological analysis in practice, satisfactorily solves individual morphological tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of morphological analysis in the required range and deficiencies in the arrangement of facts, the acquired knowledge of morphological analysis can be minimally applied in practice, solves individual morphological tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of morphological analysis to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of morphological analysis in practice, cannot solve individual morphological tasks and assignments, has insufficient learning skills.

**Learning outcomes:**

The student is introduced to the morphological system as part of the grammatical system of the language, as well as to selected sub-issues of Slovak morphology, also with regard to school practice. He/she has acquired practical skills which he/she can apply in assessing and analysing morphological phenomena of the language. The student is able to use the acquired theoretical knowledge in its concretization on practical examples, both in solving individual morphological phenomena, as well as in practical morphological analyses of grammatical forms and word types, in complex analysis of morphological phenomena, in independent solving of morphological problems and in possible synthesis of new and creative solutions, while the student is able to actively acquire and communicate the necessary information and facts, and to adequately formulate and defend the relevant professional arguments. He/she has developed his/her analytical skills as well as abstract and critical thinking skills, is able to think in context and has developed the ability to expand his/her knowledge independently. The student is able to creatively apply the acquired knowledge and skills in his/her further studies. He is able to look at morphological phenomena in a broader linguistic (especially syntactic) context, but he is also able to use them in assessing, analysing and evaluating the morphological aspects of linguistic expressions in the school environment in the position of a teaching assistant, or for the needs of the publishing environment when proofreading linguistic expressions. The student is also able to convey information about morphological phenomena to the general public and to offer conclusions and morphological justifications to lay audiences. The student has achieved a high professional level as well as a high level of linguistic culture, which is very necessary in terms of the student's future practice.

**Class syllabus:**

1. Morphology and its place in the language system. The essence and subject of morphology. Relationship of the morphological subsystem to other subsystems of language. Identification and analysis of grammatical forms as central units of the morphological subsystem, especially in relation to the word and syntactic construction. Issues of word-species transitions.
2. Grammatical form and its structure. Determining the morphological structure of a grammatical shape, i.e. the formative base and the formative formant in specific grammatical shapes.
3. Analysis of the concepts and terms lexico-semantic category, grammatical category, lexico-grammatical category. Word types, criteria for defining word types and their classification from the lexico-semantic, morphological and syntactic point of view. Determination of word species.
4. Morpheme, morphemic structure of word and form (in relation to word-formation and morphological structure of word and form). Determination of individual types of morphemes and submorphemes.
5. Typological classification of languages and morphological type of Slovak. Application of theoretical knowledge to the material of Slovak.
6. Paradigmatics, determining and practising nouns. Determination of nominal grammatical categories and inflection of nouns. Inflectional patterns of nouns.
7. Paradigmatics, determining and practising other nominal word types - adjectives, pronouns and numerals. Determination of nominal grammatical categories, inflection and inflection patterns of nominal word types, gradation of adjectives.
8. Paradigmatics, determining and practising verbs. Analyzing and practicing auxiliary verbs, personal and impersonal verbs, subject and non-subject verbs, definite and indefinite verb forms, simple and compound descriptive and reflexive verb forms. Distinguish between the concepts of the reflexive verb, the reflexive form of an irreversible verb and the reflexive form of an irreversible verb and identify them.
9. Determining verb grammatical and lexico-grammatical categories. Verb tenses, especially from the point of view of the application of the standard of written Slovak, determination of verb tense patterns.
10. Formation and gradation of adverbs. Practicing the problem of adverbs.
11. Identifying and practising prepositions, conjunctions and linking expressions, particles and quotation marks.
On the basis of the use of the acquired theoretical knowledge of Slovak morphology, which will not only build on the knowledge acquired in the field within the general secondary education, but will also further enable the deepening and systematic development of his/her knowledge into a complex form, the student will acquire practical skills, which he/she will be able to apply in the assessment and analysis of morphological phenomena of the language. The student will be able to use the acquired theoretical knowledge about the morphological level of the language as a part of the grammatical system of written Slovak, about the grammatical shape as the central morphological unit, about grammatical, lexical-semantic and lexical-grammatical categories, about the morpheme as the smallest unit of morphology, about the characteristic features of Slovak morphology in terms of morphological typology of languages, as well as about individual word types as basic word groups in their concretization on practical examples on individual morphological phenomena, as well as in practical morphological analyses of grammatical forms and word types, in complex analysis of morphological phenomena, in independent solving of morphological problems and possible synthesis of their new and creative solutions. The student will be guided to actively acquire information from the field of Slovak morphology, to use digital technologies and resources, to use the acquired knowledge effectively, to formulate and defend arguments appropriately and on their basis to solve professional problems in the field, using appropriate methods of the discipline. He/she will also develop his/her communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to follow the principles of authorial ethics, to

plan and be actively responsible for his/her own learning. He will also learn to look at the acquired knowledge base from the perspective of school practice. The acquired knowledge and skills will also be necessary for the student in his/her further studies, where he/she will be able to apply them convincingly when looking at morphological linguistic phenomena from a broader linguistic (especially syntactic) aspect and further deepen and develop them. He will also be able to apply the acquired knowledge in assessing, analysing and evaluating the morphological aspect of linguistic expressions and subsequent independent analysis of the problem in the given area at the level of language in the school environment in the position of a teaching assistant, or also for the needs of the publishing environment when correcting linguistic expressions. Emphasis on raising the student's professional level and linguistic culture will be equally important in adequately conveying information about morphological phenomena to the general public, as well as in offering relevant conclusions and morphological justifications to lay audiences.

**Recommended literature:**

Compulsory readings:

ORAVEC, J. – BAJZÍKOVÁ, E. – FURDÍK, J. 1984. Súčasný slovenský spisovný jazyk. Morfológia. Bratislava: Slovenské pedagogické nakladateľstvo. 232 s.

Recommended readings:

DAROVEC, M. 2007. Morfologická analýza textu. 2. vyd. Trnava: Univerzita sv. Cyrila a Metoda. 97 s. ISBN 978-80-89220-96-0.

DZIVIAKOVÁ, M. 2014. Chápanie a spracovanie slovesa v súčasnej slovenskej jazykovede. In: Hľadanie metódy v kontrastívnej lingvistike [elektronický zdroj]. Bratislava: Univerzita Komenského, s. 99 – 147 [CD-ROM]. ISBN 978-80-223-3772-4.

DZIVIAKOVÁ, M. 2018. K valencii slovesa v slovenčine s ohľadom na jej odraz v slovesných valenčných štruktúrach. In: Sloveso v kontraste (románske jazyky a slovenčina). Bratislava: Univerzita Komenského, s. 32 – 46. ISBN 978-80-223-4526-2.

SOKOLOVÁ, M. 1995. Kapitolky zo slovenskej morfológie. Prešov: Slovacontact. 180 s. ISBN 80-901417-7-3.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 35

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 8,57 | 0,0 | 17,14 | 42,86 | 5,71 | 20,0 | 5,71 |

**Lecturers:** Mgr. Mária Dziviaková, PhD.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex017/22 | Morphological analysis |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 4s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organisational form: seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct teaching; 13 hours of continuous preparation for individual seminars; 2 x 17 hours of continuous preparation for 2 practical morphological analyses of text = 34 hours. A total of 60 hours of student work.
Teaching methods: explanation, application of theoretical knowledge in practical analyses of grammatical forms, morphemes and word types; analysis and solution of problem solving tasks; guided self-study; e-learning

**Number of credits:** 2

**Recommended semester:** 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of 2 practical morphological analyses of the text in the scope of the first 5 topics and in the scope of the 6th - 11th topics, which will be focused on the application of the acquired knowledge and the identification of morphological phenomena (2 x 50 points = 100 points). The course is completed with an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E out of the total number of points. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (1. practical analysis: as less than 30 points; 2. practical analysis: as less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - excellent results): excellent performance: the student has excellent knowledge of morphological analysis in the required range, logically arranges the presented facts, can apply and adapt the acquired knowledge of morphological analysis in practice, has the ability to independently solve individual morphological tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;

B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of morphological analysis to the required extent, logically organises the facts presented, can apply and adapt the acquired knowledge of morphological analysis very well in practice, has the ability to solve individual morphological tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of the student's speech is very good, and the student has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of morphological analysis to the required extent, organises the facts presented appropriately, can reliably apply and adapt the knowledge gained from morphological analysis in practice, solves individual morphological tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of morphological analysis in the required range, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of morphological analysis in practice, satisfactorily solves individual morphological tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of morphological analysis in the required range and deficiencies in the arrangement of facts, the acquired knowledge of morphological analysis can be minimally applied in practice, solves individual morphological tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of morphological analysis to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of morphological analysis in practice, cannot solve individual morphological tasks and assignments, has insufficient learning skills.

**Learning outcomes:**

The student is introduced to the morphological system as part of the grammatical system of the language, as well as to selected sub-issues of Slovak morphology, also with regard to school practice. He/she has acquired practical skills which he/she can apply in assessing and analysing morphological phenomena of the language. The student is able to use the acquired theoretical knowledge in its concretization on practical examples, both in solving individual morphological phenomena, as well as in practical morphological analyses of grammatical forms and word types, in complex analysis of morphological phenomena, in independent solving of morphological problems and in possible synthesis of new and creative solutions, while the student is able to actively acquire and communicate the necessary information and facts, and to adequately formulate and defend the relevant professional arguments. He/she has developed his/her analytical skills as well as abstract and critical thinking skills, is able to think in context and has developed the ability to expand his/her knowledge independently. The student is able to creatively apply the acquired knowledge and skills in his/her further studies. He is able to look at morphological phenomena in a broader linguistic (especially syntactic) context, but he is also able to use them in assessing, analysing and evaluating the morphological aspects of linguistic expressions in the school environment in the position of a teaching assistant, or for the needs of the publishing environment when proofreading linguistic expressions. The student is also able to convey information about morphological phenomena to the general public and to offer conclusions and morphological justifications to lay audiences. The student has achieved a high professional level as well as a high level of linguistic culture, which is very necessary in terms of the student's future practice.

**Class syllabus:**

1. Morphology and its place in the language system. The essence and subject of morphology. Relationship of the morphological subsystem to other subsystems of language. Identification and analysis of grammatical forms as central units of the morphological subsystem, especially in relation to the word and syntactic construction. Issues of word-species transitions.
2. Grammatical form and its structure. Determining the morphological structure of a grammatical shape, i.e. the formative base and the formative formant in specific grammatical shapes.
3. Analysis of the concepts and terms lexico-semantic category, grammatical category, lexico-grammatical category. Word types, criteria for defining word types and their classification from the lexico-semantic, morphological and syntactic point of view. Determination of word species.
4. Morpheme, morphemic structure of word and form (in relation to word-formation and morphological structure of word and form). Determination of individual types of morphemes and submorphemes.
5. Typological classification of languages and morphological type of Slovak. Application of theoretical knowledge to the material of Slovak.
6. Paradigmatics, determining and practising nouns. Determination of nominal grammatical categories and inflection of nouns. Inflectional patterns of nouns.
7. Paradigmatics, determining and practising other nominal word types - adjectives, pronouns and numerals. Determination of nominal grammatical categories, inflection and inflection patterns of nominal word types, gradation of adjectives.
8. Paradigmatics, determining and practising verbs. Analyzing and practicing auxiliary verbs, personal and impersonal verbs, subject and non-subject verbs, definite and indefinite verb forms, simple and compound descriptive and reflexive verb forms. Distinguish between the concepts of the reflexive verb, the reflexive form of an irreversible verb and the reflexive form of an irreversible verb and identify them.
9. Determining verb grammatical and lexico-grammatical categories. Verb tenses, especially from the point of view of the application of the standard of written Slovak, determination of verb tense patterns.
10. Formation and gradation of adverbs. Practicing the problem of adverbs.
11. Identifying and practising prepositions, conjunctions and linking expressions, particles and quotation marks.
On the basis of the use of the acquired theoretical knowledge of Slovak morphology, which will not only build on the knowledge acquired in the field within the general secondary education, but will also further enable the deepening and systematic development of his/her knowledge into a complex form, the student will acquire practical skills, which he/she will be able to apply in the assessment and analysis of morphological phenomena of the language. The student will be able to use the acquired theoretical knowledge about the morphological level of the language as a part of the grammatical system of written Slovak, about the grammatical shape as the central morphological unit, about grammatical, lexical-semantic and lexical-grammatical categories, about the morpheme as the smallest unit of morphology, about the characteristic features of Slovak morphology in terms of morphological typology of languages, as well as about individual word types as basic word groups in their concretization on practical examples on individual morphological phenomena, as well as in practical morphological analyses of grammatical forms and word types, in complex analysis of morphological phenomena, in independent solving of morphological problems and possible synthesis of their new and creative solutions. The student will be guided to actively acquire information from the field of Slovak morphology, to use digital technologies and resources, to use the acquired knowledge effectively, to formulate and defend arguments appropriately and on their basis to solve professional problems in the field, using appropriate methods of the discipline. He/she will also develop his/her communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to follow the principles of authorial ethics, to

plan and be actively responsible for his/her own learning. He will also learn to look at the acquired knowledge base from the perspective of school practice. The acquired knowledge and skills will also be necessary for the student in his/her further studies, where he/she will be able to apply them convincingly when looking at morphological linguistic phenomena from a broader linguistic (especially syntactic) aspect and further deepen and develop them. He will also be able to apply the acquired knowledge in assessing, analysing and evaluating the morphological aspect of linguistic expressions and subsequent independent analysis of the problem in the given area at the level of language in the school environment in the position of a teaching assistant, or also for the needs of the publishing environment when correcting linguistic expressions. Emphasis on raising the student's professional level and linguistic culture will be equally important in adequately conveying information about morphological phenomena to the general public, as well as in offering relevant conclusions and morphological justifications to lay audiences.

**Recommended literature:**

Compulsory readings:

ORAVEC, J. – BAJZÍKOVÁ, E. – FURDÍK, J. 1984. Súčasný slovenský spisovný jazyk. Morfológia. Bratislava: Slovenské pedagogické nakladateľstvo. 232 s.

Recommended readings:

DAROVEC, M. 2007. Morfologická analýza textu. 2. vyd. Trnava: Univerzita sv. Cyrila a Metoda. 97 s. ISBN 978-80-89220-96-0.

DZIVIAKOVÁ, M. 2014. Chápanie a spracovanie slovesa v súčasnej slovenskej jazykovede. In: Hľadanie metódy v kontrastívnej lingvistike [elektronický zdroj]. Bratislava: Univerzita Komenského, s. 99 – 147 [CD-ROM]. ISBN 978-80-223-3772-4.

DZIVIAKOVÁ, M. 2018. K valencii slovesa v slovenčine s ohľadom na jej odraz v slovesných valenčných štruktúrach. In: Sloveso v kontraste (románske jazyky a slovenčina). Bratislava: Univerzita Komenského, s. 32 – 46. ISBN 978-80-223-4526-2.

SOKOLOVÁ, M. 1995. Kapitolky zo slovenskej morfológie. Prešov: Slovacontact. 180 s. ISBN 80-901417-7-3.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 35

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 8,57 | 0,0 | 17,14 | 42,86 | 5,71 | 20,0 | 5,71 |

**Lecturers:** Mgr. Mária Dziviaková, PhD.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex008/22 | Morphology |

**Educational activities:**
**Type of activities:** lecture
**Number of hours:**
**per week:** **per level/semester:** 10s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: lecture, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct teaching; 42 hours of continuous preparation for lecture and preparation for midterm test, including study of literature; 65 hours of preparation for final test, including study of literature. A total of 120 hours of student work.
Teaching methods: explanation; demonstration of theoretical knowledge and concepts through practical examples; discussion of the topic covered; guided self-study; e-learning

**Number of credits:** 4

**Recommended semester:** 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of a midterm test within the scope of the first 4 topics (50 points) and in the exam period in the form of a final test (50 points). The course is completed with an assessment resulting from the interim review of learning outcomes during the teaching part of the semester of study and from the final review of learning outcomes (50/50). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 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, a minimum of 60% of the points must be obtained. Credit will not be awarded to a student who obtains less than 60% of the points in any component of the assessment (mid-term test: less than 30 points; final test: less than 30 points).
The rating is awarded on the basis of a scale:
(100 - 93 %, excellent - outstanding result): excellent performance: the pupil has excellent knowledge of morphology to the required extent, logically arranges the facts presented, can apply and adapt the acquired knowledge of morphology in practice, has the ability to independently solve individual morphological tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has well-developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the pupil has a very good knowledge of morphology to the required extent, organises the facts presented logically, can apply and adapt the acquired knowledge of morphology in practice very well, has the ability to solve individual morphological tasks and assignments independently and in a broader linguistic

context, the linguistic and stylistic level of his/her expression is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the pupil has a good knowledge of morphology to the required extent, organises the facts presented appropriately, can reliably apply and adapt the acquired knowledge of morphology in practice, solves individual morphological tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory results: the pupil has satisfactory knowledge of morphology to the required extent, shows some deficiencies in the organisation of facts, can satisfactorily apply the acquired knowledge of morphology in practice, satisfactorily solves individual morphological tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - results meet minimum criteria): sufficient performance: student demonstrates a minimum amount of knowledge of morphology in the required range and deficiencies in the arrangement of facts, can minimally apply the acquired knowledge of morphology in practice, solves individual morphological tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of morphology to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of morphology in practice, cannot solve individual morphological tasks and assignments, has insufficient learning skills.

**Learning outcomes:**
By familiarizing himself with the morphology of written Slovak, the student has acquired comprehensive theoretical knowledge and knowledge of the morphological system as a part of the grammatical system of written Slovak. The student has thoroughly acquired knowledge of grammatical form, morphemes, linguistic categories and individual word types, and has acquired theoretical knowledge of selected sub-issues of Slovak morphology, while being able to view the phenomena from the perspective of the current state of scientific knowledge as well as from the perspective of school practice. The student is able to concretise the acquired theoretical knowledge of morphology on practical examples of individual morphological phenomena. He/she is also able to use them appropriately to solve a problem in the field of morphology, while being able to actively obtain and communicate the necessary information and facts and to formulate and defend relevant professional arguments appropriately. The above leads to the fact that he/she has developed analytical skills as well as the ability to think abstractly and critically, he/she is forced to think in contexts and has also developed the ability to expand his/her knowledge independently. The thoroughly acquired theoretical knowledge of morphology and the acquired skills are important for the student's further studies and are a prerequisite for judging and evaluating morphological phenomena also in broader grammatical correlations. The acquired theoretical knowledge of the morphology of written Slovak is not only prepared to deepen and develop in further Bachelor's and then Master's studies, but can also be used and creatively applied in the school environment in the position of a pedagogical assistant, or for the needs of the publishing environment in the position of a text proofreader. The student can also communicate information about morphological phenomena to the general public and offer conclusions and morphological justifications to lay audiences. The student has achieved a high professional level as well as a high level of linguistic culture, which is very necessary in terms of the student's future practice.

**Class syllabus:**
1. Morphology and its place in the language system. The essence and subject of morphology, basic concepts, methodology. The central unit of morphology: grammatical form. Relationship of morphology to other linguistic levels. Grammatical form and its structure.

2. Morphological or grammatical categories (nominal, verbal), lexico-semantic and lexico-grammatical categories. Verbal species. Criteria for defining word species. Classification of word species in lexico-semantic, morphological and syntactic terms.
3. Morpheme as the smallest unit of morphology. Morphematic structure of word and form. Types of morphemes and submorphemes.
4. Typological classification of languages. Morphological type of Slovak.
5. Lexical-semantic nature and classification of nouns. Grammatical categories and inflection of nouns.
6. Lexical-semantic nature and classification of adjectives. Inflection and gradation of adjectives. Adjectivals.
7. Lexico-semantic nature and classification of pronouns. Pronouns.
8. Lexical-semantic nature and classification of numerals. Lexicalisation of numerals.
9. Lexical-semantic nature and division of verbs and verb forms. Verbal grammatical and lexico-grammatical categories and verb tenses.
10. Lexical-semantic nature, division, formation and gradation of adverbs.
11. Lexico-semantic characteristics and classification of prepositions, conjunctions, particles and quotation marks.
The student will thoroughly acquire theoretical knowledge about the morphological level of the language as a part of the grammatical system of written Slovak, which will not only build on his knowledge acquired in the field within the general secondary education, but will also further enable the deepening and systematic development of his knowledge in the field of Slovak morphology into a comprehensive form, which he will be able to subsequently use in application. At the level of the current state of knowledge, the student will acquire relevant knowledge about the grammatical form as the central morphological unit and its structure, as well as about the morpheme as the smallest unit of morphology and the individual types of morphemes and submorphemes, and will master the issues of grammatical, lexical-semantic and lexical-grammatical categories, get acquainted with the characteristic features of Slovak morphology in terms of morphological typology of languages, gain relevant knowledge about the lexical-semantic essence, morphological and syntactic characteristics of individual word types as basic word groups and deepen theoretical knowledge about selected sub-issues of Slovak morphology. An important aspect of the course will also be to look at morphological theory with regard to school practice, as well as to acquire the ability to appropriately concretize the acquired theoretical morphological concepts on concrete practical examples. The student will be guided to actively acquire information in the field of Slovak morphology, to use digital technologies and resources, to use the acquired knowledge effectively, to formulate and defend arguments appropriately and on their basis to solve professional problems in the field, using appropriate methods of the discipline. They will also develop their communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of their work, to follow the principles of authorial ethics, the ability to plan and be actively responsible for their own learning. The acquired knowledge and skills will be applied and developed in the student's further Bachelor's and Master's studies, because they will enable him to perceive morphological phenomena in a broader linguistic (especially syntactic) context, and he will be able to use them creatively in the school environment in the position of a teaching assistant, or even for the needs of the publishing environment and proofreading practice. Emphasis on raising the student's professional level and linguistic culture will prove to be equally important in adequately conveying information about morphological phenomena to the general public, as well as in independently analysing a problem in a given area at the language level and offering relevant conclusions, explanations and morphological justifications to lay audiences as well.

