

## Course descriptions

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## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde018/22	<b>Course title:</b> A word in context
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities: lecture/seminar Number of hours: Block teaching together 12 hours, 6 hours of lectures/ 6hours of seminars per week: per level/semester: 12s Form of the course: in-person teaching, combined Student workload: 1 credit = 25 hours, total 100 hours: of which 12 hours of direct teaching, 24 hours of home preparation for teaching, 64 hours divided according to the study plan (50:50) as 32 hours during the semester for preparation for tests from each of the three parts of the course + 32 hours preparation of seminar work for the final assessment Teaching methods: interactive lecture, seminar, discussion of the topic, presentation of seminar work in the form of a paper, work in small groups; problem-solving, tests.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Completion of the course ends with an assessment. Active participation in seminars, in-semester tests for each of the three parts of the course, and elaboration of a seminar paper are assessed. Method of assessment and completion of the course: In-semester assessment will take place in the form of tests (2x25 points) and completion of the course will be in the form of a final seminar paper (50 points). The assessment is given on a scale: A (100 – 95 %, excellent – outstanding results), B (94 – 90%, very good – above the average standard), C (89 – 85%, good – generally sound work), D (84 – 80%, satisfactory – fair but with significant shortcomings), E (79 – 75%, sufficient – performance meets the minimum criteria), Fx (74 – 0%, fail – further work required). Differentiated final assessment according to individual levels: Excellent: precise formulation of the intention of the work plan and excellent knowledge of the current state of research, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, consideration of all aspects needed to process the	

topic, significant proportion of own arguments and own results of work, including pointing to open questions (desiderates), differentiated language, correct use of terminology, easy-to-read style, grammatically, orthographically and stylistically minimal number of errors, taking into account a large amount of literature, formally correct adjustment (adherence to the citation standard, etc.), excellent ability to present work results independently and incorporate comments, active participation in discussions about the analyzed linguistic phenomena during the semester.

Very good: solid elaboration of the topic concerning the objectives, very good knowledge of the scientific context, logical division of the work aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, taking into account a reasonable amount of literature, formally correct adjustment (adherence to the citation standard, etc.), very good ability to present the results independently and incorporate comments on the oral presentation, active participation in discussions about the analyzed linguistic phenomena during the semester.

Good: average elaboration of the topic concerning the objectives, superficial connection with the current state of research issues, mostly logical argumentation, mostly correct mediation of arguments from secondary literature, mostly correct use of terminology, grammatically, orthographically, stylistically at a good level, taking into account a reasonable amount of literature, formally correct adjustment (adherence to the citation standard, etc.), good ability to present the results of the work independently and incorporate comments.

Satisfactory: only a rough outline of the problem, superficial knowledge of the scientific context, inaccurate mediation of arguments taken from the literature, largely correct use of terminology, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, more grammatical, orthographic, and stylistic errors, use of a small amount of literature, minimal incorporation of comments.

Sufficient: superficial processing of the topic and without own contribution by mechanical adoption from various sources, inaccurate use of terminology, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to present theoretical knowledge independently in connection with practical applications.

Fail: insufficient elaboration of the topic, minimal or no knowledge of the scientific context, weak, resp. no argumentation, large number of orthographic, stylistic errors, large formal shortcomings.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The aim is for student to understand the function and meaning of the word in structural, semantic, and textual contexts, as well as to get acquainted with translational and corpus-linguistic approaches to the study and interpretation of language.

Learning outcomes: The graduate will gain knowledge of basic questions about the word, its functioning in the system and text, the equivalence of the word from the point of view of the language system, and also from the point of view of its functioning in the text, as well as information on the most modern methods of data extraction, evaluation, and processing using exact methods in corpus linguistics.

### **Class syllabus:**

- . Word in structural, semantic, and textual contexts
- What's the word?
- Words in mental processes

- How does a word exist in the language system?
- How does the word in the text work?
- II. A word in confrontation
  - What's the equivalent?
  - Does each word have an equivalent in another language?
  - How does translation compensate for "translation losses"?
  - Realities as so-called non-equivalent lexical units

### III. Word in databases and corpora

- Linguistics as an exact science
- Technologies used in language research
- Methods of corpus linguistics
- Work with linguistic corpora

### Recommended literature:

Compulsory literature:

- ČERMÁK, F. 2017. Korpus a korpusová lingvistika. Praha: Univerzita Karlova, nakladatelství Karolinum, 2017.
- DITTMANN, J., SCHMIDT, C. 2011. Úvahy o slove. Základy lingvistiky. Prešov: Vydavateľstvo Prešovskej univerzity, 2011.
- GROMOVÁ, E. 2009. Úvod do translatológie. Nitra: UKF v Nitre, 2009.
- HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Vydavateľstvo IRIS, 2006.
- MASÁR, I. 2000. Ako pomenúvame v slovenčine. Kapitoly z terminologickej teórie a praxe. Bratislava: Slovenská jazykovedná spoločnosť pri SAV, 2000.
- MÜGLOVÁ, D. 2013. Komunikace, tlumočení, překlad aneb Proč spadla babylonská věž?. Nitra: Enigma, 2013.
- RAKŠANYIOVÁ, J. 2005. Preklad ako interkultúrna komunikácia. Bratislava: AnaPress, 2005.
- ŠIMON, L. 2005. Úvod do teórie a praxe prekladu (nielen) pre nemčinárov. Prešov: Náuka, 2005.

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- BUBENHOFER, N. (2006-2018): Einführung in die Korpuslinguistik: Praktische Grundlagen und Werkzeuge. Elektronische Ressource: <<http://www.bubenhofer.com/korpuslinguistik/>>. User Guide to Sketch Engine URL: <<https://www.sketchengine.co.uk/user-guide/>>.
- CASADO VELARDE, M. 2017. La innovación léxica en el español actual, Madrid: Ed. Síntesis, 2017.
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- ČONOSOVÁ, E., MARKOVÁ, V., ŠEMELÍK, M. 2010. Substantiva ve Velkém německo-českém akademickém slovníku a nové korpusové nástroje. In: Ročenka Kruhu moderních filologů, 2010.
- ÉLUERD, R. 2000. La lexicologie. Paris: PUF, 2000.
- GREISCH, J. 1995. Rozumět a interpretovat. FILOSOFIA, Praha: nakladatelství Filosofického ústavu AV ČR.
- HEYER, G., QUASTHOFF, U., WITTIG, Th. 2006. Text Mining: Wissensrohstoff Text: Konzepte, Algorithmen, Ergebnisse. Bochum: W3L, 2006.
- JANÍK, T., MAŇÁK, J., & KNECHT, P. 2009. Cíle a obsahy školního vzdělávání a metodologie jejich utváření. Brno: Paido, 2009.
- JEŽEK, E. 2011. Lessico. Bologna: Il Mulino 2011.