**Recommended literature:**
Compulsory readings:

KAČALA, J. 2014. Jazykové kategórie v slovenčine. 2., doplnené a prepracované vyd. Bratislava: Univerzita Komenského. 180 s. ISBN 978-80-223-3486-0.
ORAVEC, J. – BAJZÍKOVÁ, E. – FURDÍK, J. 1984. Súčasný slovenský spisovný jazyk. Morfológia. Bratislava: Slovenské pedagogické nakladateľstvo. 232 s.
Recommended readings:
DZIVIAKOVÁ, M. 2014. Chápanie a spracovanie slovesa v súčasnej slovenskej jazykovede. In: Hľadanie metódy v kontrastívnej lingvistike [elektronický zdroj]. Bratislava: Univerzita Komenského, s. 99 – 147 [CD-ROM]. ISBN 978-80-223-3772-4.
Morfológia slovenského jazyka. 1966. Red. J. Ružička. Bratislava: Vydavateľstvo SAV. 896 s. (selected chapters)
SOKOLOVÁ, M. 1995. Kapitolky zo slovenskej morfológie. Prešov: Slovacontact. 180 s. ISBN 80-901417-7-3.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 38

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 0,0 | 0,0 | 5,26 | 15,79 | 18,42 | 34,21 | 26,32 |

**Lecturers:** prof. PhDr. Ján Kačala, DrSc., Mgr. Mária Dziviaková, PhD.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex008/22 | Morphology |

**Educational activities:**
**Type of activities:** lecture
**Number of hours:**
**per week:** **per level/semester:** 10s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: lecture, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct teaching; 42 hours of continuous preparation for lecture and preparation for midterm test, including study of literature; 65 hours of preparation for final test, including study of literature. A total of 120 hours of student work.
Teaching methods: explanation; demonstration of theoretical knowledge and concepts through practical examples; discussion of the topic covered; guided self-study; e-learning

**Number of credits:** 4

**Recommended semester:** 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of a midterm test within the scope of the first 4 topics (50 points) and in the exam period in the form of a final test (50 points). The course is completed with an assessment resulting from the interim review of learning outcomes during the teaching part of the semester of study and from the final review of learning outcomes (50/50). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 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, a minimum of 60% of the points must be obtained. Credit will not be awarded to a student who obtains less than 60% of the points in any component of the assessment (mid-term test: less than 30 points; final test: less than 30 points).
The rating is awarded on the basis of a scale:
(100 - 93 %, excellent - outstanding result): excellent performance: the pupil has excellent knowledge of morphology to the required extent, logically arranges the facts presented, can apply and adapt the acquired knowledge of morphology in practice, has the ability to independently solve individual morphological tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has well-developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the pupil has a very good knowledge of morphology to the required extent, organises the facts presented logically, can apply and adapt the acquired knowledge of morphology in practice very well, has the ability to solve individual morphological tasks and assignments independently and in a broader linguistic

context, the linguistic and stylistic level of his/her expression is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the pupil has a good knowledge of morphology to the required extent, organises the facts presented appropriately, can reliably apply and adapt the acquired knowledge of morphology in practice, solves individual morphological tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory results: the pupil has satisfactory knowledge of morphology to the required extent, shows some deficiencies in the organisation of facts, can satisfactorily apply the acquired knowledge of morphology in practice, satisfactorily solves individual morphological tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - results meet minimum criteria): sufficient performance: student demonstrates a minimum amount of knowledge of morphology in the required range and deficiencies in the arrangement of facts, can minimally apply the acquired knowledge of morphology in practice, solves individual morphological tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of morphology to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of morphology in practice, cannot solve individual morphological tasks and assignments, has insufficient learning skills.

**Learning outcomes:**
By familiarizing himself with the morphology of written Slovak, the student has acquired comprehensive theoretical knowledge and knowledge of the morphological system as a part of the grammatical system of written Slovak. The student has thoroughly acquired knowledge of grammatical form, morphemes, linguistic categories and individual word types, and has acquired theoretical knowledge of selected sub-issues of Slovak morphology, while being able to view the phenomena from the perspective of the current state of scientific knowledge as well as from the perspective of school practice. The student is able to concretise the acquired theoretical knowledge of morphology on practical examples of individual morphological phenomena. He/she is also able to use them appropriately to solve a problem in the field of morphology, while being able to actively obtain and communicate the necessary information and facts and to formulate and defend relevant professional arguments appropriately. The above leads to the fact that he/she has developed analytical skills as well as the ability to think abstractly and critically, he/she is forced to think in contexts and has also developed the ability to expand his/her knowledge independently. The thoroughly acquired theoretical knowledge of morphology and the acquired skills are important for the student's further studies and are a prerequisite for judging and evaluating morphological phenomena also in broader grammatical correlations. The acquired theoretical knowledge of the morphology of written Slovak is not only prepared to deepen and develop in further Bachelor's and then Master's studies, but can also be used and creatively applied in the school environment in the position of a pedagogical assistant, or for the needs of the publishing environment in the position of a text proofreader. The student can also communicate information about morphological phenomena to the general public and offer conclusions and morphological justifications to lay audiences. The student has achieved a high professional level as well as a high level of linguistic culture, which is very necessary in terms of the student's future practice.

**Class syllabus:**
1. Morphology and its place in the language system. The essence and subject of morphology, basic concepts, methodology. The central unit of morphology: grammatical form. Relationship of morphology to other linguistic levels. Grammatical form and its structure.

2. Morphological or grammatical categories (nominal, verbal), lexico-semantic and lexico-grammatical categories. Verbal species. Criteria for defining word species. Classification of word species in lexico-semantic, morphological and syntactic terms.
3. Morpheme as the smallest unit of morphology. Morphematic structure of word and form. Types of morphemes and submorphemes.
4. Typological classification of languages. Morphological type of Slovak.
5. Lexical-semantic nature and classification of nouns. Grammatical categories and inflection of nouns.
6. Lexical-semantic nature and classification of adjectives. Inflection and gradation of adjectives. Adjectivals.
7. Lexico-semantic nature and classification of pronouns. Pronouns.
8. Lexical-semantic nature and classification of numerals. Lexicalisation of numerals.
9. Lexical-semantic nature and division of verbs and verb forms. Verbal grammatical and lexico-grammatical categories and verb tenses.
10. Lexical-semantic nature, division, formation and gradation of adverbs.
11. Lexico-semantic characteristics and classification of prepositions, conjunctions, particles and quotation marks.
The student will thoroughly acquire theoretical knowledge about the morphological level of the language as a part of the grammatical system of written Slovak, which will not only build on his knowledge acquired in the field within the general secondary education, but will also further enable the deepening and systematic development of his knowledge in the field of Slovak morphology into a comprehensive form, which he will be able to subsequently use in application. At the level of the current state of knowledge, the student will acquire relevant knowledge about the grammatical form as the central morphological unit and its structure, as well as about the morpheme as the smallest unit of morphology and the individual types of morphemes and submorphemes, and will master the issues of grammatical, lexical-semantic and lexical-grammatical categories, get acquainted with the characteristic features of Slovak morphology in terms of morphological typology of languages, gain relevant knowledge about the lexical-semantic essence, morphological and syntactic characteristics of individual word types as basic word groups and deepen theoretical knowledge about selected sub-issues of Slovak morphology. An important aspect of the course will also be to look at morphological theory with regard to school practice, as well as to acquire the ability to appropriately concretize the acquired theoretical morphological concepts on concrete practical examples. The student will be guided to actively acquire information in the field of Slovak morphology, to use digital technologies and resources, to use the acquired knowledge effectively, to formulate and defend arguments appropriately and on their basis to solve professional problems in the field, using appropriate methods of the discipline. They will also develop their communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of their work, to follow the principles of authorial ethics, the ability to plan and be actively responsible for their own learning. The acquired knowledge and skills will be applied and developed in the student's further Bachelor's and Master's studies, because they will enable him to perceive morphological phenomena in a broader linguistic (especially syntactic) context, and he will be able to use them creatively in the school environment in the position of a teaching assistant, or even for the needs of the publishing environment and proofreading practice. Emphasis on raising the student's professional level and linguistic culture will prove to be equally important in adequately conveying information about morphological phenomena to the general public, as well as in independently analysing a problem in a given area at the language level and offering relevant conclusions, explanations and morphological justifications to lay audiences as well.

**Recommended literature:**
Compulsory readings:

KAČALA, J. 2014. Jazykové kategórie v slovenčine. 2., doplnené a prepracované vyd. Bratislava: Univerzita Komenského. 180 s. ISBN 978-80-223-3486-0.
ORAVEC, J. – BAJZÍKOVÁ, E. – FURDÍK, J. 1984. Súčasný slovenský spisovný jazyk. Morfológia. Bratislava: Slovenské pedagogické nakladateľstvo. 232 s.
Recommended readings:
DZIVIAKOVÁ, M. 2014. Chápanie a spracovanie slovesa v súčasnej slovenskej jazykovede. In: Hľadanie metódy v kontrastívnej lingvistike [elektronický zdroj]. Bratislava: Univerzita Komenského, s. 99 – 147 [CD-ROM]. ISBN 978-80-223-3772-4.
Morfológia slovenského jazyka. 1966. Red. J. Ružička. Bratislava: Vydavateľstvo SAV. 896 s. (selected chapters)
SOKOLOVÁ, M. 1995. Kapitolky zo slovenskej morfológie. Prešov: Slovacontact. 180 s. ISBN 80-901417-7-3.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 38

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 0,0 | 0,0 | 5,26 | 15,79 | 18,42 | 34,21 | 26,32 |

**Lecturers:** prof. PhDr. Ján Kačala, DrSc., Mgr. Mária Dziviaková, PhD.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex033/22 | Multicultural education |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 2., 4., 6., 8.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
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 and transferable competences:
Learning objectives and outcomes:
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:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex033/22 | Multicultural education |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 1., 3., 5., 7.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
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 and transferable competences:
Learning objectives and outcomes:
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:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex020/22 | Pathopsychology for teachers |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 3., 5., 7.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZex003/22 - 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: 2

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

**Lecturers:**

**Last change:** 24.04.2022

**Approved by:**

# COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex020/22 | Pathopsychology for teachers |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 2., 4., 6., 8.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZex003/22 - 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: 2

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

**Lecturers:**

**Last change:** 24.04.2022

**Approved by:**

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZex028/22 | **Course title:**<br>Pedagogy of individuals with special educational needs |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** **per level/semester:** 5s<br>**Form of the course:** combined | |
| **Number of credits:** 3 | |
| **Recommended semester:** 2., 4., 6., 8. | |
| **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 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 and transferable competences:
Learning objectives and outcomes:
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, reasoning in context, 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, 2015RENOTIÉROVÁ, 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: 89

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 26,97 | 0,0 | 29,21 | 13,48 | 6,74 | 6,74 | 16,85 |

**Lecturers:** Mgr. Miroslava Tomášková, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex028/22 | Pedagogy of individuals with special educational needs |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 1., 3., 5., 7.

**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 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 and transferable competences:
Learning objectives and outcomes:
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, reasoning in context, 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, 2015RENOTIÉROVÁ, 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: 89

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 26,97 | 0,0 | 29,21 | 13,48 | 6,74 | 6,74 | 16,85 |

**Lecturers:**

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex004/22 | Philosophical propedeutics |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Lecture + Seminar, 5 hours per semester, combined method
Student workload:
5 hours of teaching, 50 hours of preparation for the final test, 30 hours of continuous written work, 17 hours of guided self-study, 18 hours work with a philosophical text. Total: 120 hours.
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:** 4.

**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 necessary for the study of the history of philosophy. The student knows the preconditions for the emergence of philosophy and the motives that are considered to be the triggers of philosophical reflection. The student will be familiar with its social functions and the functions it fulfils in relation to the intimate human personality. The student will become familiar with the key conceptual problems that philosophy thematizes and addresses and the range of their possible solutions. 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: 62

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 40,32 | 0,0 | 29,03 | 4,84 | 3,23 | 1,61 | 20,97 |

**Lecturers:** doc. PhDr. Branislav Malík, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex004/22 | Philosophical propedeutics |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Lecture + Seminar, 5 hours per semester, combined method
Student workload:
5 hours of teaching, 50 hours of preparation for the final test, 30 hours of continuous written work, 17 hours of guided self-study, 18 hours work with a philosophical text. Total: 120 hours.
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:** 3.

**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 necessary for the study of the history of philosophy. The student knows the preconditions for the emergence of philosophy and the motives that are considered to be the triggers of philosophical reflection. The student will be familiar with its social functions and the functions it fulfils in relation to the intimate human personality. The student will become familiar with the key conceptual problems that philosophy thematizes and addresses and the range of their possible solutions. 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: 62

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 40,32 | 0,0 | 29,03 | 4,84 | 3,23 | 1,61 | 20,97 |

**Lecturers:** doc. PhDr. Branislav Malík, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex004/22 | Phonetics and phonology |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 10s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: lecture + seminar, total 19 hours per semester, combined form (primarily in-person)
Student workload: 19 hours of direct instruction (13 hours lecture + 6 hours seminar); 30 hours of preparation for the midterm test, 20 hours of preparation for the orthoepy exercises, 31 hours of preparation for the final test and 20 hours of preparation for the phonetic transcription. Total 120 hours of student work.
Teaching methods: interpretation, explanation, practical practice of theoretical knowledge and phenomena, solving tasks and assignments, guided self-study, e-learning

**Number of credits:** 4

**Recommended semester:** 2.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of a midterm test (30 points) and orthoepic exercises (20 points) in the scope of the first 6 topics. In the examination period, he/she will be assessed by means of a final test (30 points) and a phonetic transcription (20 points).
The course is completed with an assessment resulting from the mid-term and final assessment of learning outcomes during the teaching part of the semester of study (50/50).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total number of points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (intermediate test: less than 18 points; orthographic exercises: less than 12 points; final test: less than 18 points; and phonetic transcription: less than 12 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has excellent knowledge of phonetics, phonology and selected orthoepic phenomena to the required extent, logically arranges the facts presented, can apply and adapt the acquired linguistic knowledge excellently in practice, has the ability to independently solve individual tasks and assignments in phonetics, phonology and

orthoepy also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85%, very good - above average standard): very good performance: The student has a very good knowledge of phonetics, phonology and selected orthoepic phenomena to the required extent, logically arranges the facts presented, can apply and adapt the acquired linguistic knowledge very well in practice, has the ability to independently solve individual tasks and assignments in phonetics, phonology and orthoepy also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: the student has a good knowledge of phonetics, phonology and selected orthoepic phenomena to the required extent, organises the facts presented appropriately, can reliably apply and adapt the linguistic knowledge acquired in practice, solves individual tasks and assignments reliably, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of phonetics, phonology and selected orthoepic phenomena to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired linguistic knowledge in practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60%, sufficient - results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of phonetics, phonology and selected orthoepic phenomena to the required extent and deficiencies in the arrangement of facts, can minimally apply the acquired linguistic knowledge in practice, solves individual tasks and assignments at a sufficient level, has minimal learning skills;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of phonetics, phonology and selected orthographic phenomena to the required extent, does not know the facts and their logical connections, cannot apply the linguistic knowledge acquired in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**
The student understands the difference between phoneme, vowel and allophone and can apply the acquired theoretical knowledge in phonological and phonetic transcription. The student has acquired knowledge of the laws of the formation of sound speech, its physiology and acoustics, as well as knowledge of the phonological structure of the Slovak language. The student is aware of the relationship of phonetics and phonology to other linguistic disciplines (especially the relationship between phonology and morphology) and understands their interdisciplinary connections (the relationship between phonetics and the culture of spoken discourse, the relationship between phonetics and rhetoric). Knows the articulatory, acoustic and perceptual classification of Slovak vowels. The student is familiar with the system of sound means of continuous speech and knows the principles of their functioning. Knows the basic orthographic rules and can use them practically in the production of their own spoken utterances. He is prepared not only to deepen and develop his knowledge of phonetics, phonology and orthoepy in further bachelor's and then master's studies, but also to use and creatively apply it in the school environment as a teaching assistant, or even for the needs of the publishing environment as a proofreader. By solving problem-based tasks, the student has acquired the skills to actively acquire information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. They have also developed a number of transferable skills, such as analytical thinking, creativity, abstract and critical thinking skills, and reasoning in context. He or she can also communicate information about phonetic, phonological and orthoepic phenomena to the general public and can offer conclusions and justifications in the field of articulatory and acoustic phonetics, phonology and orthoepy to lay audiences. The student has

the competence to expand his/her knowledge independently and the ability to identify and evaluate the broader contexts of professional issues.

**Class syllabus:**

1. The subject of phonetics and phonology in relation to other linguistic disciplines. Phoneme, vowel, allophone. Phonetic and phonological transcription.
2. Physiological phonetics I. Articulatory phonetics. Physiology of speech production.
3. Vowel system of Slovak. Classification of vowels. Characteristics of vowels.
4. Orthophony and orthoepy.
5. Phonetic transcription.
6. Acoustic phonetics. Physiological phonetics II. Perceptual phonetics. Acoustic properties of sound and physiology of speech perception.
7. Intermediate test and orthoepic exercises.
8. Suprasegmental phenomena. Prosodic properties of speech with a focus on school practice.
9. Basic phonological concepts. Phonological opposites. Inventory of phonemes of written Slovak.
10. Syntagmatic and paradigmatic relations of phonemes. Neutralizations and their use in school practice.
11. Alternations and their use in school practice.

The course curriculum covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will learn to correctly use terms from the sound subsystem of language and the sound subsystem of speech such as phoneme, vowel and allophone. The student will understand the difference between phonetics and phonology, and between phonetic and phonological transcription. Recognizes the relationships between phoneme, grapheme and vowel. Acquire theoretical knowledge of the physiology of production, acoustics and the physiology of speech perception. The student will learn the division and characteristics of the organs of speech, the organogenetic components of speech, the theories of voice production and the physical properties of the voice. Understand concepts and terms such as articulation, secondary articulation and coarticulation. They will become aware of the connection between the articulatory characteristics of Slovak vowels and orthophonic rules. The student will be able to classify Slovak vowels and describe them against the background of individual aspects. He/she will be able to use basic acoustic concepts, understand the nature of formants and antiformants. The student will acquire theoretical knowledge in the field of prosody and phonology (especially in the field of neutralizations and alternations) with a focus on their use in school practice. The student will learn the basic phonological concepts. Understand the nature of phonemes, their properties and ways of determining phonemes. Recognise that phonemic distinctive signs result from the articulatory and acoustic properties of the segments. Understand the relationship between contrastive and complementary distribution of vowels. Know the phonological system of Slovak, phonological contrasts and their neutralizations. Understand the difference between neutralisations and alternations. Based on the knowledge of orthographic rules, he/she will understand the implementation of certain types of neutralisations. The student will be able to provide stimulating feedback on orthographic norms and linguistic culture to colleagues and the wider public. He/she will be able to use the theoretical knowledge of orthographic norms in phonetic transcription and will be prepared not only to deepen and develop the acquired knowledge of orthoepy, phonetics and phonology in further bachelor's and then master's studies, but also to use and creatively apply it in the school environment as a teaching assistant, or even for the needs of the publishing environment as a text proofreader. The student will strengthen and develop communication competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, the ability to plan and be actively responsible for his/her own education.

**Recommended literature:**

Compulsory readings:

KRÁĽ, Á. – SABOL, J. 1989. Fonetika a fonológia. Bratislava: Slovenské pedagogické nakladateľstvo. 392 s. ISBN 80-0800-036-8. (selected chapters)

KRÁĽ, Á. 2016. Pravidlá slovenskej výslovnosti. Systematika a ortoepický slovník. 3. vyd. Martin: Matica slovenská. 424 s. ISBN 978-80-8128-159-4.