- SCHWARZE, CH., WUNDERLICH, D. 1985. Handbuch der Lexikologie. Königstein/Ts.: Athenäum Verlag GmbH, 1985.
- KÁŇA, T. 2014. Sprachkorpora in Unterricht und Forschung. Brno: Masarykova univerzita 2014.
- KLIEME, E., MAAG-MERKI, K., HARTIG, J. 2010. Pojem kompetence a význam kompetencí ve vzdělávání. *Pedagogická orientace*, Roč. 20, č. 4 (2010), 104–119.
- KOCEK, J., KOPŘIVOVÁ, M., KUČERA, K. 2000. Český národní korpus. Úvod a příručka uživatele. FF UK Praha 2000.
- KOLLER, W. 2004. Einführung in die Übersetzungswissenschaft. Wiesbaden: Quelle & Meyer, 2004.
- KRÁLOVÁ, J. 2009. Překlad jako téma k diskusi aneb Historia magistra vitae. *Svět literatury*. XIX, 40 (2009), 191–193.
- KRÁLOVÁ, J. 2010. Od výuky jazyka k didaktice překladu a tlumočení aneb historia magistra vitae. *Translatologica ostraviensia*. 1. vyd. Ostrava: Ostravská Univerzita v Ostravě, 2010.
- KRÁLOVÁ, J. 2012. A nemůže se (o překladu) říci nic, co by už dříve řečeno nebylo. Santoyo, Julio César. *Sobre la traducción: textos clásico y medievales*. León: Universidad de León, Instituto de Estudios Medievales, 2012.
- KRÁLOVÁ, J. 2013. Překlad jako kulturní (sebe)reflexe. In: *Vědecký výzkum a výuka jazyků V. Komunikační sebereflexe a kompetence*. Hradec Králové: Univerzita Hradec Králové, 2013.
- LEMNITZER, L., ZINSMEISTER, H. 2006. Korpuslinguistik. Tübingen: Gunter Narr Verlag, 2006.
- LYONS, J. 1995. Einführung in die moderne Linguistik. Achte, unveränderte Auflage. München: C. H. Beck'sche Verlagsbuchhandlung (Oscar Beck), 1995.
- MAŇÁK, J. 2004. Možnosti školy v multikulturní výchově. In L. Gulová, E. Štěpařová (Eds.). *Multikulturní výchova v teorii a praxi*. Brno: Pedagogická fakulta MU v Brně, (2004), 25–28.
- MORGENSTERNOVÁ, M., ŠULOVÁ, L. et al. 2007. Interkulturní psychologie. Rozvoj interkulturní senzitivity. Praha: Karolinum, 2007.
- PERKUHN, R., KEIBEL, H., KUPIETZ, M. 2012. Korpuslinguistik. Paderborn: Wilhelm Fink, 2012.
- POLÁČKOVÁ, V., PÍŠOVÁ, M. 2011. Testování jako forma hodnocení cizojazyčné komunikační kompetence. *Bezpečnostní teorie a praxe*, zvl. č. (2011), 551–564.
- PRŮCHA, J. 2001. Multikulturní výchova. Teorie – praxe – výzkum. Praha: ISV Praha, 2001.
- PRŮCHA, J. 2004a. Interkulturní psychologie. Praha: Portál, 2004a.
- PRŮCHA, J. 2004b. Multikulturní výchova: vědecké základy pro její teorii a praktické aktivity. In L. Gulová & E. Štěpařová, (Eds.). *Multikulturní výchova v teorii a praxi*. Brno: Pedagogická fakulta MU v Brně, (2004b), 13–19.
- PRŮCHA, J. 2009. Interkulturní komunikace. Praha: Grada, 2009.
- SANDRINI, P. 1996. Terminologiarbeit im Recht: Deskriptiver und begriffsorientierter Ansatz vom Standpunkt des Übersetzers. Wien: IITF-series 8, TermNet, 1996.
- SLAVÍK, J., JANÍK, T. 2007. Fakta a fenomény v průniku didaktické teorie, výzkumu a praxe vzdělávání. *Pedagogika*, Roč. 5, č. 3 (2007), 263–274.
- ŠEBESTOVÁ, S. 2011. Příležitosti k rozvíjení řečových dovedností ve výuce anglického jazyka: videostudie. Brno: Masarykova univerzita, 2011.
- ŠVEHLOVÁ, M. 2004. Interkulturní kompetence jako součást profesních kompetencí získávaných v rámci studia pedagogického oboru vysoké školy. In L. Gulová & E. Štěpařová (Eds.). *Multikulturní výchova v teorii a praxi*. Brno: Pedagogická fakulta MU v Brně, (2004), 87–96.
- VAJIČKOVÁ, M. 2019. Theoretische Aspekte der Kollokationen. In: *Kollokationen im Sprachsystem und Sprachgebrauch. Ein Lehrbuch*. Nümbrecht: Kirsch-Verlag, (2019), 11–50.

VAVROUŠOVÁ, P. 2013. Sedm tváří translatologie; Praha: Nakladatelství Karolinum, 2013.  
ZERZOVÁ, J. 2012. Interkulturní komunikační kompetence a její rozvíjení v hodinách anglického jazyka na 2. stupni základní školy. Brno: Masarykova univerzita, 2012. URL: <<https://nlp.fi.muni.cz/cs/UvodDoKorpusoveLingvistiky>>.

**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. Mária Vajičková, CSc., PaedDr. Peter Gergel, PhD.

**Last change:** 17.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde018/22	<b>Course title:</b> A word in context
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities: lecture/seminar Number of hours: Block teaching together 12 hours, 6 hours of lectures/ 6hours of seminars per week: per level/semester: 12s Form of the course: in-person teaching, combined Student workload: 1 credit = 25 hours, total 100 hours: of which 12 hours of direct teaching, 24 hours of home preparation for teaching, 64 hours divided according to the study plan (50:50) as 32 hours during the semester for preparation for tests from each of the three parts of the course + 32 hours preparation of seminar work for the final assessment Teaching methods: interactive lecture, seminar, discussion of the topic, presentation of seminar work in the form of a paper, work in small groups; problem-solving, tests.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Completion of the course ends with an assessment. Active participation in seminars, in-semester tests for each of the three parts of the course, and elaboration of a seminar paper are assessed. Method of assessment and completion of the course: In-semester assessment will take place in the form of tests (2x25 points) and completion of the course will be in the form of a final seminar paper (50 points). The assessment is given on a scale: A (100 – 95 %, excellent – outstanding results), B (94 – 90%, very good – above the average standard), C (89 – 85%, good – generally sound work), D (84 – 80%, satisfactory – fair but with significant shortcomings), E (79 – 75%, sufficient – performance meets the minimum criteria), Fx (74 – 0%, fail – further work required). Differentiated final assessment according to individual levels: Excellent: precise formulation of the intention of the work plan and excellent knowledge of the current state of research, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, consideration of all aspects needed to process the	



topic, significant proportion of own arguments and own results of work, including pointing to open questions (desiderates), differentiated language, correct use of terminology, easy-to-read style, grammatically, orthographically and stylistically minimal number of errors, taking into account a large amount of literature, formally correct adjustment (adherence to the citation standard, etc.), excellent ability to present work results independently and incorporate comments, active participation in discussions about the analyzed linguistic phenomena during the semester.

Very good: solid elaboration of the topic concerning the objectives, very good knowledge of the scientific context, logical division of the work aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, taking into account a reasonable amount of literature, formally correct adjustment (adherence to the citation standard, etc.), very good ability to present the results independently and incorporate comments on the oral presentation, active participation in discussions about the analyzed linguistic phenomena during the semester.

Good: average elaboration of the topic concerning the objectives, superficial connection with the current state of research issues, mostly logical argumentation, mostly correct mediation of arguments from secondary literature, mostly correct use of terminology, grammatically, orthographically, stylistically at a good level, taking into account a reasonable amount of literature, formally correct adjustment (adherence to the citation standard, etc.), good ability to present the results of the work independently and incorporate comments.

Satisfactory: only a rough outline of the problem, superficial knowledge of the scientific context, inaccurate mediation of arguments taken from the literature, largely correct use of terminology, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, more grammatical, orthographic, and stylistic errors, use of a small amount of literature, minimal incorporation of comments.

Sufficient: superficial processing of the topic and without own contribution by mechanical adoption from various sources, inaccurate use of terminology, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to present theoretical knowledge independently in connection with practical applications.

Fail: insufficient elaboration of the topic, minimal or no knowledge of the scientific context, weak, resp. no argumentation, large number of orthographic, stylistic errors, large formal shortcomings.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The aim is for student to understand the function and meaning of the word in structural, semantic, and textual contexts, as well as to get acquainted with translational and corpus-linguistic approaches to the study and interpretation of language.

Learning outcomes: The graduate will gain knowledge of basic questions about the word, its functioning in the system and text, the equivalence of the word from the point of view of the language system, and also from the point of view of its functioning in the text, as well as information on the most modern methods of data extraction, evaluation, and processing using exact methods in corpus linguistics.

### **Class syllabus:**

- . Word in structural, semantic, and textual contexts
- What's the word?
- Words in mental processes

- How does a word exist in the language system?
  - How does the word in the text work?
- II. A word in confrontation
- What's the equivalent?
  - Does each word have an equivalent in another language?
  - How does translation compensate for "translation losses"?
  - Realities as so-called non-equivalent lexical units
- III. Word in databases and corpora
- Linguistics as an exact science
  - Technologies used in language research
  - Methods of corpus linguistics
  - Work with linguistic corpora

### **Recommended literature:**

Compulsory literature:

- ČERMÁK, F. 2017. Korpus a korpusová lingvistika. Praha: Univerzita Karlova, nakladatelství Karolinum, 2017.
- DITTMANN, J., SCHMIDT, C. 2011. Úvahy o slove. Základy lingvistiky. Prešov: Vydavateľstvo Prešovskej univerzity, 2011.
- GROMOVÁ, E. 2009. Úvod do translatológie. Nitra: UKF v Nitre, 2009.
- HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Vydavateľstvo IRIS, 2006.
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- MÜGLOVÁ, D. 2013. Komunikace, tlumočení, překlad aneb Proč spadla babylonská věž?. Nitra: Enigma, 2013.
- RAKŠANYIOVÁ, J. 2005. Preklad ako interkultúrna komunikácia. Bratislava: AnaPress, 2005.
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- BUBENHOFER, N. (2006-2018): Einführung in die Korpuslinguistik: Praktische Grundlagen und Werkzeuge. Elektronische Ressource: <<http://www.bubenhofer.com/korpuslinguistik/>>. User Guide to Sketch Engine URL: <<https://www.sketchengine.co.uk/user-guide/>>.
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ZERZOVÁ, J. 2012. Interkulturní komunikační kompetence a její rozvíjení v hodinách anglického jazyka na 2. stupni základní školy. Brno: Masarykova univerzita, 2012. URL: <<https://nlp.fi.muni.cz/cs/UvodDoKorpusoveLingvistiky>>.

**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:** 17.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde017/22	<b>Course title:</b> Contemporary art reflection
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, in-person teaching and hybrid method Workload of a course: 12 hours of lectures per semester, preparation of final work 50 hours per semester, study time outside of class (self-study) 40 hours per semester, individual consultations with lecturer 5 hours per semester, presentation of final work 5 hours. Total 112 hours per semester. Educational methods: Analysis and interpretation of literary works, discussion, brainstorming, problem-solving tasks, applying theory to real-world problems of contemporary culture and art, presentation.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: PhD. candidates will question an issue reflecting a current real-world problem of contemporary culture and seek answer to it through aesthetic categories. Structure of the assignment: question – max. 15 words. Problem definition – max. 150 words. Time and regional delimitation of the problem – max. 100 words. Minimum incorporation of 5 aesthetic terms, that might be used for the description of previously designated problem. Minimum incorporation of 5 works of art, which depict or reflect the previously designated problem. Characteristic features of the cultural situation, where the problem arises – min. 100 lines. Minimum incorporation of 5 authors focusing on aesthetic literature along with sources, that analyse or interpret previously designated problem. The final assignment will be presented at a joint mini conference during the exam period. The evaluation is based on the contemporariness of the designated problem, its relevant interpretation, maximum utilization of aesthetic literature, presentation skill at the mini conference. abilities. Evaluation: A (100 – 91 %), excellent – outstanding results), the student is able to interpret the designated problem of the current cultural processes at a very high level, whilst making use of aesthetic terminology,	

B (90 – 81%), very good – above the average standard), the student is capable to creatively interpret the designated problem of the current cultural processes, whilst making use of aesthetic terminology, C (80 – 73 %), good – generally sound work), the student is capable to name and interpret current cultural processes with the correct use of aesthetic terminology, D (72 – 66 %), satisfactory – fair but with significant shortcomings), the student demonstrates knowledge of current cultural processes, E (65 – 60 %), sufficient – performance meets the minimum criteria), the student infrequently describes the current cultural process inadequately and makes mistakes while using aesthetic terminology. Fx (59 – 0 %), fail – further work required), the student does not demonstrate the ability to comprehend current cultural process and misinterprets aesthetic terms. The ratio of in-semester assessment and final evaluation: 0/100.

### **Learning outcomes:**

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The students are capable to independently identify problems and situations in the contemporary art and culture (from 2000 onwards), they are capable to interpret these problems by themselves. They use aesthetic terminology and build their analyses based on relevant aesthetic theories. Students develop their interpretative, communicative and presentation skills

### **Class syllabus:**

Given the fact that the aim of the course is to depict and react on the current state of culture and art, the structure along with any further details of each topic will be modified based on their current state. In addition to that, they will be modified with regards to the updated scientific results focusing on the theory of current reflection of art in the given academic year.

Main topics:

The main features of the literary work of art, the ontological status of the literary work of art, artistic expression, the status of the literary work of art in culture, function of art, understanding work of art, the methods aesthetic art reflection.

All the topics make up one unit, each topic mutually complementing the other. Moreover, they facilitate the development of interpretative and analytical skills of students. When it comes to the analyses and interpretations of the works of art and their theoretical aesthetic reflection, the students are able to step back and look at the current state of culture from a different perspective. Each topic, in context with the other, develops a critical stance on culture and art.

### **Recommended literature:**

Recommended literature:

HADRAVOVÁ, T. 2016 Co je nového v estetice. Praha: Nová beseda, 2016.

MISTRÍK, E. 2013-2021. Estetický slovník. Bratislava: Album, 2013-2021. URL: <[www.estetickyslovník.sk](http://www.estetickyslovník.sk)>.

NELSON, R. S./SHIFF, R. 2004. Kritické pojmy dejín umenia. Bratislava: Nadácia – Centrum súčasného umenia, 2004.

PERNIOLA, M. 2000. Estetika 20. století. Praha: Karolinum, 2000.

SOURIAU, É. 1994. Encyklopedie estetiky. Praha: Victoria, 1994.

ZÁHRADKA, P (ed.). 2010. Estetika na přelomu milénia. Vybrané problémy současné estetiky. Brno: Barrister & Principal, 2010.

The students are advised to look for additional literature based on the topic and state of their final thesis.

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

<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>					
<b>Last change:</b> 17.11.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde017/22	<b>Course title:</b> Contemporary art reflection
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, in-person teaching and hybrid method Workload of a course: 12 hours of lectures per semester, preparation of final work 50 hours per semester, study time outside of class (self-study) 40 hours per semester, individual consultations with lecturer 5 hours per semester, presentation of final work 5 hours. Total 112 hours per semester. Educational methods: Analysis and interpretation of literary works, discussion, brainstorming, problem-solving tasks, applying theory to real-world problems of contemporary culture and art, presentation.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: PhD. candidates will question an issue reflecting a current real-world problem of contemporary culture and seek answer to it through aesthetic categories. Structure of the assignment: question – max. 15 words. Problem definition – max. 150 words. Time and regional delimitation of the problem – max. 100 words. Minimum incorporation of 5 aesthetic terms, that might be used for the description of previously designated problem. Minimum incorporation of 5 works of art, which depict or reflect the previously designated problem. Characteristic features of the cultural situation, where the problem arises – min. 100 lines. Minimum incorporation of 5 authors focusing on aesthetic literature along with sources, that analyse or interpret previously designated problem. The final assignment will be presented at a joint mini conference during the exam period. The evaluation is based on the contemporariness of the designated problem, its relevant interpretation, maximum utilization of aesthetic literature, presentation skill at the mini conference. abilities. Evaluation: A (100 – 91 %), excellent – outstanding results), the student is able to interpret the designated problem of the current cultural processes at a very high level, whilst making use of aesthetic terminology,	



B (90 – 81%), very good – above the average standard), the student is capable to creatively interpret the designated problem of the current cultural processes, whilst making use of aesthetic terminology, C (80 – 73 %), good – generally sound work), the student is capable to name and interpret current cultural processes with the correct use of aesthetic terminology, D (72 – 66 %), satisfactory – fair but with significant shortcomings), the student demonstrates knowledge of current cultural processes, E (65 – 60 %), sufficient – performance meets the minimum criteria), the student infrequently describes the current cultural process inadequately and makes mistakes while using aesthetic terminology. Fx (59 – 0 %), fail – further work required), the student does not demonstrate the ability to comprehend current cultural process and misinterprets aesthetic terms. The ratio of in-semester assessment and final evaluation: 0/100.