Recommended readings:

ŽEŇUCH, P. 2018. Vojvodinskí Rusnáci a slovenskí rusnáci: jazyková, konfesionálna a etnická identita v komparácii. In: Slavica Slovaca, roč. 53, č. 3 – 4, s. 75 – 85. Available on: http://www.slavu.sav.sk/casopisy/slavica/2018_1/posekana%20slavika/%C5%BDe%C5%88uch.pdf

ŽEŇUCH, P. 2020. Zvuková rovina cirkevnej slovančiny u Slovákov [elektronický zdroj]. Bratislava: Ústav filologických štúdií Pedagogickej fakulty Univerzity Komenského v Bratislave. 57 s. ISBN 978-80-570-2716-4. Available on: https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KSJL/rozne/ZENUCH_Peter_Zvukova_rovina_cirkevnej_slovanciny_u_Slovakov__1_.pdf

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 53

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 15,09 | 0,0 | 13,21 | 20,75 | 20,75 | 13,21 | 16,98 |

**Lecturers:** prof. PhDr. Peter Žeňuch, DrSc., Mgr. Monika Turočeková, PhD.

**Last change:** 11.11.2022

**Approved by:**

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KEOV/B-VOBex022/22 | **Course title:**<br>Political ethics |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** **per level/semester:** 5s<br>**Form of the course:** combined | |
| **Type, volume, methods and workload of the student - additional information**<br>Seminar, 5 hours per semester, combined method<br>Student workload:<br>5 hours of direct instruction, 20 hours of midterm test preparation, 18 hours of midterm assignment preparation, 17 hours of guided self-study. 60 hours in total.<br>Teaching methods: problem-based interpretation and discussion of the assigned topics | |
| **Number of credits:** 2 | |
| **Recommended semester:** 6. | |
| **Educational level:** I. | |
| **Prerequisites:** PdF.KEOV/B-VOBex003/22 - Political science II. | |
| **Recommended prerequisites:**<br>B-VOBex003 Political science II. | |
| **Course requirements:**<br>Weighting of intermediate/final assessment: 100/0<br>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.<br>Prerequisites for successful completion of the course:<br>Intermediate/final grade weighting: 100/0<br>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.<br>The grade is awarded on a scale:<br>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.<br>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: 26

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 69,23 | 0,0 | 23,08 | 7,69 | 0,0 | 0,0 | 0,0 |

**Lecturers:** prof. PhDr. Jozef Lysý, CSc.

**Last change:** 11.09.2023

**Approved by:**

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KEOV/B-VOBex022/22 | **Course title:**<br>Political ethics |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** **per level/semester:** 5s<br>**Form of the course:** combined | |
| **Type, volume, methods and workload of the student - additional information**<br>Seminar, 5 hours per semester, combined method<br>Student workload:<br>5 hours of direct instruction, 20 hours of midterm test preparation, 18 hours of midterm assignment preparation, 17 hours of guided self-study. 60 hours in total.<br>Teaching methods: problem-based interpretation and discussion of the assigned topics | |
| **Number of credits:** 2 | |
| **Recommended semester:** 5. | |
| **Educational level:** I. | |
| **Prerequisites:** PdF.KEOV/B-VOBex003/22 - Political science II. | |
| **Recommended prerequisites:**<br>B-VOBex003 Political science II. | |
| **Course requirements:**<br>Weighting of intermediate/final assessment: 100/0<br>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.<br>Prerequisites for successful completion of the course:<br>Intermediate/final grade weighting: 100/0<br>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.<br>The grade is awarded on a scale:<br>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.<br>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: 26

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 69,23 | 0,0 | 23,08 | 7,69 | 0,0 | 0,0 | 0,0 |

**Lecturers:** prof. PhDr. Jozef Lysý, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex002/22 | Political science I. |

**Educational activities:**
**Type of activities:** lecture
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Lecture, Scope of teaching: 5 hours /semester, combined method.
Student's workload:
5 hours of teaching, 50 hours of preparation for the final oral examination, 30 hours for the preparation of the continuous written work, 17 hours of guided self-study, 18 hours work with a political science text. 120 hours in total
Teaching methods:
In 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:**
Midterm/final grade weighting: 50/50 (the course ends with an exam)
The continuous assessment involves the production of a written 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 rating is awarded on a scale:
A (100-94%, excellent - outstanding results; the student in the structured essay has demonstrated 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, 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:**
Learning outcomes:
The study of political science, politics, and political thought prepares students for active civic life. The course offers stimuli and practices that allow to enter the actorial, theoretical and critical context of reflection on political reality. The student will understand politics as a means of effecting change in society. As part of citizenship education, the student is encouraged to behave independently and responsibly within a national, European and global framework.

**Class syllabus:**
Brief outline of the course:
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 so as 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 apo 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: 81

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 46,91 | 0,0 | 13,58 | 13,58 | 2,47 | 2,47 | 20,99 |

**Lecturers:** prof. PhDr. Jozef Lysý, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex002/22 | Political science I. |

**Educational activities:**
**Type of activities:** lecture
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Lecture, Scope of teaching: 5 hours /semester, combined method.
Student's workload:
5 hours of teaching, 50 hours of preparation for the final oral examination, 30 hours for the preparation of the continuous written work, 17 hours of guided self-study, 18 hours work with a political science text. 120 hours in total
Teaching methods:
In 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:**
Midterm/final grade weighting: 50/50 (the course ends with an exam)
The continuous assessment involves the production of a written 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 rating is awarded on a scale:
A (100-94%, excellent - outstanding results; the student in the structured essay has demonstrated 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, 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:**
Learning outcomes:
The study of political science, politics, and political thought prepares students for active civic life. The course offers stimuli and practices that allow to enter the actorial, theoretical and critical context of reflection on political reality. The student will understand politics as a means of effecting change in society. As part of citizenship education, the student is encouraged to behave independently and responsibly within a national, European and global framework.

**Class syllabus:**
Brief outline of the course:
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 so as 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 apo 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: 81

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 46,91 | 0,0 | 13,58 | 13,58 | 2,47 | 2,47 | 20,99 |

**Lecturers:** prof. PhDr. Jozef Lysý, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex003/22 | Political science II. |

**Educational activities:**
**Type of activities:** lecture
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Lecture, 5 hours per semester, combined method
Student workload:
5 hours of teaching, 50 hours of preparation for the final oral exam, 30 hours for the mid-term written paper, 17 hours of guided self-study, 18 hours 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-VOBex002/22 - Political science I.

**Recommended prerequisites:**
B-VOBex002 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)
Recommended readings:
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: 55

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 45,45 | 0,0 | 14,55 | 10,91 | 10,91 | 1,82 | 16,36 |

**Lecturers:** prof. PhDr. Jozef Lysý, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex003/22 | Political science II. |

**Educational activities:**
**Type of activities:** lecture
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Lecture, 5 hours per semester, combined method
Student workload:
5 hours of teaching, 50 hours of preparation for the final oral exam, 30 hours for the mid-term written paper, 17 hours of guided self-study, 18 hours 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-VOBex002/22 - Political science I.

**Recommended prerequisites:**
B-VOBex002 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)
Recommended readings:
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: 55

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 45,45 | 0,0 | 14,55 | 10,91 | 10,91 | 1,82 | 16,36 |

**Lecturers:** prof. PhDr. Jozef Lysý, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex003/22 | Psychology for teachers 1 |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 11s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
26 hours lecture + seminar/per semester, combined method
Student workload:
26 hours of combined teaching; 18 hours of guided self-study, continuous preparation for class (15 hours); assignment of a seminar paper and its written elaboration (18 hours); elaboration of a reflective essay (3 hours); preparation for a midterm test (20 hours); preparation for a final exam (20 hours); total 120 hours.
Teaching methods:
dialogical and discussion methods, work with tests and questionnaires, work with authentic text, work with information sources, psychological games, brainstorming, heuristic method, guided self-study

**Number of credits:** 4

**Recommended semester:** 2.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The course is completed by examination, the weight of the interim and final assessment is 50/50
50% interim assessment: includes a seminar paper (10 points), an interim 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 and transferable competences:
Learning objectives and outcomes:
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:**

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 properties 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, distance learning and internal factors of psychic development and their interrelations; maturation and learning, development and education. Developmental laws9. 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:**

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: 130

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 14,62 | 0,0 | 20,0 | 16,92 | 16,92 | 16,15 | 15,38 |

**Lecturers:** Mgr. Zuzana Štefanec, PhD.

**Last change:** 07.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex003/22 | Psychology for teachers 1 |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 11s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
26 hours lecture + seminar/per semester, combined method
Student workload:
26 hours of combined teaching; 18 hours of guided self-study, continuous preparation for class (15 hours); assignment of a seminar paper and its written elaboration (18 hours); elaboration of a reflective essay (3 hours); preparation for a midterm test (20 hours); preparation for a final exam (20 hours); total 120 hours.
Teaching methods:
dialogical and discussion methods, work with tests and questionnaires, work with authentic text, work with information sources, psychological games, brainstorming, heuristic method, guided self-study

**Number of credits:** 4

**Recommended semester:** 1.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The course is completed by examination, the weight of the interim and final assessment is 50/50
50% interim assessment: includes a seminar paper (10 points), an interim 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 and transferable competences:
Learning objectives and outcomes:
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:**

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 properties 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, distance learning and internal factors of psychic development and their interrelations; maturation and learning, development and education. Developmental laws9. 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:**

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: 130

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 14,62 | 0,0 | 20,0 | 16,92 | 16,92 | 16,15 | 15,38 |

**Lecturers:** doc. Mgr. Zlatica Zacharová, PhD., Mgr. Zuzana Štefanec, PhD.

**Last change:** 07.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex007/22 | Psychology for teachers 2 |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 11s
**Form of the course:** combined

**Number of credits:** 4

**Recommended semester:** 6.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZex003/22 - 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: 68

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 32,35 | 0,0 | 27,94 | 22,06 | 8,82 | 4,41 | 4,41 |

**Lecturers:** Mgr. Dušan Fábik, PhD., doc. Mgr. Zlatica Zacharová, PhD.

**Last change:** 05.07.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex007/22 | Psychology for teachers 2 |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 11s
**Form of the course:** combined

**Number of credits:** 4

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZex003/22 - 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: 68

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 32,35 | 0,0 | 27,94 | 22,06 | 8,82 | 4,41 | 4,41 |

**Lecturers:** PhDr. Romana Schunová, PhD.

**Last change:** 05.07.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex026/22 | Religion systems |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 2

**Recommended semester:** 2., 4., 6., 8.

**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-VOBex026/22 | Religion systems |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 2

**Recommended semester:** 1., 3., 5., 7.

**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-VUZex034/22 | Rhetoric and communication |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 3., 5., 7.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZex005/22 - Communication in education

**Course requirements:**
Prerequisites: B-VUZex005 / Pedagogical Communication
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 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 arousing listener interest. 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-assessment 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
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:**

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:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex034/22 | Rhetoric and communication |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 2., 4., 6., 8.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZex005/22 - Communication in education

**Course requirements:**
Prerequisites: B-VUZex005 / Pedagogical Communication
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 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 arousing listener interest. 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-assessment 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
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:**

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:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex036/22 | School management |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 2., 4., 6., 8.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course: 100% of continuous assessment
Assessment: consists of an interim and a final assessment (30+40, 70 points in total).
Interim assessment: consists of a 30-item knowledge test to be given in week 6 of the interim course. A written examination/test, consisting of theoretical preparation for the teaching of the individual topics of the teaching units, which will be carried out by the 6th week of continuous teaching and the study of the literature.
The final assessment consists of: the development of a semester project and its presentation.
The semester project consists of: the creation of a project according to a set structure for 40b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its presentation by students (semester project creators).
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 64 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 57 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above

average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester.
A minimum of 51 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 46 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 42 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to 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%

**Learning outcomes:**
Learning objectives and outcomes:
By completing the School Management course, the student should:
- to know the content of school management as a scientific discipline: the essence of school management in the Slovak Republic at all levels of school management with an emphasis on internal school management and in the context of managerial functions
- be familiar with the basic legal documents and be able to correctly interpret the meanings given in these legal documents that regulate the activities of primary and secondary schools, with an emphasis on the needs of the work of the teaching staff,
- be able to apply the acquired knowledge and knowledge from other disciplines in the focus area: school image, culture and climate, in the area of cooperation with the school management and legal representatives of children/pupils in solving standard, specific and problematic tasks and situations and in the framework of school development,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.
Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course

**Class syllabus:**
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 regulations governing the activities of primary and secondary schools (laws, decrees, working regulations, pedagogical-organisational guidelines). Personality of the head of teaching staff - legal and personality requirements. School image, school culture. School climate.

**Recommended literature:**
Compulsory reading:
PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu

vedúcich pedagogických zamestnancov. Bratislava : Univerzita Komenského, 2014. 227 s. ISBN 978-80-223-3621-5
https://www.fedu.uniba.sk/uploads/media/Skolsky_manazment.pdf
Pisoňová, M. a kol. 2017. Školský manažment terminologický a výkladový slovník. Bratislava : Wolters Kluwer, 2017, 1. vyd., 167 s., ISBN 978-80-8168-660-3
https://moodle.uniba.sk/mod/quiz/view.php?id=57866
Učebný zdroj: ŠKOLSKÝ MANAŽMENT (moodle):
https://moodle.uniba.sk/course/view.php?id=162
Constitution of the Slovak Republic.
Current legislative norms related to the establishment and activities of primary schools, secondary schools in the Slovak Republic.
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov.
Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.
Zákon č. 597/2003 Z. z. o financovaní základných škôl, stredných škôl a školských zariadení.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

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

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

**Past grade distribution**
Total number of evaluated students: 57

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 19,3 | 0,0 | 35,09 | 29,82 | 15,79 | 0,0 | 0,0 |

**Lecturers:** Mgr. Adriana Poliaková, PhD., Ing. Eva Tóblová, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex036/22 | School management |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 1., 3., 5., 7.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course: 100% of continuous assessment
Assessment: consists of an interim and a final assessment (30+40, 70 points in total).
Interim assessment: consists of a 30-item knowledge test to be given in week 6 of the interim course.
A written examination/test, consisting of theoretical preparation for the teaching of the individual topics of the teaching units, which will be carried out by the 6th week of continuous teaching and the study of the literature.
The final assessment consists of: the development of a semester project and its presentation.
The semester project consists of: the creation of a project according to a set structure for 40b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its presentation by students (semester project creators).
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 64 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 57 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above

average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester.
A minimum of 51 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 46 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 42 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to 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%

**Learning outcomes:**
Learning objectives and outcomes:
By completing the School Management course, the student should:
- to know the content of school management as a scientific discipline: the essence of school management in the Slovak Republic at all levels of school management with an emphasis on internal school management and in the context of managerial functions
- be familiar with the basic legal documents and be able to correctly interpret the meanings given in these legal documents that regulate the activities of primary and secondary schools, with an emphasis on the needs of the work of the teaching staff,
- be able to apply the acquired knowledge and knowledge from other disciplines in the focus area: school image, culture and climate, in the area of cooperation with the school management and legal representatives of children/pupils in solving standard, specific and problematic tasks and situations and in the framework of school development,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.
Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course

**Class syllabus:**
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 regulations governing the activities of primary and secondary schools (laws, decrees, working regulations, pedagogical-organisational guidelines). Personality of the head of teaching staff - legal and personality requirements. School image, school culture. School climate.

**Recommended literature:**
Compulsory reading:
PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu

vedúcich pedagogických zamestnancov. Bratislava : Univerzita Komenského, 2014. 227 s. ISBN 978-80-223-3621-5
https://www.fedu.uniba.sk/uploads/media/Skolsky_manazment.pdf
Pisoňová, M. a kol. 2017. Školský manažment terminologický a výkladový slovník. Bratislava : Wolters Kluwer, 2017, 1. vyd., 167 s., ISBN 978-80-8168-660-3
https://moodle.uniba.sk/mod/quiz/view.php?id=57866
Učebný zdroj: ŠKOLSKÝ MANAŽMENT (moodle):
https://moodle.uniba.sk/course/view.php?id=162
Constitution of the Slovak Republic.
Current legislative norms related to the establishment and activities of primary schools, secondary schools in the Slovak Republic.
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov.
Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.
Zákon č. 597/2003 Z. z. o financovaní základných škôl, stredných škôl a školských zariadení.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

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

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

**Past grade distribution**
Total number of evaluated students: 57

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 19,3 | 0,0 | 35,09 | 29,82 | 15,79 | 0,0 | 0,0 |

**Lecturers:** Mgr. Adriana Poliaková, PhD., Ing. Eva Tóblová, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex025/22 | Situational ethics |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 2

**Recommended semester:** 1., 3., 5., 7.

**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: 1

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 100,0 | 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-VOBex025/22 | Situational ethics |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 2

**Recommended semester:** 2., 4., 6., 8.

**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: 1

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 100,0 | 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.KSJL/B-SLOex006/22 | Slovak language orthography principles |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 10s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct teaching; 17 hours of preparation for the paper, 31 hours of preparation for orthographic exercises and 29 hours of preparation for proofreading. Total of 90 hours of student work.
Teaching methods: explanation, guided self-study, practical practice and justification of theoretical orthographic knowledge and phenomena, problem solving, guided self-study, e-learning

**Number of credits:** 3

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of a paper (20 points), orthographic exercises in the scope of the first 2 topics (20 points) and in the scope of the 3rd-7th topics (20 points) and in the form of a language proofreading (40 points).
The course is completed with a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E out of the total number of points. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (paper: less than 12 points, orthographic exercises: less than 12 points + 12 points and proofreading: less than 24 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding results): excellent performance: the student has excellent knowledge of orthography in the required range, logically arranges the facts presented, can apply and adapt the acquired knowledge of orthography in practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;

B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of orthography to the required extent, logically organises the facts presented, can apply and adapt the acquired knowledge of orthography very well in practice, has the ability to solve individual tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, has very well developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of orthography within the required range, organises the facts presented appropriately, can apply and adapt the orthography knowledge acquired reliably in practice, solves individual tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of orthography within the required range, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of orthography in practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of orthography in the required range and deficiencies in the arrangement of facts, can minimally apply the acquired knowledge of orthography in practice, solves individual tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: student does not demonstrate sufficient knowledge of orthography to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of orthography in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**
The student knows the orthographic standard of written Slovak. The theoretical knowledge of the principles and rules of Slovak orthography is ready not only to deepen and develop in further bachelor's and then master's studies, but also to use and creatively apply them in the school environment in the position of a pedagogical assistant, or for the needs of the publishing environment in the position of a text proofreader. Based on problem solving tasks, the student has acquired the skills to actively acquire information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. Competence to independently extend their knowledge of the development of selected orthography phenomena from the time of the Bernolákov codification to the current codifications captured in current codification manuals, as well as the ability to identify and evaluate the broader context of orthographic issues. As a result of assessing and justifying individual orthography phenomena, the student also develops a number of transferable skills, such as analytical thinking, creativity, abstract and critical thinking, and contextual reasoning. The student is also able to convey information about orthography principles and orthography phenomena to the general public, and is able to offer conclusions and orthography justifications to lay audiences.

**Class syllabus:**
1. Writing, alphabet, orthography. Orthography principles.
2. Writing i/í and y/ý in home-origin words. Writing i/í and y/ý in words of foreign origin.
3. Orthographic exercises. Development of orthography in the context of founding and intermediate codification.
4. Writing the vowel ä. The relationship between orthography and orthoepy for the hard and soft consonants d, t, n, l and ď, ť, ň, ľ and for the consonant v.
5. Neutralizations (undertones, double consonants) and orthography.
6. Writing capital letters I.

7. Writing capital letters II.
8. Orthographic exercise. Writing words separately and skillfully. Word division.
9. Slovak orthography rules before and after 1989. Rhythmic law.
10. Punctuation. Comma and its functions.
11. Linguistic proofreading.

The curriculum of the course covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialized knowledge related to orthography and orthoepy, will consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using appropriate and adequate methods of the discipline. The student will acquire theoretical knowledge in the field of orthography, become familiar with the individual principles (phonemic, morphematic, grammatical and etymological) on which Slovak orthography is based, and understand their essence and significance for Slovak orthography. They will become aware of the relationships between grapheme, phoneme and vowel. Against the background of the founding and ongoing codification, they will deepen their knowledge of the Slovak graphic system (with a focus on the grapheme y, the soft consonants ď, ť, ň and, above all, the soft consonant ľ), the writing of capital letters, soft and hard consonants, their orthographic and orthoepic specificities, as well as the application of the rhythmic law in terms of the linguistic norm and linguistic practice. They will learn about the development (and peripetitions) of selected orthography phenomena captured in the Slovak Orthography Rules before 1989 and after 1989 up to the present. The student will have a thorough knowledge of capitalization and punctuation (especially commas) and will recognize problematic phenomena in this orthography area. The student will become aware of the relationship between orthography and orthoepy and the influence of certain phenomena of the sound subsystem of the language (neutralisations) on Slovak orthography. Understand the influence of the founding and ongoing codification on the current state of Slovak orthography. The student will be able to use digital technologies in the teaching of orthography principles, in particular in the use of the online version of current codification manuals and the dictionary portal. The student will learn to identify and correct orthographic errors in various types of written expression, and will be able to use and creatively apply knowledge of orthography in a school environment as a teaching assistant or, for the needs of the publishing environment, as a proofreader. He/she will be prepared to provide stimulating feedback on orthography standards to colleagues and the wider public. The student will consolidate and develop communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, to plan and to be actively responsible for his/her own learning.

**Recommended literature:**

Compulsory readings:

Pravidlá slovenského pravopisu. 2013. 4., nezmenené vyd. Bratislava: Veda. 590 s. ISBN 978-80-224-1331-2.

Recommended readings:

RIPKA, I. – IMRICHOVÁ, M. – SKLADANÁ, J. 2005. Príručka slovenského pravopisu pre školy a prax. Bratislava: Ottovo nakladateľstvo. 672 s. ISBN 80-969159-1-6.
KRÁĽ, Á. 2016. Pravidlá slovenskej výslovnosti. Systematika a ortoepický slovník. 3. vyd. Martin: Matica slovenská. 424 s. ISBN 978-80-8128-159-4.
KAČALA, J. 2014. State o slovenskej kvantite a rytmickom zákone. Bratislava: Univerzita Komenského v Bratislave. 135 s. ISBN 978-80-223-3833-2. (selected chapters)

TUROČEKOVÁ, M. 2022. Regulácia slovnej kvantity v slovenskom spisovnom jazyku z pohľadu Jána Kačalu a jej odraz v kodifikačných príručkách po roku 1989. In: Dziviaková, M. – Horváthová, Ľ. – Faithová, E. (eds.): Jazyk ako neprestajná inšpirácia. Zborník príspevkov k jubileu Jána Kačalu. Bratislava: Univerzita Komenského v Bratislave, s. 266 – 278. ISBN 978-80-223-5495-0.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 39

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 17,95 | 0,0 | 20,51 | 23,08 | 20,51 | 7,69 | 10,26 |

**Lecturers:** prof. PhDr. Ján Kačala, DrSc., Mgr. Monika Turočeková, PhD.

**Last change:** 27.02.2024

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex006/22 | Slovak language orthography principles |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 10s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct teaching; 17 hours of preparation for the paper, 31 hours of preparation for orthographic exercises and 29 hours of preparation for proofreading. Total of 90 hours of student work.
Teaching methods: explanation, guided self-study, practical practice and justification of theoretical orthographic knowledge and phenomena, problem solving, guided self-study, e-learning

**Number of credits:** 3

**Recommended semester:** 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of a paper (20 points), orthographic exercises in the scope of the first 2 topics (20 points) and in the scope of the 3rd-7th topics (20 points) and in the form of a language proofreading (40 points).
The course is completed with a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E out of the total number of points. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (paper: less than 12 points, orthographic exercises: less than 12 points + 12 points and proofreading: less than 24 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding results): excellent performance: the student has excellent knowledge of orthography in the required range, logically arranges the facts presented, can apply and adapt the acquired knowledge of orthography in practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;

B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of orthography to the required extent, logically organises the facts presented, can apply and adapt the acquired knowledge of orthography very well in practice, has the ability to solve individual tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, has very well developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of orthography within the required range, organises the facts presented appropriately, can apply and adapt the orthography knowledge acquired reliably in practice, solves individual tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of orthography within the required range, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of orthography in practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of orthography in the required range and deficiencies in the arrangement of facts, can minimally apply the acquired knowledge of orthography in practice, solves individual tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: student does not demonstrate sufficient knowledge of orthography to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of orthography in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**

The student knows the orthographic standard of written Slovak. The theoretical knowledge of the principles and rules of Slovak orthography is ready not only to deepen and develop in further bachelor's and then master's studies, but also to use and creatively apply them in the school environment in the position of a pedagogical assistant, or for the needs of the publishing environment in the position of a text proofreader. Based on problem solving tasks, the student has acquired the skills to actively acquire information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. Competence to independently extend their knowledge of the development of selected orthography phenomena from the time of the Bernolákov codification to the current codifications captured in current codification manuals, as well as the ability to identify and evaluate the broader context of orthographic issues. As a result of assessing and justifying individual orthography phenomena, the student also develops a number of transferable skills, such as analytical thinking, creativity, abstract and critical thinking, and contextual reasoning. The student is also able to convey information about orthography principles and orthography phenomena to the general public, and is able to offer conclusions and orthography justifications to lay audiences.

**Class syllabus:**

1. Writing, alphabet, orthography. Orthography principles.
2. Writing i/í and y/ý in home-origin words. Writing i/í and y/ý in words of foreign origin.
3. Orthographic exercises. Development of orthography in the context of founding and intermediate codification.
4. Writing the vowel ä. The relationship between orthography and orthoepy for the hard and soft consonants d, t, n, l and ď, ť, ň, ľ and for the consonant v.
5. Neutralizations (undertones, double consonants) and orthography.
6. Writing capital letters I.

7. Writing capital letters II.
8. Orthographic exercise. Writing words separately and skillfully. Word division.
9. Slovak orthography rules before and after 1989. Rhythmic law.
10. Punctuation. Comma and its functions.
11. Linguistic proofreading.

The curriculum of the course covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialized knowledge related to orthography and orthoepy, will consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using appropriate and adequate methods of the discipline. The student will acquire theoretical knowledge in the field of orthography, become familiar with the individual principles (phonemic, morphematic, grammatical and etymological) on which Slovak orthography is based, and understand their essence and significance for Slovak orthography. They will become aware of the relationships between grapheme, phoneme and vowel. Against the background of the founding and ongoing codification, they will deepen their knowledge of the Slovak graphic system (with a focus on the grapheme y, the soft consonants ď, ť, ň and, above all, the soft consonant ľ), the writing of capital letters, soft and hard consonants, their orthographic and orthoepic specificities, as well as the application of the rhythmic law in terms of the linguistic norm and linguistic practice. They will learn about the development (and peripetitions) of selected orthography phenomena captured in the Slovak Orthography Rules before 1989 and after 1989 up to the present. The student will have a thorough knowledge of capitalization and punctuation (especially commas) and will recognize problematic phenomena in this orthography area. The student will become aware of the relationship between orthography and orthoepy and the influence of certain phenomena of the sound subsystem of the language (neutralisations) on Slovak orthography. Understand the influence of the founding and ongoing codification on the current state of Slovak orthography. The student will be able to use digital technologies in the teaching of orthography principles, in particular in the use of the online version of current codification manuals and the dictionary portal. The student will learn to identify and correct orthographic errors in various types of written expression, and will be able to use and creatively apply knowledge of orthography in a school environment as a teaching assistant or, for the needs of the publishing environment, as a proofreader. He/she will be prepared to provide stimulating feedback on orthography standards to colleagues and the wider public. The student will consolidate and develop communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, to plan and to be actively responsible for his/her own learning.

**Recommended literature:**

Compulsory readings:

Pravidlá slovenského pravopisu. 2013. 4., nezmenené vyd. Bratislava: Veda. 590 s. ISBN 978-80-224-1331-2.

Recommended readings:

RIPKA, I. – IMRICHOVÁ, M. – SKLADANÁ, J. 2005. Príručka slovenského pravopisu pre školy a prax. Bratislava: Ottovo nakladateľstvo. 672 s. ISBN 80-969159-1-6.
KRÁĽ, Á. 2016. Pravidlá slovenskej výslovnosti. Systematika a ortoepický slovník. 3. vyd. Martin: Matica slovenská. 424 s. ISBN 978-80-8128-159-4.
KAČALA, J. 2014. State o slovenskej kvantite a rytmickom zákone. Bratislava: Univerzita Komenského v Bratislave. 135 s. ISBN 978-80-223-3833-2. (selected chapters)

TUROČEKOVÁ, M. 2022. Regulácia slovnej kvantity v slovenskom spisovnom jazyku z pohľadu Jána Kačalu a jej odraz v kodifikačných príručkách po roku 1989. In: Dziviaková, M. – Horváthová, Ľ. – Faithová, E. (eds.): Jazyk ako neprestajná inšpirácia. Zborník príspevkov k jubileu Jána Kačalu. Bratislava: Univerzita Komenského v Bratislave, s. 266 – 278. ISBN 978-80-223-5495-0.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 39

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 17,95 | 0,0 | 20,51 | 23,08 | 20,51 | 7,69 | 10,26 |

**Lecturers:** prof. PhDr. Ján Kačala, DrSc., Mgr. Monika Turočeková, PhD.

**Last change:** 27.02.2024

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex027/22 | Slovak literature and book culture after 1989 |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 4s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct teaching; 23 hours of continuous preparation, including literature study, 11 hours of presentation development; 13 hours of seminar paper development.
A total of 60 hours of student work.
Teaching methods: lecture, demonstration, dialogue with students, dialogue in a group of students, group work, problem-based tasks, application of theoretical knowledge to practical examples, analytical and interpretative work with literary texts, project-based learning, e-learning, guided self-study

**Number of credits:** 2

**Recommended semester:** 7.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. Assessment includes:
• continuous completion of micro-assignments in seminars (20 points);
• the preparation of a presentation on a topic in book culture after 1989 (40 points);
• the production of a seminar paper (40 points) which analytically and interpretively examines a selected issue in a work from the list of required fiction.
The course culminates in an assessment based on the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
A minimum grade of 60% is required to pass the course. A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (micro assignments: less than 12 points, presentation: less than 24 points, seminar paper: less than 24 points).
The grade is awarded on a scale:
A (100 - 93 %, excellent - outstanding results): excellent performance: the student has an excellent knowledge of Slovak literature at the turn of the 20th and 21st century. The student has an excellent knowledge of the literature of the 20th century in the required scope, logically arranges the presented literary-historical facts in a flawless manner, he/she can apply and adapt the acquired literary-

scientific knowledge excellently when working with a literary text in school practice, he/she has the ability to solve individual tasks and assignments independently and imaginatively in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is excellent, he/she has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of Slovak literature at the turn of the 20th and 21st century. The student has a very good knowledge of the Slovak literature in the required range, he/she arranges the presented literary-historical facts logically, with only minor errors, he/she is able to apply and adapt the acquired literary knowledge very well when working with a literary text in school practice, without any major errors, he/she has the ability to solve individual tasks and assignments independently, also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of Slovak literature at the turn of the 20th and 21st centuries in the required range, arranges the presented literary-historical facts appropriately and makes mistakes only in places, can reliably apply and adapt the acquired literary-scientific knowledge when working with a literary text in school practice, reliably solves individual tasks and assignments independently, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of Slovak literature at the turn of the 20th and 21st centuries in the required range, shows some deficiencies in the arrangement of literary-historical facts, can satisfactorily apply the acquired literary-scientific knowledge and existing procedures when working with a literary text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of Slovak literature at the turn of the 20th and 21st centuries to the required extent and significant deficiencies in the organization of literary-historical facts, can minimally apply the acquired literary-scientific knowledge when working with a literary text in school practice, solves individual tasks and assignments at a satisfactory level with considerable help, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of Slovak literature at the turn of the 20th and 21st centuries to the required extent, does not know literary-historical facts and their logical connections, cannot apply the acquired literary knowledge to work with a literary text in school practice, cannot solve individual tasks and assignments, has insufficient skills to learn.

**Learning outcomes:**
The student has a synthetic knowledge of Slovak literature after 1989. The student has acquired knowledge of the existing literary-historical models of this period, the fundamental literary-theoretical and literary-critical reflections of its key authors and literary works. It has acquired knowledge of the literary culture of the period in the context of contemporary political, social, cultural and civilisational processes, of periodisation models and internal differentiation of original Slovak works of the era. In a representative spectrum, it is familiar with individual tendencies, group and individual ideological and aesthetic initiatives and poetics. He is aware of the value of the linguistic-cultural originality of Slovak literature and has cultivated a sense of its organic links to universal humanistic value bases. The student has developed analytical and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skills to communicate facts, concepts, and opinions and to formulate and defend arguments. The

student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. The acquired knowledge and skills are ready to be deepened and developed in further Bachelor and Master studies and can also be used and creatively applied in the school environment in the position of a teaching assistant or for the needs of the publishing environment. He is also able to convey basic information about Slovak literature after 1989 to the general public and to offer certain conclusions and justifications to lay audiences. He has also developed a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

**Class syllabus:**

1. Periodization models of Slovak literature after 1989. Transformations of the pluralistic literary model.
2. Transition and transformation of society, media, book culture and literary infrastructure after 1989.
3. Consolidation of society, media, book culture and literary infrastructure after 1998.
4. Book culture and literature in the context of remediation at the turn of the 20th and 21st centuries.
5. The literary field of cultural production and its relations with the political field. Literature and state power.
6. The literary field of cultural production and its relations with the economic field. Literature and the cultural industry.
7. Reintegration and reconstruction of the pre-1989 literary process in the context of the literature of the late 20th and early 21st centuries.
8. Original prose works of the 1990s: generational and genre-thematic range, representative authors and works (S. Rakús, P. Pišťanek, Balla).
9. Original poetry of the 1990s: generational and genre-thematic range, representative authors and works (M. Haugová, I. Štrpka, P. Macsovszky).
10. Original prose works of the early 21st century: generational and genre-thematic scale (M. Kopcsay, I. Dobraková, R. Pupala).
11. Original poetic works of the early 21st century: generational and genre-thematic range, representative authors and works (E. J. Groch, M. Habaj, M. Ferenčuhová).

The curriculum of the course covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field.

The student will deepen and develop his/her knowledge of the conditions framing the existence of Slovak literature after 1989, its literary-historical concepts and literary-critical reflection. Particular emphasis will be placed on the distinction between the conditions for the existence of literature in the transition-transformation period and at the turn of the century (the consequences of remediation). The conceptual tool for organizing knowledge about book culture will be the concept of the literary field as a specific field of cultural production in relation to other fields. Building on the student's knowledge of the transformations of Slovak literature in the 20th century, attention will be focused on the reintegration and reconstruction processes in Slovak literature related to the collapse of the totalitarian communist regime and the formation of a democratic Slovakia. In the course, the student will deepen and develop knowledge of internal periodization, generational, functional and ideological-aesthetic differentiation and genre-thematic forms, and representative supra-individual developmental formations (confessional lyricism, postmodern tendencies, experimental-deconstructive poetry, spiritual poetry, post-conceptual poetry, prose of ironic objectification, social-realist prose, expatriate and regional-local prose) and on the individual creative efforts of representative authors. Emphasis will be placed on aesthetically extraordinary works. A reliable orientation of the student in the issues of literature at the turn of the 20th and 21st centuries and the related practical and methodological knowledge will be a prerequisite for his/her proper

understanding of the past in the courses of the continuing degree and an important part of the preparation for the teaching profession corresponding to the current needs of school practice. The student will be prepared to deepen and develop the theoretical knowledge and practical skills acquired in the master's degree and to use them effectively and creatively in the school environment in the position of a teaching assistant, or for the needs of the publishing environment. The student will acquire a base of knowledge and skills that will be a professional prerequisite for the analysis and selection of didactic materials from Slovak literature with regard to teaching objectives, a prerequisite for the analysis and evaluation of educational activities and for solving common problems in the teaching of Slovak language and literature. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, to modify his/her knowledge in doing so, and to creatively use the appropriate and adequate methods of the discipline. The student will be able to communicate the theoretical knowledge and practical skills acquired to the wider and lay public. An analytical and critical approach to a literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate by solving specific assignments as well as by compiling his/her own analytical-interpretive term paper. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of their work, to follow the principles of authorial ethics, the ability to plan and be actively responsible for one's own learning, to develop and strengthen a sense of socially responsible action and civic attitudes in the spirit of democracy.

**Recommended literature:**

Compulsory readings:

ŠRANK, J. 2015. Aktéri a tendencie literárnej kultúry na Slovensku po roku 1989. Bratislava: Univerzita Komenského v Bratislave. 144 s. ISBN 978-80-223-4041-0.

Recommended readings:

HOCHEL, I. – ČÚZY, L. – KÁKOŠOVÁ, Z. 2007. Slovenská literatúra po roku 1989. Bratislava: Literárne informačné centrum. 161 s. ISBN 978-80-89222-34-6. (selected chapters)
PASSIA, R. – TARANENKOVÁ, I. (Eds.). 2014. Hľadanie súčasnosti. Bratislava: Literárne informačné centrum. 219 s. ISBN 978-80-8119-085-8. (selected sections)
ŠRANK, J. 2017. Kontexty konceptualizmu (paragrafománia). In: Vlna, roč. 19, č. 70, s. 54 – 59.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** doc. Mgr. Jaroslav Šrank, PhD.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex018/22 | Social antrophology |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Seminar, 5 hours per semester, blended learning
Student workload:
5 hours of teaching, 20 hours to prepare for midterm test, 18 hours to work on written assignment. 17 hours of guided self-study, Total: 60 hours.
Teaching methods:
Heuristic method, discussion on covered topics.

**Number of credits:** 2

**Recommended semester:** 5.

**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: 30

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 53,33 | 0,0 | 16,67 | 20,0 | 6,67 | 3,33 | 0,0 |

**Lecturers:** doc. PhDr. Branislav Malík, CSc.

**Last change:** 11.09.2023

**Approved by:**

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KEOV/B-VOBex018/22 | **Course title:**<br>Social antrophology |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** **per level/semester:** 5s<br>**Form of the course:** combined | |
| **Type, volume, methods and workload of the student - additional information**<br>Seminar, 5 hours per semester, blended learning<br>Student workload:<br>5 hours of teaching, 20 hours to prepare for midterm test, 18 hours to work on written assignment. 17 hours of guided self-study, Total: 60 hours.<br>Teaching methods:<br>Heuristic method, discussion on covered topics. | |
| **Number of credits:** 2 | |
| **Recommended semester:** 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Weighting of continuous/final evaluation: 100/0<br>The continuous evaluation includes a written assignment on school ethnography (40% of the grade) and a midterm test (60% of the grade).<br>To pass the course, a minimum of 60% of the total score is required.<br>Grading Scale:<br>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.<br>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.<br>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.<br>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: 30

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 53,33 | 0,0 | 16,67 | 20,0 | 6,67 | 3,33 | 0,0 |

**Lecturers:** doc. PhDr. Branislav Malík, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex019/22 | Social psychology for teachers |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 2., 4., 6., 8.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZex003/22 - Psychology for teachers 1

**Course requirements:**
Prerequisites: B-VUZex003 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 upon 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 and transferable competences:
Learning objectives and outcomes:
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 teaching (combined) programme do not enrol in the course

**Past grade distribution**

Total number of evaluated students: 2

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

**Lecturers:** Mgr. Miroslava Lemešová, PhD., Mgr. Juraj Petrík, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex019/22 | Social psychology for teachers |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 3., 5., 7.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZex003/22 - Psychology for teachers 1

**Course requirements:**
Prerequisites: B-VUZex003 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 upon 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 and transferable competences:
Learning objectives and outcomes:
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 teaching (combined) programme do not enrol in the course

**Past grade distribution**

Total number of evaluated students: 2

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

**Lecturers:** Mgr. Miroslava Lemešová, PhD., Mgr. Juraj Petrík, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex026/22 | Social skills of teachers training |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 2., 4., 6., 8.

**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: 107

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 95,33 | 0,0 | 0,0 | 0,0 | 0,0 | 1,87 | 2,8 |

**Lecturers:**

**Last change:** 24.04.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex026/22 | Social skills of teachers training |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 1., 3., 5., 7.

**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: 107

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 95,33 | 0,0 | 0,0 | 0,0 | 0,0 | 1,87 | 2,8 |

**Lecturers:**

**Last change:** 24.04.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex014/22 | Social-psychological training for citizenship education |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** **per level/semester:** 8s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form:
Exercise, 8 hours per semester, combined method
Student workload:
8 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; 28 hours of guided self-study. 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: 68

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 83,82 | 0,0 | 2,94 | 1,47 | 0,0 | 1,47 | 10,29 |

**Lecturers:** Mgr. Miroslava Lemešová, PhD.

**Last change:** 11.09.2023

**Approved by:**

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KEOV/B-VOBex014/22 | **Course title:**<br>Social-psychological training for citizenship education |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** **per level/semester:** 8s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form:
Exercise, 8 hours per semester, combined method
Student workload:
8 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; 28 hours of guided self-study. 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:**

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: 68

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 83,82 | 0,0 | 2,94 | 1,47 | 0,0 | 1,47 | 10,29 |

**Lecturers:** Mgr. Miroslava Lemešová, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex021/22 | Socio-educational training for teachers |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 2

**Recommended semester:** 3., 5., 7.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZex003/22 - Psychology for teachers 1

**Course requirements:**
Prerequisites: B-VUZex003 / Psychology for teachers 1
Prerequisites for successful completion of the course: 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 the 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, shows 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.
D grade 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 distance learning 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 marginal member of the training group, although actively expressing 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:**
Learning outcomes and transferable competences:
Learning objectives and 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:**
Brief outline of the course:
The course is implemented through experiential activities and exercises aimed mainly at:
1. The sphere of the distance learning 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:**
Recommended reading:

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

**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:** PaedDr. Anežka Hamranová, PhD., Mgr. Miroslava Lemešová, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex021/22 | Socio-educational training for teachers |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 2

**Recommended semester:** 2., 4., 6., 8.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZex003/22 - Psychology for teachers 1

**Course requirements:**
Prerequisites: B-VUZex003 / Psychology for teachers 1
Prerequisites for successful completion of the course: 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 the 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, shows 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.
D grade 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 distance learning 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 marginal member of the training group, although actively expressing 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:**
Learning outcomes and transferable competences:
Learning objectives and 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:**
Brief outline of the course:
The course is implemented through experiential activities and exercises aimed mainly at:
1. The sphere of the distance learning 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:**
Recommended reading:

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

**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:** PaedDr. Anežka Hamranová, PhD., Mgr. Miroslava Lemešová, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex009/22 | Sociology |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Lecture+seminar, 5 hours per semester, combined method
Student workload:
5 hours of direct instruction, 22 hours of preparation and processing of midterm assignments, 21 hours of seminar preparation, 55 hours of test preparation, 17 hours of guided self-study. 120 hours in total
Teaching methods:
lecture combined with discussion, work with professional text, group work, guided self-study (e-learning, solving tasks 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: 42

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 66,67 | 0,0 | 16,67 | 0,0 | 0,0 | 0,0 | 16,67 |

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

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex009/22 | Sociology |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Lecture+seminar, 5 hours per semester, combined method
Student workload:
5 hours of direct instruction, 22 hours of preparation and processing of midterm assignments, 21 hours of seminar preparation, 55 hours of test preparation, 17 hours of guided self-study. 120 hours in total
Teaching methods:
lecture combined with discussion, work with professional text, group work, guided self-study (e-learning, solving tasks 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: 42

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 66,67 | 0,0 | 16,67 | 0,0 | 0,0 | 0,0 | 16,67 |

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

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex020/22 | Sociology of education and youth |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of direct instruction, 22 hours of processing of interim assignments, 23 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:** 7.

**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: 12

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 91,67 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 8,33 |

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

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex020/22 | Sociology of education and youth |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of direct instruction, 22 hours of processing of interim assignments, 23 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:** 8.

**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: 12

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 91,67 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 8,33 |

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

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex038/22 | Specialised foreign language |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 1., 3., 5., 7.