### **Learning outcomes:**

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The students are capable to independently identify problems and situations in the contemporary art and culture (from 2000 onwards), they are capable to interpret these problems by themselves. They use aesthetic terminology and build their analyses based on relevant aesthetic theories. Students develop their interpretative, communicative and presentation skills

### **Class syllabus:**

Given the fact that the aim of the course is to depict and react on the current state of culture and art, the structure along with any further details of each topic will be modified based on their current state. In addition to that, they will be modified with regards to the updated scientific results focusing on the theory of current reflection of art in the given academic year.

Main topics:

The main features of the literary work of art, the ontological status of the literary work of art, artistic expression, the status of the literary work of art in culture, function of art, understanding work of art, the methods aesthetic art reflection.

All the topics make up one unit, each topic mutually complementing the other. Moreover, they facilitate the development of interpretative and analytical skills of students. When it comes to the analyses and interpretations of the works of art and their theoretical aesthetic reflection, the students are able to step back and look at the current state of culture from a different perspective. Each topic, in context with the other, develops a critical stance on culture and art.

### **Recommended literature:**

Recommended literature:

HADRAVOVÁ, T. 2016 Co je nového v estetice. Praha: Nová beseda, 2016.

MISTRÍK, E. 2013-2021. Estetický slovník. Bratislava: Album, 2013-2021. URL: <[www.estetickyslovník.sk](http://www.estetickyslovník.sk)>.

NELSON, R. S./SHIFF, R. 2004. Kritické pojmy dejín umenia. Bratislava: Nadácia – Centrum súčasného umenia, 2004.

PERNIOLA, M. 2000. Estetika 20. století. Praha: Karolinum, 2000.

SOURIAU, É. 1994. Encyklopedie estetiky. Praha: Victoria, 1994.

ZÁHRADKA, P (ed.). 2010. Estetika na přelomu milénia. Vybrané problémy současné estetiky. Brno: Barrister & Principal, 2010.

The students are advised to look for additional literature based on the topic and state of their final thesis.

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

<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>					
<b>Last change:</b> 17.11.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde012/22	<b>Course title:</b> Creating a research project
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 4 hours, 3 times per semester, total 12 hours per semester, seminar Form of the course: combined, (primarily in-person teaching) Number of hours: 12 S (6 credits): <ul style="list-style-type: none"> <li>• 3x 4 hours of classes - 12 hours;</li> <li>• Work on assignments – 80 hours;</li> <li>• Completion of the project proposal and preparation for the presentation – 25 hours;</li> <li>• Literature study, independent preparation for seminars – 63 hours.</li> </ul> A total of 180 hours of work. Teaching methods: dialogical methods (interview, debate, polemic, discussion), group work, guided self-study (literature study, solving assignments, e-learning)	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Active participation in seminars is expected to complete the course. The assessment includes the elaboration of the following interim assignments: <ul style="list-style-type: none"> <li>• Critical analysis of foreign and domestic studies - 20 points</li> <li>• Work with reference styles - 10 points</li> <li>• Formulation of partial parts of a project (goal, abstract, introduction/current state of the knowledge, research methodology) - 50 points</li> <li>• Complete project design and presentation - 20 points</li> </ul> To complete the course, the student needs to obtain at least 60% of the points. Final grades are awarded based on the scale: A (100 - 91 %, excellent – outstanding results) – the student masters the topic at an excellent level, demonstrates independent analytical and critical thinking, can independently create a research project at an excellent level, demonstrates their metacognitive skills.	

B (90 - 81 %, very good – above the average standard) – the student masters the topic at a very good level (only with minor inaccuracies), demonstrates independent analytical and critical thinking, can independently create a research project at a very good level, demonstrates evaluative and procedural cognitive skills.

C (80 – 73 %, good – generally sound work) – the student masters the topic at a good level (with several errors or inaccuracies), demonstrates independent analytical and critical thinking, can independently create a research project at a good level, can apply procedures of scientific work in project creation.

D (72 – 66 %, satisfactory – fair but with significant shortcomings) – the student masters the topic at the average level (with more significant errors), can independently create a research project at the average level, demonstrates conceptual knowledge and the ability to think analytically, can provide arguments at the average level.

E (65 – 60 %, sufficient – performance meets the minimum criteria) – the student masters the topic at an acceptable level (with more fundamental errors); can independently create a research project, the quality of which is at a low but acceptable level; demonstrates conceptual knowledge, demonstrates argumentation skills at a low level.

Fx (59 - 0 %, fail – further work required) – the student is not able to apply the acquired knowledge, creates a project at an insufficient level, does not demonstrate a sufficient level of critical thinking, has not mastered the basic concepts and procedures of scientific work, or does not demonstrate the signs of independent study and motivation for it.

#### **Learning outcomes:**

The main goal of the course is to acquire the competencies necessary for the scientific work of a doctoral student. The student understands the importance of scientific research and its attributes, is well-oriented in the key questions that researchers ask themselves at the beginning of systematic research - theoretical and empirical. The student is well-oriented in professional sources, can critically assess them, is able to select relevant sources related to the research problem. Can assess and independently create a short scientific text related to the topic of their dissertation, or a topic in the field of their scientific interest. Knows and reflects on practical and ethical issues in research planning and research project. Understands the coherence of a research project and can apply a solid structure of project components. Can design their own research project according to predetermined requirements.

Can think critically and communicate about scientific problems, or problems related to scientific research. Is able to cooperate and demonstrate the ability to plan activities related to the creation and planned implementation of the project. The student is able to think in context, demonstrates metacognitive abilities and the ability of self-education.

#### **Class syllabus:**

Course overview:

- Scientific research and its importance. Research methodology vs. research design. Types of research designs. A research project, significance, creation, general structure of projects, project evaluation criteria, an overview of current project schemes. Scientific (academic) text, conventions and characteristics, principles of creating a scientific text.
- The student understands the importance of scientific research; knows the principles of scientific knowledge, principles of creating academic texts, research projects and studies; is well-oriented in current grant schemes. Can analyze and critically assess scientific texts in terms of their compliance with academic conventions. Can actively communicate about methodological issues, think about creating their own research considering the topic of their dissertation.
- Practical and ethical issues in research and research project planning - specification of the research problem, formulation of research objectives, research questions, selection of appropriate research

methods and planning their use, validity and reliability of research tools, work with literature and access to relevant literature, reference styles and their use.

- The student understands the issues of ethics in research, knows the ethical principles of scientific work and accepts them. Knows the principles of working with the professional literature, can apply a reference style. Is well-oriented in professional sources, can create a content analysis, based on which they can formulate a research problem, questions or hypotheses. The student considers the appropriate method of their research, can create a research design, including the use of research tools. Can use their metacognition in terms of planning their dissertation project.
- Structure of the research project/research study and its components (abstract/annotation - types of abstracts and their structure, introduction/overview of the topic and its structure, description of research methodology, results and their processing, interpretation of results and its relevance, writing discussion, research limits, conclusion).

The student is able to analyze and critically assess the formal and content aspects of scientific studies, knows the partial structure of scientific projects/studies and can apply it. The student can justify the quality of a scientific project/study or identify their weaknesses and strengths. Can justify the choice of research methodology, knows the data processing methods and understands them in context. Understands the importance of interpretation of results and their objectification, considers the limitations of the research and can formulate them. Can create their own scientific text to the extent necessary to set up a research project.