**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:** PaedDr. Peter Gergel, PhD., Mgr. Alexandra Lenzi Kučmová, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, 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-VUZex038/22 | Specialised foreign language |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Number of credits:** 3

**Recommended semester:** 2., 4., 6., 8.

**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:** PaedDr. Peter Gergel, PhD., Mgr. Alexandra Lenzi Kučmová, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

**Last change:**

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex012/22 | Stylistics |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 12s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: lecture + seminar, total 19 hours per semester, combined form (primarily in-person)
Student workload: 19 hours of direct teaching; 25 hours of continuous preparation for individual topics and for the mid-term test; 14 hours of preparation for practical stylistic analysis of the text, 62 hours of preparation for the final test, including analysis of the literature. In total 120 hours of student work.
Teaching methods: explanation, demonstration of practical examples, practical exercises, problem solving, guided self-study, e-learning

**Number of credits:** 4

**Recommended semester:** 7.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of a midterm test on the first 5 topics (30 points), a practical stylistic analysis of the text at the end of the midterm, which will focus on the application of the acquired knowledge and the identification of different types of styles (20 points), and in the exam period in the form of a final test (50 points).
The course is completed with an assessment resulting from the continuous assessment of the learning outcomes during the teaching part of the semester of study and from the final assessment of the learning outcomes (50/50).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 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, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (intermediate test: less than 18 points, practical stylistic analysis of the text: less than 12 points, final test: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - excellent results): excellent performance: the student has excellent knowledge of stylistics in the required range, logically arranges the presented facts, can apply and adapt the acquired knowledge of stylistics in practice, has the ability to independently solve

individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of stylistics to the required extent, logically organises the facts presented, can apply and adapt the acquired knowledge of stylistics very well in practice, has the ability to solve individual tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of stylistics to the required extent, organises the facts presented appropriately, can reliably apply and adapt the stylistic knowledge acquired in practice, solves individual tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of stylistics in the required range, shows some deficiencies in the arrangement of facts, the acquired can satisfactorily apply knowledge from stylistics in practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of stylistics in the required range and deficiencies in the arrangement of facts, can minimally apply the acquired knowledge of stylistics in practice, solves individual tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of stylistics to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of stylistics in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**

Students master the basic stylistic concepts and categories, have acquired knowledge of the stylistic value of linguistic devices, stylistic norms and model text structures. They are able to use the acquired knowledge practically not only in the analysis and critical evaluation of written and oral speeches, but also in their transformation and in the creation of their own linguistic expressions. They are able to explain and concretise theoretical knowledge of stylistic phenomena using practical examples and are able to perceive and evaluate them not only in terms of the current state of scientific knowledge, but also in terms of school practice. They are prepared to creatively and independently solve problem tasks and assignments also in a broader linguistic context, to independently search for necessary information in relevant sources, to critically evaluate them and to use them appropriately in communicating knowledge, conclusions and in justifying them to the lay and professional public. They have developed their analytical skills, communication skills and critical thinking skills. They are prepared not only to deepen and develop the acquired knowledge in the course of further studies, but also in the school environment in the position of a teaching assistant, in the publishing environment in the position of a proofreader and, after the completion of the master's degree, in the position of a teacher of Slovak language and literature in secondary education.

**Class syllabus:**

Course outcomes of subject (content):
1. The subject of stylistics, methods of stylistic research, classification and characteristics of styles.
2. Lexical stylistic devices, their stylistic classification and functional characteristics.
3. Phonological stylistic devices. Stylistic value of vowels and intonation devices, pronunciation styles.
4. Morphological stylistic devices and their functional characteristics.
5. Syntactic stylistic devices and their functional characteristics.

6. Compositional stylistic devices - supra-sentential contextual units for text segmentation and gradation, text binding devices.
7. Extra-linguistic (non-verbal) stylistic devices. Kinetic means.
8. Model structures of text organization. Text as a basic stylistic concept, potential text, actual text.
9. Content model structures. Stylistic progression and stylistic structure.
10. Formal model structures. Style, style-forming factors, style layer and style norm.
11. Genre model structures.
The curriculum of the course covers a complex of knowledge in stylistics, which builds on students' general secondary education and systematically develops and deepens their knowledge into a comprehensive and applicable form. The course will enable students to acquire knowledge of stylistics as a linguistic discipline, its subject matter and research methods. Students will acquire basic stylistic concepts and categories, knowledge of the stylistic value of linguistic devices, stylistic norms and content, formal and genre model structures of the text. They will be able to apply the acquired knowledge of style differentiation, classification of styles and functional characteristics of linguistic, compositional and extra-linguistic devices in the analysis and evaluation of diverse types of linguistic expressions in terms of functional and creative use of lexical, phonic, morphological and syntactic linguistic styles, compositional and extra-linguistic styles, being able to perceive and respect the specificities of individual model structures, not only in analytical activities, but also in the transformation of the text on the basis of changes in some components of the communicative situation, as well as in the actual creation of diverse linguistic expressions. They will be able to explain and concretise their knowledge of various stylistic phenomena using practical examples and will be able to perceive and evaluate them both in the light of the current state of scientific knowledge and with regard to school practice. They will be prepared to solve problem-solving tasks and assignments, to search for the necessary information in relevant sources, to critically evaluate and interpret it, and to use it appropriately in communicating knowledge and conclusions to lay and professional audiences. They will develop their analytical skills, communication skills and critical thinking skills and will be prepared to deepen and develop the acquired knowledge in further bachelor's and then master's studies, as well as in the position of a teaching assistant or a proofreader and, after the completion of the master's degree, in the position of a teacher of Slovak language and literature in secondary education.

**Recommended literature:**

Compulsory readings:

FINDRA, J. 2013. Štylistika súčasnej slovenčiny. Martin: Vydavateľstvo Osveta. 320 s. ISBN 9788080634049.

Recommended readings:

HORVÁTHOVÁ, Ľ. 2017. Jazyk Slniečka. In Časopisecký fenomén Slniečko v kontexte slovenskej detskej a národnej kultúry, Ondrej Sliacky a kol., s. 193 – 220. Bratislava: Univerzita Komenského v Bratislave. ISBN 9878022344838.
HORVÁTHOVÁ, Ľ. 2020. Odraz jazyka a sveta detského čitateľa v jazyku a svete detského časopisu. Matičné Slniečko (1927 – 1950). In Philologia, roč. XXX, č. 1, s. 15 – 32. ISSN 1339-2026.
KAČALA, J. 2014. Jazyk majstrov. Bratislava: Spolok slovenských spisovateľov. 172 s. ISBN 978-80-89727-12-4. (selected chapters)
MISTRÍK, J. 1997. Štylistika. 3., upr. vyd. Bratislava: SPN. 598 s. (selected chapters)

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 29

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 6,9 | 0,0 | 10,34 | 13,79 | 17,24 | 27,59 | 24,14 |

**Lecturers:** prof. PhDr. Ján Kačala, DrSc., Mgr. Ľubica Horváthová, PhD.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex012/22 | Stylistics |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 12s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: lecture + seminar, total 19 hours per semester, combined form (primarily in-person)
Student workload: 19 hours of direct teaching; 25 hours of continuous preparation for individual topics and for the mid-term test; 14 hours of preparation for practical stylistic analysis of the text, 62 hours of preparation for the final test, including analysis of the literature. In total 120 hours of student work.
Teaching methods: explanation, demonstration of practical examples, practical exercises, problem solving, guided self-study, e-learning

**Number of credits:** 4

**Recommended semester:** 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of a midterm test on the first 5 topics (30 points), a practical stylistic analysis of the text at the end of the midterm, which will focus on the application of the acquired knowledge and the identification of different types of styles (20 points), and in the exam period in the form of a final test (50 points).
The course is completed with an assessment resulting from the continuous assessment of the learning outcomes during the teaching part of the semester of study and from the final assessment of the learning outcomes (50/50).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 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, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (intermediate test: less than 18 points, practical stylistic analysis of the text: less than 12 points, final test: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - excellent results): excellent performance: the student has excellent knowledge of stylistics in the required range, logically arranges the presented facts, can apply and adapt the acquired knowledge of stylistics in practice, has the ability to independently solve

individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of stylistics to the required extent, logically organises the facts presented, can apply and adapt the acquired knowledge of stylistics very well in practice, has the ability to solve individual tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of stylistics to the required extent, organises the facts presented appropriately, can reliably apply and adapt the stylistic knowledge acquired in practice, solves individual tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of stylistics in the required range, shows some deficiencies in the arrangement of facts, the acquired can satisfactorily apply knowledge from stylistics in practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of stylistics in the required range and deficiencies in the arrangement of facts, can minimally apply the acquired knowledge of stylistics in practice, solves individual tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of stylistics to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of stylistics in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**

Students master the basic stylistic concepts and categories, have acquired knowledge of the stylistic value of linguistic devices, stylistic norms and model text structures. They are able to use the acquired knowledge practically not only in the analysis and critical evaluation of written and oral speeches, but also in their transformation and in the creation of their own linguistic expressions. They are able to explain and concretise theoretical knowledge of stylistic phenomena using practical examples and are able to perceive and evaluate them not only in terms of the current state of scientific knowledge, but also in terms of school practice. They are prepared to creatively and independently solve problem tasks and assignments also in a broader linguistic context, to independently search for necessary information in relevant sources, to critically evaluate them and to use them appropriately in communicating knowledge, conclusions and in justifying them to the lay and professional public. They have developed their analytical skills, communication skills and critical thinking skills. They are prepared not only to deepen and develop the acquired knowledge in the course of further studies, but also in the school environment in the position of a teaching assistant, in the publishing environment in the position of a proofreader and, after the completion of the master's degree, in the position of a teacher of Slovak language and literature in secondary education.

**Class syllabus:**

Course outcomes of subject (content):
1. The subject of stylistics, methods of stylistic research, classification and characteristics of styles.
2. Lexical stylistic devices, their stylistic classification and functional characteristics.
3. Phonological stylistic devices. Stylistic value of vowels and intonation devices, pronunciation styles.
4. Morphological stylistic devices and their functional characteristics.
5. Syntactic stylistic devices and their functional characteristics.

6. Compositional stylistic devices - supra-sentential contextual units for text segmentation and gradation, text binding devices.
7. Extra-linguistic (non-verbal) stylistic devices. Kinetic means.
8. Model structures of text organization. Text as a basic stylistic concept, potential text, actual text.
9. Content model structures. Stylistic progression and stylistic structure.
10. Formal model structures. Style, style-forming factors, style layer and style norm.
11. Genre model structures.
The curriculum of the course covers a complex of knowledge in stylistics, which builds on students' general secondary education and systematically develops and deepens their knowledge into a comprehensive and applicable form. The course will enable students to acquire knowledge of stylistics as a linguistic discipline, its subject matter and research methods. Students will acquire basic stylistic concepts and categories, knowledge of the stylistic value of linguistic devices, stylistic norms and content, formal and genre model structures of the text. They will be able to apply the acquired knowledge of style differentiation, classification of styles and functional characteristics of linguistic, compositional and extra-linguistic devices in the analysis and evaluation of diverse types of linguistic expressions in terms of functional and creative use of lexical, phonic, morphological and syntactic linguistic styles, compositional and extra-linguistic styles, being able to perceive and respect the specificities of individual model structures, not only in analytical activities, but also in the transformation of the text on the basis of changes in some components of the communicative situation, as well as in the actual creation of diverse linguistic expressions. They will be able to explain and concretise their knowledge of various stylistic phenomena using practical examples and will be able to perceive and evaluate them both in the light of the current state of scientific knowledge and with regard to school practice. They will be prepared to solve problem-solving tasks and assignments, to search for the necessary information in relevant sources, to critically evaluate and interpret it, and to use it appropriately in communicating knowledge and conclusions to lay and professional audiences. They will develop their analytical skills, communication skills and critical thinking skills and will be prepared to deepen and develop the acquired knowledge in further bachelor's and then master's studies, as well as in the position of a teaching assistant or a proofreader and, after the completion of the master's degree, in the position of a teacher of Slovak language and literature in secondary education.

**Recommended literature:**

Compulsory readings:

FINDRA, J. 2013. Štylistika súčasnej slovenčiny. Martin: Vydavateľstvo Osveta. 320 s. ISBN 9788080634049.

Recommended readings:

HORVÁTHOVÁ, Ľ. 2017. Jazyk Slniečka. In Časopisecký fenomén Slniečko v kontexte slovenskej detskej a národnej kultúry, Ondrej Sliacky a kol., s. 193 – 220. Bratislava: Univerzita Komenského v Bratislave. ISBN 9878022344838.
HORVÁTHOVÁ, Ľ. 2020. Odraz jazyka a sveta detského čitateľa v jazyku a svete detského časopisu. Matičné Slniečko (1927 – 1950). In Philologia, roč. XXX, č. 1, s. 15 – 32. ISSN 1339-2026.
KAČALA, J. 2014. Jazyk majstrov. Bratislava: Spolok slovenských spisovateľov. 172 s. ISBN 978-80-89727-12-4. (selected chapters)
MISTRÍK, J. 1997. Štylistika. 3., upr. vyd. Bratislava: SPN. 598 s. (selected chapters)

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 29

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 6,9 | 0,0 | 10,34 | 13,79 | 17,24 | 27,59 | 24,14 |

**Lecturers:** prof. PhDr. Ján Kačala, DrSc., Mgr. Ľubica Horváthová, PhD.

**Last change:** 11.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex019/22 | Syntactical analysis |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 4s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organisational form: seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct teaching; 13 hours of continuous preparation for individual seminars; 2 x 17 hours of continuous preparation for 2 practical syntactic analyses of the text = 34 hours. Total 60 hours of student work.
Teaching methods: explanation, application of theoretical knowledge in practical analyses of individual types of constructions and sentence articles; analysis and solution of problem solving tasks; guided self-study; e-learning

**Number of credits:** 2

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of 2 practical syntactic analyses of the text in the scope of the first 5 topics and in the scope of the 6th - 11th topics, which will be focused on the application of the acquired knowledge and the identification of syntactic phenomena (2 x 50 points = 100 points). The course is completed with an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D and a minimum of 60 points of the total points for a grade of E. To pass the course, a minimum of 60% of the points must be obtained. Credit will not be awarded to a student who achieves less than 60% of the points in any component of the assessment (1. practical analysis: less than 30 points; 2. practical analysis: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - excellent results): excellent performance: the student has excellent knowledge of syntactic analysis in the required range, logically arranges the presented facts, can apply and adapt the acquired knowledge of syntactic analysis in practice, has the ability to independently solve individual syntactic tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;

B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of syntactic analysis to the required extent, logically arranges the facts presented, can apply and adapt the acquired knowledge of syntactic analysis very well in practice, has the ability to solve individual syntactic tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of the student's speech is very good, has very well developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of syntactic analysis to the required extent, organises the facts presented appropriately, can reliably apply and adapt the knowledge gained from syntactic analysis in practice, solves individual syntactic tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of syntactic analysis to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of syntactic analysis in practice, satisfactorily solves individual syntactic tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of syntactic analysis to the required extent and deficiencies in the arrangement of facts, can minimally apply the acquired knowledge of syntactic analysis in practice, solves individual syntactic tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of syntactic analysis to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of syntactic analysis in practice, cannot solve individual syntactic tasks and assignments, has insufficient learning skills.

**Learning outcomes:**

The student is introduced to the syntactic system as a part of the grammatical system of the language, as well as to selected sub-issues of Slovak syntax, also with regard to school practice. He/she has acquired practical skills which he/she can apply in assessing and analysing syntactic phenomena of the language. The student is able to use the acquired theoretical knowledge in its concretization on practical examples, both in solving individual syntactic phenomena, as well as in practical syntactic analyses of individual types of syntactic constructions and sentence members, in complex analysis of syntactic phenomena, in independent solving of syntactic problems and in possible synthesis of new and creative solutions, while the student is able to actively acquire and communicate the necessary information and facts, and to adequately formulate and defend the relevant professional arguments. The student has developed his/her analytical skills as well as abstract and critical thinking skills, can think in context and has developed the ability to expand his/her knowledge independently. The student can creatively apply the acquired knowledge and skills in his/her further studies. He is able to look at syntactic phenomena in a broader grammatical context, but he can also use them in assessing, analysing and evaluating the syntactic aspect of linguistic expressions in the school environment in the position of a teaching assistant, or for the needs of the publishing environment when proofreading linguistic expressions. The student can also convey information about syntactic phenomena to the general public and offer conclusions and syntactic justifications to lay audiences. The student has achieved a high professional level as well as a high level of linguistic culture, which is very necessary in terms of the student's future practice.

**Class syllabus:**

1. Syntax as a linguistic discipline. Construction as a basic syntactic unit, types of constructions. Characteristic features of Slovak syntax.

2. Syntagmatics. Practical practice and analysis of the content and formal aspects of syntagms. Determination of syntactic relations and types of syntagms, as well as means and ways of expressing syntactic relations.
3. The sentence and its essence. Intention of verbal action and its influence on the grammatical and semantic structure of the sentence, verb intention types and their relation to sentence types. Distinguishing and analysing binary and monosyllabic sentences. Identification of sentences according to modality.
4. Basic sentence articles. Practical practise of the subject, adjunct and sentence stem. Distinguishing between the clause stem of a one-part sentence and the adjunct of a two-part sentence. Distinguishing between personal and impersonal verbs.
5. Developing sentence articles. Determining and analysing the types of adjective, subject and adverbial determiner. Determining the boundary between subject and adverbial determiner.
6. Semi-predicative constructions. Practical practice and determination of the complement, delimitation of the complement from the adjective, the adverb, the subject and the adverbial determiner.
7. Analysing and practising adjunct, adjectival and adverbial semi-predicative constructions.
8. Sentences. Simple possessive clauses and their types. Practical identification and analysis of true and false paratactic clauses.
9. Simple subordinating conjunction and its types. Practical identification and analysis of true and false hypotactic clauses, finding common and different features of each type of subordinate clause.
10. Compound sentences and their types. Practical identification and analysis of subordinating, subordinating and subordinating-complex sentences.
11. Text syntax, units of text syntax and means of text binding. Topical sentence structure, meaning structure of sentences. Verbal sequence, verbal sequence factors. Practicing the given problem, determining the correct word sequence of certain elements of the syntagm and the sentence according to the semantic, grammatical and rhythmic principles.
On the basis of the use of the acquired theoretical knowledge of Slovak syntax, which will not only build on the knowledge acquired in the field within the general secondary education, but will also further enable the deepening and systematic development of his/her knowledge into a complex form, the student will acquire practical skills, which he/she will be able to apply in the assessment and analysis of syntactic phenomena of the language. The student will be able to use the acquired theoretical knowledge about the syntactic level of the language as a part of the grammatical system of written Slovak, about the specific features of Slovak syntax, about the construction as a central syntactic unit, about syntagmatic, sentence, semi-predicative and conjunctive constructions as the four basic types of syntactic constructions, as well as on the individual basic, developmental and special sentence members and on the arrangement of syntactic units in the linear sequence of the sentence and the text (i.e. I.e. about the word sequence) in their concretization on practical examples of individual syntactic phenomena, as well as in practical syntactic analyses of individual syntactic constructions and sentence members, in the complex analysis of syntactic phenomena, in the independent solution of syntactic problem solving tasks and the eventual synthesis of new and creative solutions to them. The student will be guided to actively acquire information in the field of Slovak syntax, to use digital technologies and resources, to use the acquired knowledge effectively, to formulate and defend arguments appropriately and on their basis to solve professional problems in the given field, using appropriate methods of the discipline. He/she will also develop his/her communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to follow the principles of authorial ethics, to plan and be actively responsible for his/her own learning. He will also learn to look at the acquired knowledge base from the perspective of school practice. The acquired knowledge and skills will also be necessary for the student in his/her further studies, where he/she will be able to apply them convincingly when looking at syntactic

linguistic phenomena from a broader linguistic aspect and further deepen and develop them. He will also be able to apply the acquired knowledge in assessing, analysing and evaluating the syntactic aspect of linguistic expressions and subsequent independent analysis of the problem in the given area at the language level in the school environment in the position of a teaching assistant, or also for the needs of the publishing environment when correcting linguistic expressions. Emphasis on raising the student's professional level and linguistic culture will be equally important in adequately conveying information about syntactic phenomena to the general public, as well as in offering relevant conclusions and syntactic justifications to lay audiences.

**Recommended literature:**

Compulsory readings:

ORAVEC, J. – BAJZÍKOVÁ, E. 1986. Súčasný slovenský spisovný jazyk. Syntax. 2. vyd. Bratislava: Slovenské pedagogické nakladateľstvo. 261 s.