#### **Recommended literature:**

- Labaree, R. V. (2018). Organizing Your Social Sciences Research Paper: Purpose of Guide. California: University of Southern California. Retrieved from: <http://libguides.usc.edu/writingguide/purpose>
- Kumar, R. (2011). Research methodology: a step-by-step guide for beginners. London: SAGE. Retrieved from: [http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit\\_Kumar-Research\\_Methodology\\_A\\_Step-by-Step\\_G.pdf](http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf)
- Morling, B. (2012). Research methods in psychology: Evaluating a world of information. New York, NY: Norton.
- Organizing Academic Research Papers: Purpose of Guide, dostupné na: <https://library.sacredheart.edu/c.php?g=29803&p=185901>
- The British Psychological Society, (2014). Code of Human Research Ethics. St Andrews, Scotland: The British Psychological Society. Retrieved from: [https://www.ed.ac.uk/files/atoms/files/bps\\_code\\_of\\_human\\_research\\_ethics.pdf](https://www.ed.ac.uk/files/atoms/files/bps_code_of_human_research_ethics.pdf)
- Further study text will be available to students and made available in electronic form at a regular basis via the university LMS Moodle - the course title: Creation of research project

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

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 2

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

#### **Lecturers:**

**Last change:** 17.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde012/22	<b>Course title:</b> Creating a research project
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 4 hours, 3 times per semester, total 12 hours per semester, seminar Form of the course: combined, (primarily in-person teaching) Number of hours: 12 S (6 credits): <ul style="list-style-type: none"> <li>• 3x 4 hours of classes - 12 hours;</li> <li>• Work on assignments – 80 hours;</li> <li>• Completion of the project proposal and preparation for the presentation – 25 hours;</li> <li>• Literature study, independent preparation for seminars – 63 hours.</li> </ul> A total of 180 hours of work. Teaching methods: dialogical methods (interview, debate, polemic, discussion), group work, guided self-study (literature study, solving assignments, e-learning)	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Active participation in seminars is expected to complete the course. The assessment includes the elaboration of the following interim assignments: <ul style="list-style-type: none"> <li>• Critical analysis of foreign and domestic studies - 20 points</li> <li>• Work with reference styles - 10 points</li> <li>• Formulation of partial parts of a project (goal, abstract, introduction/current state of the knowledge, research methodology) - 50 points</li> <li>• Complete project design and presentation - 20 points</li> </ul> To complete the course, the student needs to obtain at least 60% of the points. Final grades are awarded based on the scale: A (100 - 91 %, excellent – outstanding results) – the student masters the topic at an excellent level, demonstrates independent analytical and critical thinking, can independently create a research project at an excellent level, demonstrates their metacognitive skills.	

B (90 - 81 %, very good – above the average standard) – the student masters the topic at a very good level (only with minor inaccuracies), demonstrates independent analytical and critical thinking, can independently create a research project at a very good level, demonstrates evaluative and procedural cognitive skills.

C (80 – 73 %, good – generally sound work) – the student masters the topic at a good level (with several errors or inaccuracies), demonstrates independent analytical and critical thinking, can independently create a research project at a good level, can apply procedures of scientific work in project creation.

D (72 – 66 %, satisfactory – fair but with significant shortcomings) – the student masters the topic at the average level (with more significant errors), can independently create a research project at the average level, demonstrates conceptual knowledge and the ability to think analytically, can provide arguments at the average level.

E (65 – 60 %, sufficient – performance meets the minimum criteria) – the student masters the topic at an acceptable level (with more fundamental errors); can independently create a research project, the quality of which is at a low but acceptable level; demonstrates conceptual knowledge, demonstrates argumentation skills at a low level.

Fx (59 - 0 %, fail – further work required) – the student is not able to apply the acquired knowledge, creates a project at an insufficient level, does not demonstrate a sufficient level of critical thinking, has not mastered the basic concepts and procedures of scientific work, or does not demonstrate the signs of independent study and motivation for it.

#### **Learning outcomes:**

The main goal of the course is to acquire the competencies necessary for the scientific work of a doctoral student. The student understands the importance of scientific research and its attributes, is well-oriented in the key questions that researchers ask themselves at the beginning of systematic research - theoretical and empirical. The student is well-oriented in professional sources, can critically assess them, is able to select relevant sources related to the research problem. Can assess and independently create a short scientific text related to the topic of their dissertation, or a topic in the field of their scientific interest. Knows and reflects on practical and ethical issues in research planning and research project. Understands the coherence of a research project and can apply a solid structure of project components. Can design their own research project according to predetermined requirements.

Can think critically and communicate about scientific problems, or problems related to scientific research. Is able to cooperate and demonstrate the ability to plan activities related to the creation and planned implementation of the project. The student is able to think in context, demonstrates metacognitive abilities and the ability of self-education.

#### **Class syllabus:**

Course overview:

- Scientific research and its importance. Research methodology vs. research design. Types of research designs. A research project, significance, creation, general structure of projects, project evaluation criteria, an overview of current project schemes. Scientific (academic) text, conventions and characteristics, principles of creating a scientific text.
- The student understands the importance of scientific research; knows the principles of scientific knowledge, principles of creating academic texts, research projects and studies; is well-oriented in current grant schemes. Can analyze and critically assess scientific texts in terms of their compliance with academic conventions. Can actively communicate about methodological issues, think about creating their own research considering the topic of their dissertation.
- Practical and ethical issues in research and research project planning - specification of the research problem, formulation of research objectives, research questions, selection of appropriate research

methods and planning their use, validity and reliability of research tools, work with literature and access to relevant literature, reference styles and their use.

- The student understands the issues of ethics in research, knows the ethical principles of scientific work and accepts them. Knows the principles of working with the professional literature, can apply a reference style. Is well-oriented in professional sources, can create a content analysis, based on which they can formulate a research problem, questions or hypotheses. The student considers the appropriate method of their research, can create a research design, including the use of research tools. Can use their metacognition in terms of planning their dissertation project.
- Structure of the research project/research study and its components (abstract/annotation - types of abstracts and their structure, introduction/overview of the topic and its structure, description of research methodology, results and their processing, interpretation of results and its relevance, writing discussion, research limits, conclusion).

The student is able to analyze and critically assess the formal and content aspects of scientific studies, knows the partial structure of scientific projects/studies and can apply it. The student can justify the quality of a scientific project/study or identify their weaknesses and strengths. Can justify the choice of research methodology, knows the data processing methods and understands them in context. Understands the importance of interpretation of results and their objectification, considers the limitations of the research and can formulate them. Can create their own scientific text to the extent necessary to set up a research project.

#### **Recommended literature:**

- Labaree, R. V. (2018). Organizing Your Social Sciences Research Paper: Purpose of Guide. California: University of Southern California. Retrieved from: <http://libguides.usc.edu/writingguide/purpose>
- Kumar, R. (2011). Research methodology: a step-by-step guide for beginners. London: SAGE. Retrieved from: [http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit\\_Kumar-Research\\_Methodology\\_A\\_Step-by-Step\\_G.pdf](http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf)
- Morling, B. (2012). Research methods in psychology: Evaluating a world of information. New York, NY: Norton.
- Organizing Academic Research Papers: Purpose of Guide, dostupné na: <https://library.sacredheart.edu/c.php?g=29803&p=185901>
- The British Psychological Society, (2014). Code of Human Research Ethics. St Andrews, Scotland: The British Psychological Society. Retrieved from: [https://www.ed.ac.uk/files/atoms/files/bps\\_code\\_of\\_human\\_research\\_ethics.pdf](https://www.ed.ac.uk/files/atoms/files/bps_code_of_human_research_ethics.pdf)
- Further study text will be available to students and made available in electronic form at a regular basis via the university LMS Moodle - the course title: Creation of research project

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

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 2

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

**Lecturers:** prof. PaedDr. Katarína Žilková, PhD.

**Last change:** 17.11.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde008/22	<b>Course title:</b> Critical Thinking Seminar / Critical Social Work
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Student workload: 6 hours per semester in the form of a lecture, face-to-face, 6 hours per semester in the form of a seminar, face-to-face. Education methods: Monological (lectures, briefing), Dialogic (interview, discussion, colloquium, brainstorming), Situational (case studies), Practical methods (method simulation), Guided self-study (work with text, content analysis). Active-productive teaching methodology: # Research and discovery, open practice, elaboration of information. Interactive-productive teaching methodology: # Inducing principles, conceptualization of scientific knowledge. # Argumentative discourse at an appropriate level of intellectual demand for doctoral studies.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Completion of the course ends with an assessment. The rating is given on a scale: A (100-94%, excellent - excellent results), B (93-86%, very good – above average standard), C (85-76%, good - regular reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient – the results meet the minimum criteria), Fx (59-0%, insufficient - more additional work required). A (excellent - excellent results). During the study of the subject, the student acquired an exceptional level of knowledge, at an excellent level he orients himself in critical theories of social work. B (very good – above average standard). While studying the subject, the student acquired an above-average level of knowledge from the subject, he orients himself in the theories of critical social work at an above-average level, he has a solid overview of the current state of the topic of the dissertation.	