Recommended readings:

IVANOVÁ, M. 2016. Syntax slovenského jazyka. 2., upravené a doplnené vyd. Prešov: Vydavateľstvo Prešovskej univerzity. 284 s. ISBN 978-80-555-1753-7. (selected chapters)
KAČALA, J. 2015. Teória vetného člena. Martin: Vydavateľstvo Matice slovenskej. 172 s. ISBN 978-80-8115-212-2.
DZIVIAKOVÁ, M. 2011. Slovesné jednočlenné vety s neosobným slovesom vo fundamente. In: Philologia 21. Zborník Pedagogickej fakulty Univerzity Komenského. Bratislava: Univerzita Komenského, s. 135 – 150. ISBN 978-80-223-3011-4.
MOŠKO, G. 2006. Príručka vetného rozboru. 2., doplnené a upravené vyd. Prešov: Náuka. 222 s. ISBN 80-89038-39-5. (selected chapters)
NIŽNÍKOVÁ, J. 1994. Praktická príručka slovenskej syntaxe. Prešov: Slovacontact. 79 s. ISBN 80-901417-5-7.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 31

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 12,9 | 0,0 | 29,03 | 35,48 | 16,13 | 3,23 | 3,23 |

**Lecturers:** Mgr. Mária Dziviaková, PhD.

**Last change:** 27.02.2024

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex019/22 | Syntactical analysis |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 4s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organisational form: seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct teaching; 13 hours of continuous preparation for individual seminars; 2 x 17 hours of continuous preparation for 2 practical syntactic analyses of the text = 34 hours. Total 60 hours of student work.
Teaching methods: explanation, application of theoretical knowledge in practical analyses of individual types of constructions and sentence articles; analysis and solution of problem solving tasks; guided self-study; e-learning

**Number of credits:** 2

**Recommended semester:** 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of 2 practical syntactic analyses of the text in the scope of the first 5 topics and in the scope of the 6th - 11th topics, which will be focused on the application of the acquired knowledge and the identification of syntactic phenomena (2 x 50 points = 100 points). The course is completed with an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D and a minimum of 60 points of the total points for a grade of E. To pass the course, a minimum of 60% of the points must be obtained. Credit will not be awarded to a student who achieves less than 60% of the points in any component of the assessment (1. practical analysis: less than 30 points; 2. practical analysis: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - excellent results): excellent performance: the student has excellent knowledge of syntactic analysis in the required range, logically arranges the presented facts, can apply and adapt the acquired knowledge of syntactic analysis in practice, has the ability to independently solve individual syntactic tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;

B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of syntactic analysis to the required extent, logically arranges the facts presented, can apply and adapt the acquired knowledge of syntactic analysis very well in practice, has the ability to solve individual syntactic tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of the student's speech is very good, has very well developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of syntactic analysis to the required extent, organises the facts presented appropriately, can reliably apply and adapt the knowledge gained from syntactic analysis in practice, solves individual syntactic tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of syntactic analysis to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of syntactic analysis in practice, satisfactorily solves individual syntactic tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of syntactic analysis to the required extent and deficiencies in the arrangement of facts, can minimally apply the acquired knowledge of syntactic analysis in practice, solves individual syntactic tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of syntactic analysis to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of syntactic analysis in practice, cannot solve individual syntactic tasks and assignments, has insufficient learning skills.

**Learning outcomes:**

The student is introduced to the syntactic system as a part of the grammatical system of the language, as well as to selected sub-issues of Slovak syntax, also with regard to school practice. He/she has acquired practical skills which he/she can apply in assessing and analysing syntactic phenomena of the language. The student is able to use the acquired theoretical knowledge in its concretization on practical examples, both in solving individual syntactic phenomena, as well as in practical syntactic analyses of individual types of syntactic constructions and sentence members, in complex analysis of syntactic phenomena, in independent solving of syntactic problems and in possible synthesis of new and creative solutions, while the student is able to actively acquire and communicate the necessary information and facts, and to adequately formulate and defend the relevant professional arguments. The student has developed his/her analytical skills as well as abstract and critical thinking skills, can think in context and has developed the ability to expand his/her knowledge independently. The student can creatively apply the acquired knowledge and skills in his/her further studies. He is able to look at syntactic phenomena in a broader grammatical context, but he can also use them in assessing, analysing and evaluating the syntactic aspect of linguistic expressions in the school environment in the position of a teaching assistant, or for the needs of the publishing environment when proofreading linguistic expressions. The student can also convey information about syntactic phenomena to the general public and offer conclusions and syntactic justifications to lay audiences. The student has achieved a high professional level as well as a high level of linguistic culture, which is very necessary in terms of the student's future practice.

**Class syllabus:**

1. Syntax as a linguistic discipline. Construction as a basic syntactic unit, types of constructions. Characteristic features of Slovak syntax.

2. Syntagmatics. Practical practice and analysis of the content and formal aspects of syntagms. Determination of syntactic relations and types of syntagms, as well as means and ways of expressing syntactic relations.
3. The sentence and its essence. Intention of verbal action and its influence on the grammatical and semantic structure of the sentence, verb intention types and their relation to sentence types. Distinguishing and analysing binary and monosyllabic sentences. Identification of sentences according to modality.
4. Basic sentence articles. Practical practise of the subject, adjunct and sentence stem. Distinguishing between the clause stem of a one-part sentence and the adjunct of a two-part sentence. Distinguishing between personal and impersonal verbs.
5. Developing sentence articles. Determining and analysing the types of adjective, subject and adverbial determiner. Determining the boundary between subject and adverbial determiner.
6. Semi-predicative constructions. Practical practice and determination of the complement, delimitation of the complement from the adjective, the adverb, the subject and the adverbial determiner.
7. Analysing and practising adjunct, adjectival and adverbial semi-predicative constructions.
8. Sentences. Simple possessive clauses and their types. Practical identification and analysis of true and false paratactic clauses.
9. Simple subordinating conjunction and its types. Practical identification and analysis of true and false hypotactic clauses, finding common and different features of each type of subordinate clause.
10. Compound sentences and their types. Practical identification and analysis of subordinating, subordinating and subordinating-complex sentences.
11. Text syntax, units of text syntax and means of text binding. Topical sentence structure, meaning structure of sentences. Verbal sequence, verbal sequence factors. Practicing the given problem, determining the correct word sequence of certain elements of the syntagm and the sentence according to the semantic, grammatical and rhythmic principles.
On the basis of the use of the acquired theoretical knowledge of Slovak syntax, which will not only build on the knowledge acquired in the field within the general secondary education, but will also further enable the deepening and systematic development of his/her knowledge into a complex form, the student will acquire practical skills, which he/she will be able to apply in the assessment and analysis of syntactic phenomena of the language. The student will be able to use the acquired theoretical knowledge about the syntactic level of the language as a part of the grammatical system of written Slovak, about the specific features of Slovak syntax, about the construction as a central syntactic unit, about syntagmatic, sentence, semi-predicative and conjunctive constructions as the four basic types of syntactic constructions, as well as on the individual basic, developmental and special sentence members and on the arrangement of syntactic units in the linear sequence of the sentence and the text (i.e. I.e. about the word sequence) in their concretization on practical examples of individual syntactic phenomena, as well as in practical syntactic analyses of individual syntactic constructions and sentence members, in the complex analysis of syntactic phenomena, in the independent solution of syntactic problem solving tasks and the eventual synthesis of new and creative solutions to them. The student will be guided to actively acquire information in the field of Slovak syntax, to use digital technologies and resources, to use the acquired knowledge effectively, to formulate and defend arguments appropriately and on their basis to solve professional problems in the given field, using appropriate methods of the discipline. He/she will also develop his/her communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to follow the principles of authorial ethics, to plan and be actively responsible for his/her own learning. He will also learn to look at the acquired knowledge base from the perspective of school practice. The acquired knowledge and skills will also be necessary for the student in his/her further studies, where he/she will be able to apply them convincingly when looking at syntactic

linguistic phenomena from a broader linguistic aspect and further deepen and develop them. He will also be able to apply the acquired knowledge in assessing, analysing and evaluating the syntactic aspect of linguistic expressions and subsequent independent analysis of the problem in the given area at the language level in the school environment in the position of a teaching assistant, or also for the needs of the publishing environment when correcting linguistic expressions. Emphasis on raising the student's professional level and linguistic culture will be equally important in adequately conveying information about syntactic phenomena to the general public, as well as in offering relevant conclusions and syntactic justifications to lay audiences.

**Recommended literature:**

Compulsory readings:

ORAVEC, J. – BAJZÍKOVÁ, E. 1986. Súčasný slovenský spisovný jazyk. Syntax. 2. vyd. Bratislava: Slovenské pedagogické nakladateľstvo. 261 s.

Recommended readings:

IVANOVÁ, M. 2016. Syntax slovenského jazyka. 2., upravené a doplnené vyd. Prešov: Vydavateľstvo Prešovskej univerzity. 284 s. ISBN 978-80-555-1753-7. (selected chapters)
KAČALA, J. 2015. Teória vetného člena. Martin: Vydavateľstvo Matice slovenskej. 172 s. ISBN 978-80-8115-212-2.
DZIVIAKOVÁ, M. 2011. Slovesné jednočlenné vety s neosobným slovesom vo fundamente. In: Philologia 21. Zborník Pedagogickej fakulty Univerzity Komenského. Bratislava: Univerzita Komenského, s. 135 – 150. ISBN 978-80-223-3011-4.
MOŠKO, G. 2006. Príručka vetného rozboru. 2., doplnené a upravené vyd. Prešov: Náuka. 222 s. ISBN 80-89038-39-5. (selected chapters)
NIŽNÍKOVÁ, J. 1994. Praktická príručka slovenskej syntaxe. Prešov: Slovacontact. 79 s. ISBN 80-901417-5-7.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 31

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 12,9 | 0,0 | 29,03 | 35,48 | 16,13 | 3,23 | 3,23 |

**Lecturers:** Mgr. Mária Dziviaková, PhD.

**Last change:** 27.02.2024

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex010/22 | Syntax |

**Educational activities:**
**Type of activities:** lecture
**Number of hours:**
**per week:** **per level/semester:** 10s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form: lecture, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct teaching; 19 hours of seminar paper preparation; 28 hours of preparation for the midterm test; 60 hours of preparation for the final test, including literature study. Total 120 hours of student work.
Teaching methods: interpretation and explanation, discussion of the material covered, demonstration, guided self-study, e-learning

**Number of credits:** 4

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will be evaluated continuously with 20 points for the seminar paper and 30 points for the continuous written test. The course is concluded with a final written test of the knowledge of the whole semester (50 points).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points out of the total number of points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (seminar paper: less than 12 points; mid-term test: less than 18 points; final test: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding results): excellent performance: the student has excellent knowledge of syntax to the required extent, logically arranges the facts presented, can apply and adapt the acquired knowledge of syntax in practice, has the ability to solve individual syntactic tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of syntax to the required extent, logically organises the facts presented, can apply and adapt the acquired knowledge of syntax very well in practice, has the ability to solve individual

syntactic tasks and assignments independently very well, also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of syntax to the required extent, organises the facts presented appropriately, can apply and adapt the syntax knowledge reliably in practice, solves individual syntactic tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory results in syntax to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of syntax in practice, satisfactorily solves individual syntactic tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of syntax within the required range and deficiencies in the arrangement of facts, can minimally apply the acquired knowledge of syntax in practice, solves individual syntactic tasks and assignments at a sufficient level, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of syntax to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of syntax in practice, cannot solve individual syntactic tasks and assignments, has insufficient learning skills.

**Learning outcomes:**

By completing the course, the student has acquired professional competence in the theoretical and practical justification of the sentence structure in the Slovak language as a system-communicative unit of the language and the use of its differentiated types in the multifaceted expressive practice. He is prepared to pass on the acquired knowledge later as a teacher of Slovak language, to evaluate the syntactic level of texts and, if necessary, to modify texts in order to meet the holistic requirements of sentence and clause structure and the broader text in Slovak.
The student masters the laws of language construction and is able to use language to develop thinking, to further acquire new knowledge and to improve interpersonal communication, as well as to formulate his/her ideas more thoroughly and precisely and to better understand each other.
The course contributes directly to the student's ability to perceive readily the interpretations of language that follow in the subsequent years of his studies. The student is prepared not only to deepen and develop the knowledge acquired in further Bachelor's and then Master's studies, but also to be able to use and creatively apply it in the school environment in the position of a teaching assistant, or even for the needs of the publishing environment in the position of a proofreader.
The student can also convey information about syntactic phenomena to the general public and offer conclusions and syntactic justifications to lay audiences.
Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skills to communicate facts, concepts and opinions and to formulate and defend arguments and professional positions. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

**Class syllabus:**

1. Syntax as a linguistic discipline, its subject and the relationship of syntax to other levels of language.
2. The essence of the sentence. Actualization and predication. Grammatical and semantic core and its articulation. Construction as a basic syntactic unit. Content and form of constructions. Syntactic relation, ways and means of its realization.

3. The branch article as a basic element of the grammatical structure of a sentence. Types of sentence articles. Simple and compound sentence articles. Sentence type as a configuration of grammatical and semantic elements of a sentence. Sentence and utterance.
4. Simple and compound sentence. Sentence. Main and subordinate clauses. Types of subordinate clauses according to the sentence-final principle.
5. Subject and adverb as the basic clause members of a two-part sentence.
6. The sentence stem as a basic member of a one-part sentence. Impersonal verbs and impersonal verb forms.
7. Semi-predicative constructions. The complement and the preposition as separate sentence members.
8. Developing sentence articles. Subject, adverbial determination and adjective.
9. Content sentence structure and actual sentence structure. Verb sequence and its factors.
10. Modal sentence structure and the expressive aspect of the sentence. Positive and negative in a sentence. Sentential and article negation.
11. Syntax of the text. Units of text syntax. Means of text binding.
The above course content will directly and immediately contribute to the formation of the graduate's profile, to the development of his/her linguistic awareness, as well as to the learning outcomes and objectives through the choice of topics, their arrangement and their internal interrelation, as well as the way the issues are presented to the students by the teacher, and understood and mastered by the students.
The curriculum of the course includes a spectrum of cross-cutting and specialized knowledge that builds on the student's general education and systematically develops his/her knowledge of syntactic issues into a comprehensive and applicable form, including the latest verified knowledge in the field.
The course will lead the student to both active acquisition of information and effective use of cross-cutting and specialized knowledge of syntax, will consolidate and develop his/her ability to formulate arguments and defend professional positions, stimulate his/her skill to propose and implement solutions to professional syntactic problems on their basis, modifying his/her knowledge in the process, and creatively employing appropriate and adequate methods throughout the discipline. In the course, the student will consolidate and develop communicative competences, the ability to interpret syntactic facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, to plan and be actively responsible for his/her own education, to develop and consolidate his/her sense of socially responsible action and civic attitudes in the spirit of democratic principles.

**Recommended literature:**

Compulsory readings:

ORAVEC, J. – BAJZÍKOVÁ, E. 1986. Súčasný slovenský spisovný jazyk. Syntax. 2. vyd. Bratislava: Slovenské pedagogické nakladateľstvo. 261 s.
KAČALA, J. 2015. Teória vetného člena. Martin: Vydavateľstvo Matice slovenskej. 172 s. ISBN 978-80-8115-212-2.

Recommended readings:

IVANOVÁ, M. 2016. Syntax slovenského jazyka. 2. vydanie. Prešov: Vydavateľstvo Prešovskej univerzity v Prešove. 284 s. ISBN 978-80-555-1753-7.
KAČALA, J. 1998. Syntaktický systém jazyka. Pezinok: Formát. 144 s. ISBN 80-967911-1-7.
DZIVIAKOVÁ, M. 2018. K valencii slovesa v slovenčine s ohľadom na jej odraz v slovesných valenčných štruktúrach. In: Sloveso v kontraste (románske jazyky a slovenčina). Bratislava: Univerzita Komenského, s. 32 – 46. ISBN 978-80-223-4526-2.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 30

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 3,33 | 0,0 | 23,33 | 23,33 | 16,67 | 10,0 | 23,33 |

**Lecturers:** prof. PhDr. Ján Kačala, DrSc.

**Last change:** 27.02.2024

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex010/22 | Syntax |

**Educational activities:**
**Type of activities:** lecture
**Number of hours:**
**per week:** **per level/semester:** 10s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form: lecture, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct teaching; 19 hours of seminar paper preparation; 28 hours of preparation for the midterm test; 60 hours of preparation for the final test, including literature study. Total 120 hours of student work.
Teaching methods: interpretation and explanation, discussion of the material covered, demonstration, guided self-study, e-learning

**Number of credits:** 4

**Recommended semester:** 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will be evaluated continuously with 20 points for the seminar paper and 30 points for the continuous written test. The course is concluded with a final written test of the knowledge of the whole semester (50 points).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points out of the total number of points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (seminar paper: less than 12 points; mid-term test: less than 18 points; final test: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding results): excellent performance: the student has excellent knowledge of syntax to the required extent, logically arranges the facts presented, can apply and adapt the acquired knowledge of syntax in practice, has the ability to solve individual syntactic tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of syntax to the required extent, logically organises the facts presented, can apply and adapt the acquired knowledge of syntax very well in practice, has the ability to solve individual

syntactic tasks and assignments independently very well, also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of syntax to the required extent, organises the facts presented appropriately, can apply and adapt the syntax knowledge reliably in practice, solves individual syntactic tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory results in syntax to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of syntax in practice, satisfactorily solves individual syntactic tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of syntax within the required range and deficiencies in the arrangement of facts, can minimally apply the acquired knowledge of syntax in practice, solves individual syntactic tasks and assignments at a sufficient level, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of syntax to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of syntax in practice, cannot solve individual syntactic tasks and assignments, has insufficient learning skills.

**Learning outcomes:**

By completing the course, the student has acquired professional competence in the theoretical and practical justification of the sentence structure in the Slovak language as a system-communicative unit of the language and the use of its differentiated types in the multifaceted expressive practice. He is prepared to pass on the acquired knowledge later as a teacher of Slovak language, to evaluate the syntactic level of texts and, if necessary, to modify texts in order to meet the holistic requirements of sentence and clause structure and the broader text in Slovak.
The student masters the laws of language construction and is able to use language to develop thinking, to further acquire new knowledge and to improve interpersonal communication, as well as to formulate his/her ideas more thoroughly and precisely and to better understand each other.
The course contributes directly to the student's ability to perceive readily the interpretations of language that follow in the subsequent years of his studies. The student is prepared not only to deepen and develop the knowledge acquired in further Bachelor's and then Master's studies, but also to be able to use and creatively apply it in the school environment in the position of a teaching assistant, or even for the needs of the publishing environment in the position of a proofreader.
The student can also convey information about syntactic phenomena to the general public and offer conclusions and syntactic justifications to lay audiences.
Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skills to communicate facts, concepts and opinions and to formulate and defend arguments and professional positions. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

**Class syllabus:**

1. Syntax as a linguistic discipline, its subject and the relationship of syntax to other levels of language.
2. The essence of the sentence. Actualization and predication. Grammatical and semantic core and its articulation. Construction as a basic syntactic unit. Content and form of constructions. Syntactic relation, ways and means of its realization.

3. The branch article as a basic element of the grammatical structure of a sentence. Types of sentence articles. Simple and compound sentence articles. Sentence type as a configuration of grammatical and semantic elements of a sentence. Sentence and utterance.
4. Simple and compound sentence. Sentence. Main and subordinate clauses. Types of subordinate clauses according to the sentence-final principle.
5. Subject and adverb as the basic clause members of a two-part sentence.
6. The sentence stem as a basic member of a one-part sentence. Impersonal verbs and impersonal verb forms.
7. Semi-predicative constructions. The complement and the preposition as separate sentence members.
8. Developing sentence articles. Subject, adverbial determination and adjective.
9. Content sentence structure and actual sentence structure. Verb sequence and its factors.
10. Modal sentence structure and the expressive aspect of the sentence. Positive and negative in a sentence. Sentential and article negation.
11. Syntax of the text. Units of text syntax. Means of text binding.
The above course content will directly and immediately contribute to the formation of the graduate's profile, to the development of his/her linguistic awareness, as well as to the learning outcomes and objectives through the choice of topics, their arrangement and their internal interrelation, as well as the way the issues are presented to the students by the teacher, and understood and mastered by the students.
The curriculum of the course includes a spectrum of cross-cutting and specialized knowledge that builds on the student's general education and systematically develops his/her knowledge of syntactic issues into a comprehensive and applicable form, including the latest verified knowledge in the field.
The course will lead the student to both active acquisition of information and effective use of cross-cutting and specialized knowledge of syntax, will consolidate and develop his/her ability to formulate arguments and defend professional positions, stimulate his/her skill to propose and implement solutions to professional syntactic problems on their basis, modifying his/her knowledge in the process, and creatively employing appropriate and adequate methods throughout the discipline. In the course, the student will consolidate and develop communicative competences, the ability to interpret syntactic facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, to plan and be actively responsible for his/her own education, to develop and consolidate his/her sense of socially responsible action and civic attitudes in the spirit of democratic principles.

**Recommended literature:**

Compulsory readings:

ORAVEC, J. – BAJZÍKOVÁ, E. 1986. Súčasný slovenský spisovný jazyk. Syntax. 2. vyd. Bratislava: Slovenské pedagogické nakladateľstvo. 261 s.
KAČALA, J. 2015. Teória vetného člena. Martin: Vydavateľstvo Matice slovenskej. 172 s. ISBN 978-80-8115-212-2.

Recommended readings:

IVANOVÁ, M. 2016. Syntax slovenského jazyka. 2. vydanie. Prešov: Vydavateľstvo Prešovskej univerzity v Prešove. 284 s. ISBN 978-80-555-1753-7.
KAČALA, J. 1998. Syntaktický systém jazyka. Pezinok: Formát. 144 s. ISBN 80-967911-1-7.
DZIVIAKOVÁ, M. 2018. K valencii slovesa v slovenčine s ohľadom na jej odraz v slovesných valenčných štruktúrach. In: Sloveso v kontraste (románske jazyky a slovenčina). Bratislava: Univerzita Komenského, s. 32 – 46. ISBN 978-80-223-4526-2.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 30

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 3,33 | 0,0 | 23,33 | 23,33 | 16,67 | 10,0 | 23,33 |

**Lecturers:** prof. PhDr. Ján Kačala, DrSc.

**Last change:** 27.02.2024

**Approved by:**

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KEOV/B-VOBex023/22 | **Course title:**<br>Teacher´s communication and presentation skills |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** **per level/semester:** 8s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form:
Exercise, 8 hours per semester, combined method
Student workload:
8 hours of direct instruction; 10 hours of preparation for group presentation; 14 hours of preparation for direct instruction (reading of professional texts), 18 hours of guided self-study. 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.