C (good - regular reliable work). above average standard). During the study of the subject, the student acquired an average level of knowledge from the subject, at an average level he orients himself in the issue.

D (satisfactory - acceptable results), the student meets the basic requirements for passing the subject, has basic knowledge of the subject.

E (adequate – the results meet the minimum criteria). During the study of the subject, the student acquired at least an accepted level of knowledge from the subject, he orients himself in the subject at an elementary level. He can only apply the knowledge of the subject at an elementary level.

Fx (insufficient - additional work is required), The student does not even meet the minimum requirements for passing the subject, does not have elementary knowledge.

### **Learning outcomes:**

The main goal is to gain knowledge about critical theories in social work in the context of a change in the scientific paradigm and the solution of ethical issues in the social sciences.

Education outcomes and acquired competences: Understand the connections of critical theories with social practice and the performance of social work. Competences and abilities to critically evaluate the influence of power in various forms on the organization and management of social life. Competencies to analyze complex social problems and implement proposals for their solution, to use modern methods and means in solving social problems. He can publish in peer-reviewed indexed and impact journals. This will enable him to improve his independent, critical and analytical thinking, which he applies in changing conditions. At foreign and domestic conferences, seminars on mandatory subjects, he presents the results of research and development independently to the professional community in the Slovak Republic and abroad. He is able to take social, scientific and ethical aspects into account when formulating research objectives and interpreting research results. As part of the education, we will emphasize the "Concept of social responsibility" according to the International Standard ISO 26000 (corporate social responsibility), which is a reflection of the growing recognition of the need to ensure the health of ecosystems, social justice and good organizational management. We will emphasize responsibility, transparency, ethical behavior, respect for the interests of stakeholders, compliance with the law, as well as the protection and observance of human rights.

### **Class syllabus:**

The current state of critical social work,  
critical theories in social work and postmodern challenges for the social sciences.  
sources of critical theories,  
structural social work,  
theories of empowerment.  
social constructivism,  
narrative procedures,  
impact of global changes on social work.

### **Recommended literature:**

Mandatory literature:

FOOK, Jan. Social Work: Critical Theory and Practice. London: SAGE pbl., 2002. ISBN 0-7619-7250-1.

HEALY, Karen. Social Work Theories In Context: Creating Frameworks for Practice. New York : PALGRAVE MACMILLAN, 2005. ISBN 1-4039-1622-8. WITH

Recommended reading

RETURNED, Pavol. Truth in assessing the life situation. In: Janebová, Radka - Smutek, Martin (Eds.). Assessment of life situation in social work. Hradec Králové : Gaudeamus. Proceedings of the V. Hradec Social Work Days conference. ISBN 978-80-7041-419-4.

HAMBÁLEK, Vladimír. Postmodern and critical approaches in social work theory and their application in the context of case social work. In: Ondrušková, Elena - Koscurová, Zoja Reality and vision of social work. Proceedings of the international scientific conference. Bratislava: University of Bratislava, 2011, pp. 156-164. ISBN 978-80-223-3075-6. noviny, 1998. 218 p. ISBN 80-7106-292-8

**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:**

**Last change:** 17.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde008/22	<b>Course title:</b> Critical Thinking Seminar / Critical Social Work
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Student workload: 6 hours per semester in the form of a lecture, face-to-face, 6 hours per semester in the form of a seminar, face-to-face. Education methods: Monological (lectures, briefing), Dialogic (interview, discussion, colloquium, brainstorming), Situational (case studies), Practical methods (method simulation), Guided self-study (work with text, content analysis). Active-productive teaching methodology: # Research and discovery, open practice, elaboration of information. Interactive-productive teaching methodology: # Inducing principles, conceptualization of scientific knowledge. # Argumentative discourse at an appropriate level of intellectual demand for doctoral studies.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Completion of the course ends with an assessment. The rating is given on a scale: A (100-94%, excellent - excellent results), B (93-86%, very good – above average standard), C (85-76%, good - regular reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient – the results meet the minimum criteria), Fx (59-0%, insufficient - more additional work required). A (excellent - excellent results). During the study of the subject, the student acquired an exceptional level of knowledge, at an excellent level he orients himself in critical theories of social work. B (very good – above average standard). While studying the subject, the student acquired an above-average level of knowledge from the subject, he orients himself in the theories of critical social work at an above-average level, he has a solid overview of the current state of the topic of the dissertation.	

C (good - regular reliable work). above average standard). During the study of the subject, the student acquired an average level of knowledge from the subject, at an average level he orients himself in the issue.

D (satisfactory - acceptable results), the student meets the basic requirements for passing the subject, has basic knowledge of the subject.

E (adequate – the results meet the minimum criteria). During the study of the subject, the student acquired at least an accepted level of knowledge from the subject, he orients himself in the subject at an elementary level. He can only apply the knowledge of the subject at an elementary level.

Fx (insufficient - additional work is required), The student does not even meet the minimum requirements for passing the subject, does not have elementary knowledge.

### **Learning outcomes:**

The main goal is to gain knowledge about critical theories in social work in the context of a change in the scientific paradigm and the solution of ethical issues in the social sciences.

Education outcomes and acquired competences: Understand the connections of critical theories with social practice and the performance of social work. Competences and abilities to critically evaluate the influence of power in various forms on the organization and management of social life. Competencies to analyze complex social problems and implement proposals for their solution, to use modern methods and means in solving social problems. He can publish in peer-reviewed indexed and impact journals. This will enable him to improve his independent, critical and analytical thinking, which he applies in changing conditions. At foreign and domestic conferences, seminars on mandatory subjects, he presents the results of research and development independently to the professional community in the Slovak Republic and abroad. He is able to take social, scientific and ethical aspects into account when formulating research objectives and interpreting research results. As part of the education, we will emphasize the "Concept of social responsibility" according to the International Standard ISO 26000 (corporate social responsibility), which is a reflection of the growing recognition of the need to ensure the health of ecosystems, social justice and good organizational management. We will emphasize responsibility, transparency, ethical behavior, respect for the interests of stakeholders, compliance with the law, as well as the protection and observance of human rights.

### **Class syllabus:**

The current state of critical social work,  
critical theories in social work and postmodern challenges for the social sciences.  
sources of critical theories,  
structural social work,  
theories of empowerment.  
social constructivism,  
narrative procedures,  
impact of global changes on social work.

### **Recommended literature:**

Mandatory literature:

FOOK, Jan. Social Work: Critical Theory and Practice. London: SAGE pbl., 2002. ISBN 0-7619-7250-1.

HEALY, Karen. Social Work Theories In Context: Creating Frameworks for Practice. New York : PALGRAVE MACMILLAN, 2005. ISBN 1-4039-1622-8. WITH

Recommended reading

RETURNED, Pavol. Truth in assessing the life situation. In: Janebová, Radka - Smutek, Martin (Eds.). Assessment of life situation in social work. Hradec Králové : Gaudeamus. Proceedings of the V. Hradec Social Work Days conference. ISBN 978-80-7041-419-4.

HAMBÁLEK, Vladimír. Postmodern and critical approaches in social work theory and their application in the context of case social work. In: Ondrušková, Elena - Koscurová, Zoja Reality and vision of social work. Proceedings of the international scientific conference. Bratislava: University of Bratislava, 2011, pp. 156-164. ISBN 978-80-223-3075-6. noviny, 1998. 218 p. ISBN 80-7106-292-8

**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:** PhDr. Pavol Kopinec, PhD., prof. PhDr. Monika Mačkinová, PhD.

**Last change:** 17.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde003/22	<b>Course title:</b> Current issues of social policy
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 6 hours per semester in the form of lectures, full-time, 6 hours per semester in the form of seminars, full-time. Teaching methods: Monologic (lectures, briefing), Dialogic (interview, discussion, colloquium, brainstorming), Situational (case studies), Practical methods (method simulation), Supervised self-study (working with text, content analysis).	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Completion of the course ends with evaluation. The rating is given on a scale: A (excellent - excellent results), B (very good - above average standard), C (good - normal reliable work), D (satisfactory - acceptable results), E (sufficient - results meet minimum criteria), Fx (insufficient - additional work required). A-excellent performance, the student masters and critically evaluates the possibilities of various methods and can apply them in practice; B-very good performance, the student masters the basic methods, but critical thinking is borderline; C-good performance, the student has learned to work with basic methods, but does not know how to apply them in practice, D- sufficient performance, the student has learned only the basic core of the content about the use of methods, can not apply them in practice, E- sufficient, the student has learned be familiar with the content of the course, but did not learn to work actively with it and apply it in practice.	
<b>Learning outcomes:</b> The aim of the state exam is to verify the student's ability to solve challenges in the field of labor market and social services. Emphasis is placed on understanding social policy as a scientific discipline as well as practical action, which focuses not only on the problems associated with the social security of the population from the negative social consequences of the economic and political transformation process, but also policies with strong reactivation stimulus and development aspects.	

**Class syllabus:**

DUDOVÁ, I.: Európske sociálne systémy. Bratislava: Ekonóm, 2011.

STANEK V. a kolektív: Sociálna politika- teória a prax. Sprint dva, Bratislava 2011

BOČÁKOVÁ, O. 2015. Sociálna politika a sociálne zabezpečenie. Brno : Tribun, 2015. 170 s. ISBN 978-80-263-0938-3.

KREBS, V. a kol. 2010. Sociální politika. Praha : Wolters Kluwer ČR, 2010. 544 s. ISBN 978-80-7357-585-4.

RIEVAJOVÁ, E. a kol. 2013. Sociálne zabezpečenie. Bratislava : Ekonóm, 2013. ISBN 978-80-225-2545 Ústava SR

ŠEBO, J., ŠTRANGFELDOVÁ, J. 2007. Sociálne poistenie. Banská Bystrica : UMB Ekonomická fakulta, 2007. 166 s. ISBN 978-80-8083-642-9

**Recommended literature:**

1. The concept of decent work as a way to economic and social development
2. Social aspects of education and its role in the development of human personality and performance
3. Labor market policies and their institutional dispositions
4. Development aspects of social protection
5. Social services of general interest and their quality
6. Mainstreaming age and reconciling family and work life
7. Social quality and its components at the macro and micro level
8. Social inequalities, social exclusion, poverty and their temporal and regional characteristics
9. Social economy as a complementary possibility of solving social problems
10. Quality of life and its indicators
11. Social development as an added value of social policies
12. Human development and its measurement

**Languages necessary to complete the course:****Notes:****Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:** prof. PhDr. Rastislav Tóth, CSc.

**Last change:** 17.11.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde003/22	<b>Course title:</b> Current issues of social policy
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 6 hours per semester in the form of lectures, full-time, 6 hours per semester in the form of seminars, full-time. Teaching methods: Monologic (lectures, briefing), Dialogic (interview, discussion, colloquium, brainstorming), Situational (case studies), Practical methods (method simulation), Supervised self-study (working with text, content analysis).	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Completion of the course ends with evaluation. The rating is given on a scale: A (excellent - excellent results), B (very good - above average standard), C (good - normal reliable work), D (satisfactory - acceptable results), E (sufficient - results meet minimum criteria), Fx (insufficient - additional work required). A-excellent performance, the student masters and critically evaluates the possibilities of various methods and can apply them in practice; B-very good performance, the student masters the basic methods, but critical thinking is borderline; C-good performance, the student has learned to work with basic methods, but does not know how to apply them in practice, D- sufficient performance, the student has learned only the basic core of the content about the use of methods, can not apply them in practice, E- sufficient, the student has learned be familiar with the content of the course, but did not learn to work actively with it and apply it in practice.	
<b>Learning outcomes:</b> The aim of the state exam is to verify the student's ability to solve challenges in the field of labor market and social services. Emphasis is placed on understanding social policy as a scientific discipline as well as practical action, which focuses not only on the problems associated with the social security of the population from the negative social consequences of the economic and political transformation process, but also policies with strong reactivation stimulus and development aspects.	

**Class syllabus:**

DUDOVÁ, I.: Európske sociálne systémy. Bratislava: Ekonóm, 2011.

STANEK V. a kolektív: Sociálna politika- teória a prax. Sprint dva, Bratislava 2011

BOČÁKOVÁ, O. 2015. Sociálna politika a sociálne zabezpečenie. Brno : Tribun, 2015. 170 s. ISBN 978-80-263-0938-3.

KREBS, V. a kol. 2010. Sociální politika. Praha : Wolters Kluwer ČR, 2010. 544 s. ISBN 978-80-7357-585-4.

RIEVAJOVÁ, E. a kol. 2013. Sociálne zabezpečenie. Bratislava : Ekonóm, 2013. ISBN 978-80-225-2545 Ústava SR

ŠEBO, J., ŠTRANGFELDOVÁ, J. 2007. Sociálne poistenie. Banská Bystrica : UMB Ekonomická fakulta, 2007. 166 s. ISBN 978-80-8083-642-9

**Recommended literature:**

1. The concept of decent work as a way to economic and social development
2. Social aspects of education and its role in the development of human personality and performance
3. Labor market policies and their institutional dispositions
4. Development aspects of social protection
5. Social services of general interest and their quality
6. Mainstreaming age and reconciling family and work life
7. Social quality and its components at the macro and micro level
8. Social inequalities, social exclusion, poverty and their temporal and regional characteristics
9. Social economy as a complementary possibility of solving social problems
10. Quality of life and its indicators
11. Social development as an added value of social policies
12. Human development and its measurement

**Languages necessary to complete the course:****Notes:****Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:**

**Last change:** 17.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde002/22	<b>Course title:</b> Current theories of social work
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 6 hours per semester in the form of a lecture and 6 hours per semester in the form of a seminar, full-time, distance, combined. Student workload: (6 credits): 6 hours of lectures and 6 hours of seminars, a total of 12 hours per semester. 80 hours preparation of continuous tasks and assignments. 40 hours exam preparation. A total of 132 hours of student work. Training methods: Monologic interpretation of the curriculum, discussion of the topic; application of theoretical knowledge to practical examples.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Passing the course ends with an exam. Interim evaluation includes an evaluation of the fulfillment of ongoing tasks and assignments. To successfully complete the course, it is necessary to obtain at least 60% of points. The rating is given on a scale: A (100-91%, excellent - excellent results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required). A-excellent performance, the student masters and critically evaluates the possibilities of various methods and can apply them in practice; B-very good performance, the student masters the basic methods, but critical thinking is borderline; C-good performance, the student has learned to work with basic methods, but does not know how to apply them in practice, D- sufficient performance, the student has learned only the basic core of the content about the use of methods, can not apply them in practice, E- sufficient, the student has learned to orientate in the content of the course, but did not learn to work with it actively and apply it in practice	
<b>Learning outcomes:</b>	

Ability to orientate oneself in current trends in research and theories of social work, ability to apply theoretical concepts in one's own research activities and readiness to interpret social phenomena from a theoretical perspective of social work.

**Class syllabus:**

Dilemmas in theories of social work. Positivist and critical theories of social work. Trends in radical social work. Contextuality and reflexivity in theoretical interpretation. Social work as an applied scientific discipline. Current theoretical discourse. Integrative dimension of understanding social phenomena and social assistance.