**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:**
Slovak, Czech and English language

**Notes:**
knowledge of the English language is an advantage

**Past grade distribution**
Total number of evaluated students: 25

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

**Lecturers:** Mgr. Jozef Miškolci, PhD., Mgr. Katarína Minarovičová, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex023/22 | Teacher´s communication and presentation skills |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** **per level/semester:** 8s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form:
Exercise, 8 hours per semester, combined method
Student workload:
8 hours of direct instruction; 10 hours of preparation for group presentation; 14 hours of preparation for direct instruction (reading of professional texts), 18 hours of guided self-study. 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.

**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:**
Slovak, Czech and English language

**Notes:**
knowledge of the English language is an advantage

**Past grade distribution**
Total number of evaluated students: 25

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

**Lecturers:** Mgr. Jozef Miškolci, PhD., Mgr. Katarína Minarovičová, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex009/22 | Teaching practice (A) |

**Educational activities:**
**Type of activities:** practice
**Number of hours:**
**per week:** **per level/semester:** 1t
**Form of the course:** combined

**Number of credits:** 2

**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 assessment (100% of the continuous 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/methodologist for evaluation in print or electronic form (as agreed with the methodologist/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 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 objectives and outcomes:
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: definition of 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 pedagogical communication, 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.
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:**
Recommended reading:
Compulsory reading:
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 198 s. ISBN: 978-80-8083-867-6
GOGOVÁ, A., KROČKOVÁ, Š., PINTES, G. 2004. Žiak - sloboda - výchova. Prešov: Vydavateľstvo M. Vaška, 312 s. ISBN 80-8050-675-2
Recommended reading:

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 Foundations 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: 110

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 58,18 | 0,0 | 23,64 | 8,18 | 0,91 | 1,82 | 7,27 |

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

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex009/22 | Teaching practice (A) |

**Educational activities:**
**Type of activities:** practice
**Number of hours:**
**per week:** **per level/semester:** 1t
**Form of the course:** combined

**Number of credits:** 2

**Recommended semester:** 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous 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/methodologist for evaluation in print or electronic form (as agreed with the methodologist/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 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 objectives and outcomes:
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: definition of 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 pedagogical communication, 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.
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:**
Recommended reading:
Compulsory reading:
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 198 s. ISBN: 978-80-8083-867-6
GOGOVÁ, A., KROČKOVÁ, Š., PINTES, G. 2004. Žiak - sloboda - výchova. Prešov: Vydavateľstvo M. Vaška, 312 s. ISBN 80-8050-675-2
Recommended reading:

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 Foundations 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: 110

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 58,18 | 0,0 | 23,64 | 8,18 | 0,91 | 1,82 | 7,27 |

**Lecturers:** PaedDr. Lujza Koldeová, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex010/22 | Teaching practice (B) |

**Educational activities:**
**Type of activities:** practice
**Number of hours:**
**per week:** **per level/semester:** 1t
**Form of the course:** combined

**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 with an assessment (100% of the continuous 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 attends a colloquium to evaluate and reflect on his/her 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, pedagogical communication, 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:**
Remarks: 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: 84

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 53,57 | 0,0 | 22,62 | 11,9 | 7,14 | 1,19 | 3,57 |

**Lecturers:** Ing. Eva Tóblová, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex010/22 | Teaching practice (B) |

**Educational activities:**
**Type of activities:** practice
**Number of hours:**
**per week:** **per level/semester:** 1t
**Form of the course:** combined

**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 with an assessment (100% of the continuous 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 attends a colloquium to evaluate and reflect on his/her 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, pedagogical communication, 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:**
Remarks: 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: 84

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 53,57 | 0,0 | 22,62 | 11,9 | 7,14 | 1,19 | 3,57 |

**Lecturers:** Ing. Mgr. Jozef Strakoš, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZex001/22 | Theoretical basics of education |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
13 hours lecture + seminar/semester, combined method
Student workload: 13 hours of teaching; 9 hours of guided self-study, 20 hours of preparation for mid-term papers, 33 hours of term paper preparation, 45 hours of exam preparation. Total 120 hours of student work.
Methods of education: interpretation combined with discussion, situational methods, activating methods, problem-based methods, application of theoretical knowledge to practical examples and tasks, guided self-study - solving tasks and assignments

**Number of credits:** 4

**Recommended semester:** 2.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
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 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:**

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:**

An introduction to the discipline of educational theory. Theoretical foundations and determinants of education. Creative-humanistic education.
Views on education. Education in different historical periods.
School documents and legislation with a focus on education. Educational programme.
Goals of education and their determination.
The concept of education and self-education, functions, conditions and factors of education. The process of education/self-education and its phases.
Educational methods and new trends.
Characteristics and classification of educational principles.
Concretization of the content of educational action: moral education, pro-social education, intellectual education, aesthetic education, work education, physical education, ecological and environmental education, multicultural education, etc.
Organizational forms and means of education.

The personality of the teacher/educator/teaching assistant in the educational process. Educational styles and requirements for the personality of the teacher/educator/teaching assistant. Code of ethics of the teaching profession.
The personality of the child in the educational process. Categorization of factors of personality formation, bio-psycho-social determination of personality development and education.
Educational environment and its importance for a person.
Family and family education. Educational styles in the family. Negative tendencies in family upbringing.
Educational conditions of the school environment. Negative phenomena in the school environment and their prevention.
Education outside the classroom and its specifics.

**Recommended literature:**

POTOČÁROVÁ, M., DERKOVÁ, J., FERKOVÁ, Š., KOLDEOVÁ, L. (2021). Teória výchovy 1. Bratislava: UK. ISBN 978-80-223-5327-4
GOGOVÁ, A., KROČKOVÁ, Š., PINTES, G. (2004). Žiak - sloboda - výchova. Prešov: Vydavateľstvo M. Vaška. 312 s. ISBN 80-8050-675-2
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov

Recommended reading:

DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: Iris, 2018. 144s. ISBN 978-80-8200 034-7
FERKOVÁ, Š., PREVENDÁROVÁ, J., KOLDEOVÁ, L. et al. (2017). Morálne kompetencie žiakov. Metodická príručka pre učiteľov na nižšom sekundárnom stupni vzdelávania. Bratislava: UK. 212 s. ISBN 978-80-223-4432-6
HLÁSNA, S., HORVÁTHOVÁ, K., MUCHA, M., TÓTHOVÁ, R. (2006). Úvod do pedagogiky. Nitra: Enigma, 2006. 356 s. ISBN 80-89132-29-4
KOLDEOVÁ, L. (2018). Odmeny a tresty v rodinnej výchove. Bratislava: UK. 161 s. ISBN 978-80-223-4649-8
KOSOVÁ, B. (2015). Filozofické a globálne súvislosti edukácie. Banská Bystrica: Belianum. 174 s. ISBN 978-80-557-1021-1
KRATOCHVÍLOVÁ, E. et 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. 234 s. ISBN 80-85498-27-8
SKARUPSKÁ, H. 2016. Filozofie a Teorie výchovy. Studijní opora. Praha: Hnutí R. 51 s. ISBN 978-80-86798-70-7
POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská rodinnej výchovy. Bratislava: Univerzita Komenského. 216 s. ISBN: 978-80-223-2458-8
STROUHAL, M. (2013). Teorie výchovy. Praha: Grada. 192 s. ISBN 978-80-2474-212-0
TRABALÍKOVÁ, J., MACHÁČEK, D., ZEMANČÍKOVÁ, V. (2014). Výchova v utváraní osobnosti. Žilina: Žilinská univerzita. 195 s. ISBN 978-80-554-0904-7
ZELINA, M. (2010). Teórie výchovy alebo hľadanie dobra. Bratislava: SPN. 232 s. ISBN 978-80-1001-884-0

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

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

**Past grade distribution**
Total number of evaluated students: 221

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 24,89 | 0,0 | 19,0 | 20,36 | 8,6 | 6,79 | 20,36 |

**Lecturers:** Mgr. Štefánia Ferková, PhD., prof. PhDr. Mária Potočarová, PhD.

**Last change:** 07.11.2022

**Approved by:**

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZex001/22 | **Course title:**<br>Theoretical basics of education |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
13 hours lecture + seminar/semester, combined method
Student workload: 13 hours of teaching; 9 hours of guided self-study, 20 hours of preparation for mid-term papers, 33 hours of term paper preparation, 45 hours of exam preparation. Total 120 hours of student work.
Methods of education: interpretation combined with discussion, situational methods, activating methods, problem-based methods, application of theoretical knowledge to practical examples and tasks, guided self-study - solving tasks and assignments

**Number of credits:** 4

**Recommended semester:** 1.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
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 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:**

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:**

An introduction to the discipline of educational theory. Theoretical foundations and determinants of education. Creative-humanistic education.
Views on education. Education in different historical periods.
School documents and legislation with a focus on education. Educational programme.
Goals of education and their determination.
The concept of education and self-education, functions, conditions and factors of education. The process of education/self-education and its phases.
Educational methods and new trends.
Characteristics and classification of educational principles.
Concretization of the content of educational action: moral education, pro-social education, intellectual education, aesthetic education, work education, physical education, ecological and environmental education, multicultural education, etc.
Organizational forms and means of education.

The personality of the teacher/educator/teaching assistant in the educational process. Educational styles and requirements for the personality of the teacher/educator/teaching assistant. Code of ethics of the teaching profession.
The personality of the child in the educational process. Categorization of factors of personality formation, bio-psycho-social determination of personality development and education.
Educational environment and its importance for a person.
Family and family education. Educational styles in the family. Negative tendencies in family upbringing.
Educational conditions of the school environment. Negative phenomena in the school environment and their prevention.
Education outside the classroom and its specifics.

**Recommended literature:**

POTOČÁROVÁ, M., DERKOVÁ, J., FERKOVÁ, Š., KOLDEOVÁ, L. (2021). Teória výchovy 1. Bratislava: UK. ISBN 978-80-223-5327-4
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Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov

Recommended reading:

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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
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KOSOVÁ, B. (2015). Filozofické a globálne súvislosti edukácie. Banská Bystrica: Belianum. 174 s. ISBN 978-80-557-1021-1
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SKARUPSKÁ, H. 2016. Filozofie a Teorie výchovy. Studijní opora. Praha: Hnutí R. 51 s. ISBN 978-80-86798-70-7
POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská rodinnej výchovy. Bratislava: Univerzita Komenského. 216 s. ISBN: 978-80-223-2458-8
STROUHAL, M. (2013). Teorie výchovy. Praha: Grada. 192 s. ISBN 978-80-2474-212-0
TRABALÍKOVÁ, J., MACHÁČEK, D., ZEMANČÍKOVÁ, V. (2014). Výchova v utváraní osobnosti. Žilina: Žilinská univerzita. 195 s. ISBN 978-80-554-0904-7
ZELINA, M. (2010). Teórie výchovy alebo hľadanie dobra. Bratislava: SPN. 232 s. ISBN 978-80-1001-884-0

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

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

**Past grade distribution**
Total number of evaluated students: 221

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 24,89 | 0,0 | 19,0 | 20,36 | 8,6 | 6,79 | 20,36 |

**Lecturers:** PaedDr. Lujza Koldeová, PhD.

**Last change:** 07.11.2022

**Approved by:**

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2022/2023 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KEOV/B-VOBex017/22 | **Course title:**<br>Theory of democracy |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** **per level/semester:** 5s<br>**Form of the course:** combined | |
| **Type, volume, methods and workload of the student - additional information**<br>Seminar, 5 hours per semester, combined method<br>Student workload:<br>5 hours of teaching, 20 hours of midterm test preparation, 18 hours of midterm assignment development, 17 hours of guided self-study. Total 60 hours<br>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-VOBex003/22 - Political science II. | |
| **Recommended prerequisites:**<br>B-VOBex003 Political science II. | |
| **Course requirements:**<br>Weighting of interim/final assessment: 100/0<br>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.<br>The rating is awarded on a scale:<br>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.<br>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.<br>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:**
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: 33

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 33,33 | 0,0 | 21,21 | 36,36 | 3,03 | 0,0 | 6,06 |

**Lecturers:** prof. PhDr. Jozef Lysý, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex017/22 | Theory of democracy |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of teaching, 20 hours of midterm test preparation, 18 hours of midterm assignment development, 17 hours of guided self-study. Total 60 hours
Teaching methods: problem-based interpretation and discussion of the assigned topics

**Number of credits:** 2

**Recommended semester:** 3.

**Educational level:** I.

**Prerequisites:** PdF.KEOV/B-VOBex003/22 - Political science II.

**Recommended prerequisites:**
B-VOBex003 Political science II.

**Course requirements:**
Weighting of interim/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.
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.

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HLOUŠEK, V.; KOPEČEK, L. 2003. Demokracie. Brno: IIPS. 379 s. ISBN 978-80-210-4249-0
Recommended readings:
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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: 33

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 33,33 | 0,0 | 21,21 | 36,36 | 3,03 | 0,0 | 6,06 |

**Lecturers:** prof. PhDr. Jozef Lysý, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex015/22 | Values and education |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of teaching, 28 hours of project work; 17 hours of guided self-study. Total 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. Outcome - project.

**Number of credits:** 2

**Recommended semester:** 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Weight of continuous and final appraising 100/0, which includes 30% class activity and 70% project.
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 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:**
Through experiential learning methods, 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:**
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. KUČEROVÁ, S. Človek – hodnoty – výchova. Prešov : ManaCon, 1996. ISBN80-85668-34-3. LUKASOVÁ, E. Základy logoterapie. Bratislava : Lúč, 2009. ISBN 978-80-7114-704-6. 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: 20

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 55,0 | 0,0 | 20,0 | 10,0 | 5,0 | 5,0 | 5,0 |

**Lecturers:** PhDr. Slávka Drozdová, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KEOV/B-VOBex015/22 | Values and education |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 5s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of teaching, 28 hours of project work; 17 hours of guided self-study. Total 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. Outcome - project.

**Number of credits:** 2

**Recommended semester:** 7.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Weight of continuous and final appraising 100/0, which includes 30% class activity and 70% project.
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 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:**
Through experiential learning methods, 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:**
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. KUČEROVÁ, S. Človek – hodnoty – výchova. Prešov : ManaCon, 1996. ISBN80-85668-34-3. LUKASOVÁ, E. Základy logoterapie. Bratislava : Lúč, 2009. ISBN 978-80-7114-704-6. 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: 20

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 55,0 | 0,0 | 20,0 | 10,0 | 5,0 | 5,0 | 5,0 |

**Lecturers:** PhDr. Slávka Drozdová, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex007/22 | World literature I |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week: per level/semester:** 8s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: lecture + seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct instruction; 33 hours of continuous reading of fiction texts per class period; 21 hours of preparation for the presentation of the assigned assignment with emphasis on the application of acquired knowledge and reading-interpretation skills; 23 hours of preparation for written tests aimed at identifying excerpts from the literary works read. A total of 90 hours of student work.
Teaching methods: lecturing, interpretation of theoretical knowledge and its application to practical examples, demonstration, moderated conversation, analytical and interpretative work with literary text, guided self-study, e-learning

**Number of credits:** 3

**Recommended semester:** 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will be evaluated for the presentation of the assigned assignment with emphasis on the application of the acquired knowledge and reading-interpretation skills (40 points) and for two continuous written tests (the first is taken during the semester within the scope of the first 6 topics, the second at the end of the continuous teaching, both tests are 30 points each). The course is completed with a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who scores less than 60 % on any component of the assessment (presentation of the assignment: less than 24 points, intermediate test: less than 18 points, final test: less than 18 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has an excellent knowledge of world literature to the required extent, logically arranges the facts presented in a flawless manner, is able to apply the acquired literary-historical knowledge at an excellent

level and adapt the procedures of working with literary texts in school practice, has the ability to independently and imaginatively solve individual tasks and assignments in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85%, very good - above average standard): very good performance: The student has a very good knowledge of world literature to the required extent, arranges the facts presented logically, with only minor errors, can apply the acquired literary-historical knowledge very well and adapt the procedures of working with literary texts in school practice without major errors, has the ability to independently solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: the student has a good knowledge of world literature to the required extent, arranges the facts presented appropriately and makes errors only in places, can reliably apply and adapt the procedures of working with a literary text in school practice, reliably solves individual tasks and assignments independently, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of the curriculum to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired literary-historical knowledge and existing procedures for working with literary text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60%, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates minimal knowledge of the required range of material and significant gaps in the organisation of facts, can minimally apply acquired knowledge and existing practices of working with literary text in school practice, solves individual tasks and assignments with considerable help at a satisfactory level, has minimal learning skills;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the curriculum to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge to work with a literary text in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**
The student has acquired knowledge about the phenomenon of world literature, its national variants, periodization, literary trends and representatives. The student is able to creatively and independently analyse and interpret literary texts, to characterise the poeological and value specifics of the work of individual authors and to identify different forms of literariness. The student has developed his/her communication skills and is able to practise competent participation in a professional discussion of the topic under discussion, to develop his/her interpretative inventiveness. He is able to perceive readily the interpretations on literature following in the following years of his studies. He is prepared not only to deepen and develop them in further bachelor's and then master's studies, but also to use and creatively apply them in the school environment in the position of a teaching assistant, or for the needs of the publishing environment in the position of a proofreader. The student is also able to convey information about the phenomena of world literature to the general public and to offer conclusions and morphological justifications to lay audiences. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skills to communicate facts, concepts, and opinions, and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as

analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

**Class syllabus:**

1. What is world literature? Canon. Prototext, metatext. Adaptation. Palimpsest, pastiche, travesty.
2. Ancient literature. The origins of verbal art. Literature of the Orient.
3. Greek literature. Didactic epic. Drama. Entertainment literature.
4. Roman literature. Satire. Historical writing.
5. Medieval literature. Chivalric epic. Vagrant lyric. Religious drama.
6. Humanist and Renaissance literature. Love songs. From the novella to the novel. Renaissance theatre.
7. Baroque literature. Reflection of the world as labyrinth and theatre.
8. The Enlightened Century. Literature as the engine of the Enlightenment movement.
9. Classical literature. Specific peculiarities of French classicism and "pseudo-classicism".
10. Romantic literature. Nature poetry. Gothic and historical novel.
11. Realistic literature. Realism as an artistic method. Different forms of realism.

The course will broaden the student's knowledge of representative works of world literature, create a better understanding of Slovak literary communication in a broader international context, and contribute to the mastery of literary theory and methodology of literary research. The student will acquire the competences necessary for teaching world literature. The student will learn how to plan and implement individual lessons, practically apply various methods of making the material of the period accessible. The student will be able to use digital technologies in teaching the history of literature. He/she will acquire the prerequisites and motivation to develop the skills necessary for further learning and be prepared to encourage pupils to actively acquire literary-historical knowledge.

The course will lead the student to the active acquisition of information and the effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her skill to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using the appropriate and appropriate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate his/her sense of socially responsible action and civic attitudes in the spirit of democracy.

**Recommended literature:**

Compulsory readings:

BLOOM, H. 2000. O kánonu. In: Kánon západní literatury. Knihy, které prošly zkouškou věků. Praha: Prostor, s. 27 – 52. ISBN 80-7260-013-3.

BRTÁŇOVÁ, E. 2018. Jonáš Záborský a antická kultúra. In: Ideológia v premenách času v pamiatkach gréckej a latinskej tradície. Bratislava: Univerzita Komenského v Bratislave, s. 344 – 353. ISBN 978-80-223-4626-9.

CASANOVA, P. 2012. Světová republika literatury. Praha: Karolinum, s. 23 – 64. ISBN 80-7260-013-3.

Recommended readings:

BRTÁŇOVÁ, E. 2017. Doležalov pokus o veľkú epiku. In: Český a slovenský literární klasicismus. Brno: Host, s. 245 – 271. ISBN 978-80-7577-186-5.

BRTÁŇOVÁ, E. 2000. Stredoveká scholastická kázeň. K recepcii latinských sermones v kódexoch slovenskej proveniencie. Bratislava: Veda, vydavateľstvo Slovenskej akadémie vied. 200 s. ISBN 80-2240-634-1. (selected sections)

ŽEŇUCH, P. 2020. Byzantsko-slovanská tradícia v staršom období vývinu slovenskej kultúry. In: Konštantínove listy, roč. 13, č. 1, s. 112 – 125. Available on: http://www.constantinesletters.ukf.sk/images/issues/2020_v13_iss1/CL_v13_iss1_112to125.pdf
ŽEŇUCH, P. 2002. Medzi Východom a Západom. Byzantsko-slovanská tradícia, kultúra a jazyk na východnom Slovensku. Bratislava: Veda, vydavateľstvo SAV. 288 s. ISBN 80-224-0697-X. (selected sections)
Further study texts will be available electronically in MS Teams/Moodle.

**Languages necessary to complete the course:**
Slovak, Czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 34

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 26,47 | 0,0 | 23,53 | 23,53 | 8,82 | 2,94 | 14,71 |

**Lecturers:** doc. PhDr. Erika Brtáňová, CSc.

**Last change:** 27.02.2024

**Approved by:**

## COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex007/22 | World literature I |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week: per level/semester:** 8s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: lecture + seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct instruction; 33 hours of continuous reading of fiction texts per class period; 21 hours of preparation for the presentation of the assigned assignment with emphasis on the application of acquired knowledge and reading-interpretation skills; 23 hours of preparation for written tests aimed at identifying excerpts from the literary works read. A total of 90 hours of student work.
Teaching methods: lecturing, interpretation of theoretical knowledge and its application to practical examples, demonstration, moderated conversation, analytical and interpretative work with literary text, guided self-study, e-learning

**Number of credits:** 3

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. The student will be evaluated for the presentation of the assigned assignment with emphasis on the application of the acquired knowledge and reading-interpretation skills (40 points) and for two continuous written tests (the first is taken during the semester within the scope of the first 6 topics, the second at the end of the continuous teaching, both tests are 30 points each). The course is completed with a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who scores less than 60 % on any component of the assessment (presentation of the assignment: less than 24 points, intermediate test: less than 18 points, final test: less than 18 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has an excellent knowledge of world literature to the required extent, logically arranges the facts presented in a flawless manner, is able to apply the acquired literary-historical knowledge at an excellent

level and adapt the procedures of working with literary texts in school practice, has the ability to independently and imaginatively solve individual tasks and assignments in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85%, very good - above average standard): very good performance: The student has a very good knowledge of world literature to the required extent, arranges the facts presented logically, with only minor errors, can apply the acquired literary-historical knowledge very well and adapt the procedures of working with literary texts in school practice without major errors, has the ability to independently solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: the student has a good knowledge of world literature to the required extent, arranges the facts presented appropriately and makes errors only in places, can reliably apply and adapt the procedures of working with a literary text in school practice, reliably solves individual tasks and assignments independently, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of the curriculum to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired literary-historical knowledge and existing procedures for working with literary text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60%, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates minimal knowledge of the required range of material and significant gaps in the organisation of facts, can minimally apply acquired knowledge and existing practices of working with literary text in school practice, solves individual tasks and assignments with considerable help at a satisfactory level, has minimal learning skills;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the curriculum to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge to work with a literary text in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

**Learning outcomes:**
The student has acquired knowledge about the phenomenon of world literature, its national variants, periodization, literary trends and representatives. The student is able to creatively and independently analyse and interpret literary texts, to characterise the poeological and value specifics of the work of individual authors and to identify different forms of literariness. The student has developed his/her communication skills and is able to practise competent participation in a professional discussion of the topic under discussion, to develop his/her interpretative inventiveness. He is able to perceive readily the interpretations on literature following in the following years of his studies. He is prepared not only to deepen and develop them in further bachelor's and then master's studies, but also to use and creatively apply them in the school environment in the position of a teaching assistant, or for the needs of the publishing environment in the position of a proofreader. The student is also able to convey information about the phenomena of world literature to the general public and to offer conclusions and morphological justifications to lay audiences. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skills to communicate facts, concepts, and opinions, and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as

analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

**Class syllabus:**

1. What is world literature? Canon. Prototext, metatext. Adaptation. Palimpsest, pastiche, travesty.
2. Ancient literature. The origins of verbal art. Literature of the Orient.
3. Greek literature. Didactic epic. Drama. Entertainment literature.
4. Roman literature. Satire. Historical writing.
5. Medieval literature. Chivalric epic. Vagrant lyric. Religious drama.
6. Humanist and Renaissance literature. Love songs. From the novella to the novel. Renaissance theatre.
7. Baroque literature. Reflection of the world as labyrinth and theatre.
8. The Enlightened Century. Literature as the engine of the Enlightenment movement.
9. Classical literature. Specific peculiarities of French classicism and "pseudo-classicism".
10. Romantic literature. Nature poetry. Gothic and historical novel.
11. Realistic literature. Realism as an artistic method. Different forms of realism.

The course will broaden the student's knowledge of representative works of world literature, create a better understanding of Slovak literary communication in a broader international context, and contribute to the mastery of literary theory and methodology of literary research. The student will acquire the competences necessary for teaching world literature. The student will learn how to plan and implement individual lessons, practically apply various methods of making the material of the period accessible. The student will be able to use digital technologies in teaching the history of literature. He/she will acquire the prerequisites and motivation to develop the skills necessary for further learning and be prepared to encourage pupils to actively acquire literary-historical knowledge.

The course will lead the student to the active acquisition of information and the effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her skill to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using the appropriate and appropriate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate his/her sense of socially responsible action and civic attitudes in the spirit of democracy.

**Recommended literature:**

Compulsory readings:

BLOOM, H. 2000. O kánonu. In: Kánon západní literatury. Knihy, které prošly zkouškou věků. Praha: Prostor, s. 27 – 52. ISBN 80-7260-013-3.

BRTÁŇOVÁ, E. 2018. Jonáš Záborský a antická kultúra. In: Ideológia v premenách času v pamiatkach gréckej a latinskej tradície. Bratislava: Univerzita Komenského v Bratislave, s. 344 – 353. ISBN 978-80-223-4626-9.

CASANOVA, P. 2012. Světová republika literatury. Praha: Karolinum, s. 23 – 64. ISBN 80-7260-013-3.

Recommended readings:

BRTÁŇOVÁ, E. 2017. Doležalov pokus o veľkú epiku. In: Český a slovenský literární klasicismus. Brno: Host, s. 245 – 271. ISBN 978-80-7577-186-5.

BRTÁŇOVÁ, E. 2000. Stredoveká scholastická kázeň. K recepcii latinských sermones v kódexoch slovenskej proveniencie. Bratislava: Veda, vydavateľstvo Slovenskej akadémie vied. 200 s. ISBN 80-2240-634-1. (selected sections)

ŽEŇUCH, P. 2020. Byzantsko-slovanská tradícia v staršom období vývinu slovenskej kultúry. In: Konštantínove listy, roč. 13, č. 1, s. 112 – 125. Available on: http://www.constantinesletters.ukf.sk/images/issues/2020_v13_iss1/CL_v13_iss1_112to125.pdf
ŽEŇUCH, P. 2002. Medzi Východom a Západom. Byzantsko-slovanská tradícia, kultúra a jazyk na východnom Slovensku. Bratislava: Veda, vydavateľstvo SAV. 288 s. ISBN 80-224-0697-X. (selected sections)
Further study texts will be available electronically in MS Teams/Moodle.

**Languages necessary to complete the course:**
Slovak, Czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 34

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 26,47 | 0,0 | 23,53 | 23,53 | 8,82 | 2,94 | 14,71 |

**Lecturers:** doc. PhDr. Erika Brtáňová, CSc.

**Last change:** 27.02.2024

**Approved by:**

# COURSE DESCRIPTION

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex018/22 | World literature II |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 4s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct instruction; 32 hours of continuous preparation for individual classes with application of specific assignments, including reading of literary texts for individual classes; 15 hours of preparation for presentation of a written final interpretation based on selected textual segments from the work of the author studied, with emphasis on application of acquired knowledge of literary direction, the particularities of the author's poetics, analytical-interpretive skills, and on defending one's arguments. A total of 60 hours of student work.
Teaching methods: lecture, inductive-generative conversation, discussion, demonstration and analysis of concrete examples, analytical and interpretative work with the text, problem-based tasks, guided self-study, e-learning

**Number of credits:** 2

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. Assessment includes:
• continuous reading of literary texts and completion of assignments in seminars on the theoretical knowledge and practical skills needed when working with literary texts in the educational process (60 points);
• presentation of a written final interpretation based on selected textual segments from the work of the read author, with emphasis on the application of the acquired knowledge of literary direction, the particularities of the author's poetics, analytical-interpretive skills and on the defence of their arguments (40 points).
The course culminates in a grade resulting from an interim review of learning outcomes during the instructional portion of a given semester of study (100/0).
To pass the course, a minimum of 60 % of the points must be obtained (at least 60 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who scores less than 60 % on any component of the assessment (assignments: less than 36 points; final interpretation: less than 24 points).

A (100 - 93 %, excellent - outstanding results): excellent performance: the student has an excellent knowledge of selected literary movements and currents from the second half of the 19th century and from the 20th century. The student is able to apply and adapt the acquired literary knowledge at an excellent level in specific approaches to the literary text applicable to the teaching of literature in school practice, has the ability to creatively solve individual tasks and assignments independently and imaginatively, also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her expression is excellent, has well-developed skills for independent further learning;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of selected literary movements and currents from the second half of the 19th century and from the 20th century and of their specific representatives in the required scope, logically, with only slight errors, arranges the presented literary-historical facts, can apply and adapt the acquired literary-scientific knowledge very well in specific approaches to the literary text usable in the teaching of literature in school practice, has the ability to independently solve individual tasks and assignments in the broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of selected literary movements and movements from the second half of the 19th century and from the 20th century. He/she arranges the presented literary-historical facts appropriately and makes mistakes only in places, he/she can reliably apply and adapt the acquired literary-scientific knowledge in specific approaches to the literary text useful in the teaching of literature in school practice, he/she solves individual tasks and assignments reliably independently, he/she has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of selected literary movements and currents from the second half of the 19th century and from the 20th century. The student is able to satisfactorily apply the acquired literary knowledge in specific approaches to literary texts applicable in the teaching of literature in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of selected literary movements and movements from the second half of the 19th century and from the 20th century. The student is able to apply the acquired literary knowledge minimally in specific approaches to literary texts useful in the teaching of literature in school practice, solves individual tasks and assignments with considerable help at a sufficient level, and has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of selected literary movements and movements from the second half of the 19th century and from the 20th century. The student does not know the literary historical facts and their logical connections, cannot apply the acquired literary knowledge in specific approaches to literary texts useful in the teaching of literature in school practice, cannot solve individual tasks and assignments, and has insufficient learning skills.

**Learning outcomes:**

The student has knowledge of selected literary trends and currents of world literature of the second half of the 19th and 20th centuries and of its representative individual realisations, is familiar with group and individual ideological and aesthetic initiatives and poetics, and is aware of their significance for the understanding of Slovak literature of the 20th century. Can creatively and independently analyse and interpret literary texts, characterise the poeological and value specifics of the work of individual authors and identify different forms of literariness. Has acquired analytical and interpretive skills applicable to professional and school analysis and interpretation of specific

literary texts, understands the specificity and artistic value of selected literary texts, and can actively seek new possibilities in approaching a literary text. The student is able to interpret a literary text in relation to other art forms. Can also work with different possible interpretations of a text in school practice. As a result of the analytical and critical approach to the literary text, the student has developed transferable competences, because especially in the analytical-interpretive part, critical thinking, thinking in context, developing communicative and digital competences are emphasised, on the basis of which the student is able to solve specific tasks, as well as to construct his/her own interpretations of literary texts. The student is able to promptly perceive interpretations of literature in the following years of his/her studies. Based on problem-solving tasks, the student has acquired the skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. He is not only prepared to deepen and develop the acquired knowledge, skills and competences in further bachelor's and then master's studies, but also to use them and creatively apply them in the school environment in the position of a teaching assistant, or for the needs of the publishing environment in the position of a text proofreader. The student is also able to convey information about literary-theoretical phenomena to the general public and to offer conclusions and literary-analytical justifications to lay audiences.

**Class syllabus:**

1. Literary modernism. Poetic modernism. Symbolism, impressionism, decadence. Subjectivisation, psychologisation, decomposition of normative poetics.
2. Modernist prose. Studies of the inner life. Suppression of the plot. The isolation and loneliness of man. The stream-of-consciousness technique.
3. Modernist drama. Parody and the verbal grotesque. Symbolism, decadence, failure of communication.
4. Naturalism. The biological and social determination of man. Taboo themes. Synesthetic descriptions.
5. Poeticism. Joyful and creative art and life. (Visual) associativity. Unusual characters and settings. Eroticism. Poetic imagery.
6. Surrealism. Psychic automatism. Polythematicism, surprising intermingling of images, banding, disregard for normative poetics.
7. Expressionism. Subjectivised artistic reality. Tendency to be more profound. Contrast. Deformation as the basis of expressionist expression, the tendency to get "beyond" language - from exclamation to pathos.
8. Existential literature. Minimization of action, borderline situations. Man is condemned to be free.
9. Absurd drama. Change in the traditional structure of drama. Tragicomic. Absurdity. A man unable to communicate.
10. Magical realism. The miraculous in the everyday and as part of the real world. Metamorphosis. Supernaturalism of characters and objects. Mixing the harsh with the poetic. Cyclic time.
11. Postmodern literature. Manifestation of pluralism. Intertextuality and intratextuality, fragmentation, decanonization, hybridization, participation, eclecticism and palimpsest. The plural identity of man.

The course curriculum covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general high school education and systematically develops the student's knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will acquire knowledge concerning representative individual realizations of world literature of

the second half of the 19th and 20th centuries in its diversity of type, genre and direction. Special emphasis will be placed on literary modernism and other literary movements and currents corresponding to the content of secondary school education (Naturism, Poetism, Surrealism, Expressionism, Existentialism, Absurdist Literature, Magical Realism, and Postmodernism). The student will be able to create simple definitions of literary terms, giving age-appropriate examples. The student will use the acquired knowledge appropriately when working with selected textual material. The student will be able to assess the value and artistic contribution of a literary work in a literary-historical context and will be able to point out the importance of knowledge of the wider literary, cultural and social context. The student will be able to justify and apply various methodological approaches to literary analysis and interpretation, and will be able to use the experience of an artistic text in his/her own individual (reception and production) activity. He/she will develop his/her analytical skills with an emphasis on independent and creative work. On the basis of the acquired knowledge and skills, he/she will be able to apply analytical-interpretive competences to other literary texts, to point out the interrelationships between them and to reflect on new possibilities of literary analysis and
Interpretation. The student will also be oriented in related practical and methodological knowledge, which will be a prerequisite for his/her proper understanding of literary communication in the broader international context and the past in the courses of the continuing master's degree. The student will acquire a base of knowledge and skills that will be deepened and developed in further bachelor's and then master's studies, and will be able to use and creatively apply them in the school environment in the position of a pedagogical assistant, later for the analysis and selection of didactic materials from the world literature of the second half of the 19th century and the 20th century with regard to teaching objectives, and possibly also for the needs of the publishing environment in the position of a textual proofreader. The student will be guided to actively acquire information and to make effective use of cross-cutting and specialised knowledge, will consolidate and develop his/her ability to formulate and defend arguments, and will be able to communicate theoretical knowledge and practical skills to a wider and lay public. An analytical and critical approach to a literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate in solving specific assignments as well as in constructing his/her own final interpretation. The student will creatively use appropriate and discipline-appropriate methods in solving problem-based assignments. The student will acquire the aptitude and motivation to develop the skills necessary for further learning and will be prepared to encourage students to actively acquire literary and historical knowledge. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, the ability to plan and be actively responsible for his/her own learning, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes in the spirit of democracy.

**Recommended literature:**

Compulsory readings:

MILIČKA, K. 2002. Světová literatura 3. Od realismu po modernu. Praha: Baronet. 344 s. ISBN: 80-7214-515-0. (selected sections)
MURPHY, R. 2010. Teoretizace avantgardy. Modernismus, expresionismus a problém postmoderny. Brno: Host. 272 s. ISBN 9788072942695 (selected sections)
PAVELKA, J. – POSPÍŠIL, I. 1993. Slovník epoch, směrů, skupin a manifestů. Brno: Georgetown. 294 s. ISBN 80-901604-0-9. (selected sections)
VLAŠÍN, Š. a kol. 1983. Slovník literárních směrů a skupin. 2., dopl. vydanie. Praha: Panorama. 367 s. (selected dictionary entries)

Recommended readings:

GARAY KROČANOVÁ, D. 2021. Prolegomena k dejinám slovenskej literatúry prvej polovice 20. storočia. I. próza. 2021. Bratislava: Stimul. 85 s. ISBN 978-80-8127-336-0. Available on: https://dspace.uniba.sk/xmlui/bitstream/handle/123456789/36/Krocanova_9788081273360.pdf?sequence=1 (selected sections)
Further study text on individual topics will be made available to students in electronic form.

**Languages necessary to complete the course:**
Slovak, Czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 52

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 51,92 | 0,0 | 25,0 | 11,54 | 1,92 | 0,0 | 9,62 |

**Lecturers:** Mgr. Eva Faithová, PhD.

**Last change:** 11.11.2022

**Approved by:**

**COURSE DESCRIPTION**

**Academic year:** 2022/2023

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KSJL/B-SLOex018/22 | World literature II |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 4s
**Form of the course:** combined

**Type, volume, methods and workload of the student - additional information**
Scope, type/method of teaching and organizational form: seminar, total 13 hours per semester, combined form (primarily in-person)
Student workload: 13 hours of direct instruction; 32 hours of continuous preparation for individual classes with application of specific assignments, including reading of literary texts for individual classes; 15 hours of preparation for presentation of a written final interpretation based on selected textual segments from the work of the author studied, with emphasis on application of acquired knowledge of literary direction, the particularities of the author's poetics, analytical-interpretive skills, and on defending one's arguments. A total of 60 hours of student work.
Teaching methods: lecture, inductive-generative conversation, discussion, demonstration and analysis of concrete examples, analytical and interpretative work with the text, problem-based tasks, guided self-study, e-learning

**Number of credits:** 2

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Active participation in the class is required to pass the course. Assessment includes:
• continuous reading of literary texts and completion of assignments in seminars on the theoretical knowledge and practical skills needed when working with literary texts in the educational process (60 points);
• presentation of a written final interpretation based on selected textual segments from the work of the read author, with emphasis on the application of the acquired knowledge of literary direction, the particularities of the author's poetics, analytical-interpretive skills and on the defence of their arguments (40 points).
The course culminates in a grade resulting from an interim review of learning outcomes during the instructional portion of a given semester of study (100/0).
To pass the course, a minimum of 60 % of the points must be obtained (at least 60 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who scores less than 60 % on any component of the assessment (assignments: less than 36 points; final interpretation: less than 24 points).

A (100 - 93 %, excellent - outstanding results): excellent performance: the student has an excellent knowledge of selected literary movements and currents from the second half of the 19th century and from the 20th century. The student is able to apply and adapt the acquired literary knowledge at an excellent level in specific approaches to the literary text applicable to the teaching of literature in school practice, has the ability to creatively solve individual tasks and assignments independently and imaginatively, also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her expression is excellent, has well-developed skills for independent further learning;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of selected literary movements and currents from the second half of the 19th century and from the 20th century and of their specific representatives in the required scope, logically, with only slight errors, arranges the presented literary-historical facts, can apply and adapt the acquired literary-scientific knowledge very well in specific approaches to the literary text usable in the teaching of literature in school practice, has the ability to independently solve individual tasks and assignments in the broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of selected literary movements and movements from the second half of the 19th century and from the 20th century. He/she arranges the presented literary-historical facts appropriately and makes mistakes only in places, he/she can reliably apply and adapt the acquired literary-scientific knowledge in specific approaches to the literary text useful in the teaching of literature in school practice, he/she solves individual tasks and assignments reliably independently, he/she has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of selected literary movements and currents from the second half of the 19th century and from the 20th century. The student is able to satisfactorily apply the acquired literary knowledge in specific approaches to literary texts applicable in the teaching of literature in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of selected literary movements and movements from the second half of the 19th century and from the 20th century. The student is able to apply the acquired literary knowledge minimally in specific approaches to literary texts useful in the teaching of literature in school practice, solves individual tasks and assignments with considerable help at a sufficient level, and has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of selected literary movements and movements from the second half of the 19th century and from the 20th century. The student does not know the literary historical facts and their logical connections, cannot apply the acquired literary knowledge in specific approaches to literary texts useful in the teaching of literature in school practice, cannot solve individual tasks and assignments, and has insufficient learning skills.

**Learning outcomes:**

The student has knowledge of selected literary trends and currents of world literature of the second half of the 19th and 20th centuries and of its representative individual realisations, is familiar with group and individual ideological and aesthetic initiatives and poetics, and is aware of their significance for the understanding of Slovak literature of the 20th century. Can creatively and independently analyse and interpret literary texts, characterise the poeological and value specifics of the work of individual authors and identify different forms of literariness. Has acquired analytical and interpretive skills applicable to professional and school analysis and interpretation of specific

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7. Expressionism. Subjectivised artistic reality. Tendency to be more profound. Contrast. Deformation as the basis of expressionist expression, the tendency to get "beyond" language - from exclamation to pathos.
8. Existential literature. Minimization of action, borderline situations. Man is condemned to be free.
9. Absurd drama. Change in the traditional structure of drama. Tragicomic. Absurdity. A man unable to communicate.
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Interpretation. The student will also be oriented in related practical and methodological knowledge, which will be a prerequisite for his/her proper understanding of literary communication in the broader international context and the past in the courses of the continuing master's degree. The student will acquire a base of knowledge and skills that will be deepened and developed in further bachelor's and then master's studies, and will be able to use and creatively apply them in the school environment in the position of a pedagogical assistant, later for the analysis and selection of didactic materials from the world literature of the second half of the 19th century and the 20th century with regard to teaching objectives, and possibly also for the needs of the publishing environment in the position of a textual proofreader. The student will be guided to actively acquire information and to make effective use of cross-cutting and specialised knowledge, will consolidate and develop his/her ability to formulate and defend arguments, and will be able to communicate theoretical knowledge and practical skills to a wider and lay public. An analytical and critical approach to a literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate in solving specific assignments as well as in constructing his/her own final interpretation. The student will creatively use appropriate and discipline-appropriate methods in solving problem-based assignments. The student will acquire the aptitude and motivation to develop the skills necessary for further learning and will be prepared to encourage students to actively acquire literary and historical knowledge. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, the ability to plan and be actively responsible for his/her own learning, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes in the spirit of democracy.

**Recommended literature:**

Compulsory readings:

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MURPHY, R. 2010. Teoretizace avantgardy. Modernismus, expresionismus a problém postmoderny. Brno: Host. 272 s. ISBN 9788072942695 (selected sections)
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Further study text on individual topics will be made available to students in electronic form.

**Languages necessary to complete the course:**
Slovak, Czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 52

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 51,92 | 0,0 | 25,0 | 11,54 | 1,92 | 0,0 | 9,62 |

**Lecturers:** Mgr. Eva Faithová, PhD.

**Last change:** 11.11.2022

**Approved by:**