**Recommended literature:**

LOUČKOVÁ, I. 2010. Integrovaný přístup v sociálně vědním výzkumu. Praha: Slon. 311 s. ISBN 978-80-86429-79-3

PAYNE, M. 2020. Modern Social Work Theory. MacMillan. 568 s. ISBN 978-1-352-01108-1

OLDŘICH, M. 2021. Profesní způsobilost a vzdělávání v sociální práci. Praha: Karolinum. 199 s. ISBN 978-80-246-4904-7

ŽIAKOVÁ, E. a kol. 2012. Sociální práce. Teoretické východiska a praktické kontexty. Univerzita Pavla Jozefa Šafárika v Košiciach. 286 s. ISBN 978-80-7097-870-2

NOWAK B., OTIENO OKECH V., Sociální práce s rodinou. Vybrané súvislosti, Krakov, Vydavateľ: Pedagogická Univerzita v Krakove, Katedra postpenitenciárnej starostlivosti a aktivizaci v oblasti zamestnania, 2021, ISBN 978-83-963769-1-6.

LAMBERS, H. 2018. Theorien der Sozialen Arbeit. Ein kompendium und Vergleich. Verlag Barbara Budrich. 464 s. ISBN 978-3-8252-4985-4

POLONSKÝ, D., PILLÁROVÁ, Z. 2002. Kapitoly zo sociálnej politiky. Liptovský Mikuláš : LIA, 2002. 97 s. ISBN 80-968753-6-1.

TOMEŠ, I. 2011. Obory sociální politiky. Praha : Portál, 2011. 368 s. ISBN 978-80-7367-868-5.

VEČEŘA, M. 1996. Sociální stát. Východiska a přístupy. Praha : SLON, 1996. 112 s. ISBN 80-85850-16-8.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:** prof. PhDr. Monika Mačkinová, PhD.

**Last change:** 17.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde002/22	<b>Course title:</b> Current theories of social work
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 6 hours per semester in the form of a lecture and 6 hours per semester in the form of a seminar, full-time, distance, combined. Student workload: (6 credits): 6 hours of lectures and 6 hours of seminars, a total of 12 hours per semester. 80 hours preparation of continuous tasks and assignments. 40 hours exam preparation. A total of 132 hours of student work. Training methods: Monologic interpretation of the curriculum, discussion of the topic; application of theoretical knowledge to practical examples.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Passing the course ends with an exam. Interim evaluation includes an evaluation of the fulfillment of ongoing tasks and assignments. To successfully complete the course, it is necessary to obtain at least 60% of points. The rating is given on a scale: A (100-91%, excellent - excellent results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required). A-excellent performance, the student masters and critically evaluates the possibilities of various methods and can apply them in practice; B-very good performance, the student masters the basic methods, but critical thinking is borderline; C-good performance, the student has learned to work with basic methods, but does not know how to apply them in practice, D- sufficient performance, the student has learned only the basic core of the content about the use of methods, can not apply them in practice, E- sufficient, the student has learned to orientate in the content of the course, but did not learn to work with it actively and apply it in practice	
<b>Learning outcomes:</b>	

Ability to orientate oneself in current trends in research and theories of social work, ability to apply theoretical concepts in one's own research activities and readiness to interpret social phenomena from a theoretical perspective of social work.

**Class syllabus:**

Dilemmas in theories of social work. Positivist and critical theories of social work. Trends in radical social work. Contextuality and reflexivity in theoretical interpretation. Social work as an applied scientific discipline. Current theoretical discourse. Integrative dimension of understanding social phenomena and social assistance.

**Recommended literature:**

LOUČKOVÁ, I. 2010. Integrovaný přístup v sociálně vědním výzkumu. Praha: Slon. 311 s. ISBN 978-80-86429-79-3

PAYNE, M. 2020. Modern Social Work Theory. MacMillan. 568 s. ISBN 978-1-352-01108-1

OLDŘICH, M. 2021. Profesní způsobilost a vzdělávání v sociální práci. Praha: Karolinum. 199 s. ISBN 978-80-246-4904-7

ŽIAKOVÁ, E. a kol. 2012. Sociální práce. Teoretické východiska a praktické kontexty. Univerzita Pavla Jozefa Šafárika v Košiciach. 286 s. ISBN 978-80-7097-870-2

NOWAK B., OTIENO OKECH V., Sociální práce s rodinou. Vybrané súvislosti, Krakov, Vydavateľ: Pedagogická Univerzita v Krakove, Katedra postpenitenciárnej starostlivosti a aktivizaci v oblasti zamestnania, 2021, ISBN 978-83-963769-1-6.

LAMBERS, H. 2018. Theorien der Sozialen Arbeit. Ein kompendium und Vergleich. Verlag Barbara Budrich. 464 s. ISBN 978-3-8252-4985-4

POLONSKÝ, D., PILLÁROVÁ, Z. 2002. Kapitoly zo sociálnej politiky. Liptovský Mikuláš : LIA, 2002. 97 s. ISBN 80-968753-6-1.

TOMEŠ, I. 2011. Obory sociální politiky. Praha : Portál, 2011. 368 s. ISBN 978-80-7367-868-5.

VEČEŘA, M. 1996. Sociální stát. Východiska a přístupy. Praha : SLON, 1996. 112 s. ISBN 80-85850-16-8.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:**

**Last change:** 17.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde009/22	<b>Course title:</b> Current trends in social work research
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 6 hours per semester in the form of a lecture, full-time, 6 hours per semester in the form of a seminar, full-time. Teaching methods Active-productive teaching methodology: # Research and discovery, open practice, elaboration of information. Interactive-productive teaching methodology # Induction of principles, conceptualization of scientific knowledge. # Argumentative discourse at an appropriate level of intellectual complexity of doctoral studies. Form: # In-person teaching # Combined # Online	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Completion of the course ends with an evaluation. The evaluation is awarded on a scale: A (100-94%, excellent - outstanding), 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 minimum criteria), Fx (59-0%, inadequate - extra work required). A (excellent - excellent results). The student has acquired an exceptional level of knowledge during the study of the course, and is oriented to new trends in social work research at an excellent level. B (very good - above average standard). The student has acquired an above-average level of knowledge of the subject during the study of the course, is oriented at an above-average level in new trends in social work research, and has a solid overview of the current state of the art on the topic of the dissertation.	

<p>C (good - normal reliable work). above average standard). The student has acquired an average level of knowledge of the subject matter during the course of study, has an average level of understanding of the subject matter.</p> <p>D (satisfactory - acceptable performance), The student meets the basic requirements for passing the course, possesses basic knowledge of the subject matter.</p> <p>E (satisfactory - results meet the minimum criteria). During the study of the subject, the student has acquired a minimum acceptable level of knowledge of the subject, at an elementary level, is oriented in the subject matter. Can apply the knowledge of the subject only at an elementary level.</p> <p>Fx (insufficient - additional work required), Student does not meet even the minimum requirements for completion of the course, does not possess elementary knowledge.</p>
<p><b>Learning outcomes:</b></p> <p>Learning objectives and outcomes: Evaluate a variety of research methods and theories. Implement technology skills in the production of research information. Apply knowledge of human behavior and the social environment.</p> <p>Analyze human behavior, problems, or situations from social science, cross-cultural, and global perspectives and their impact on social work practice. Implement research methods by conducting original research through individual or group projects. Knowledge and skills to select and apply appropriate techniques in research.</p> <p>Project manage and model quality work using innovative research methods on social issues and topics related to the world of social work. Acquired cross-cutting knowledge of qualitative, quantitative and hybrid research methods, linking methods to theoretical underpinnings and the optimal use of each method for investigating social phenomena in the context of social problems and social work phenomena. Can formulate new hypotheses and strategies for further research and development of social work. Learns how to apply their own findings of their theoretical analysis and their comprehensive scientific research to problem solving in the areas of their field of study. Receives continuous feedback on his/her work, necessary to improve his/her skills. The student receives feedback from the supervisor, colleagues in methodology courses, and doctoral conferences, which are required.</p>
<p><b>Class syllabus:</b></p> <p>Levels of social cognition</p> <p>2. Types of research methods - quantitative and qualitative</p> <p>3. New research methods - participatory and action methods</p> <p>4. Ethics of qualitative research</p> <p>5. Research participants (researcher as subject and researched as object)</p> <p>6. The importance of research for project management</p>
<p><b>Recommended literature:</b></p> <p>BENTLEY, C. 2017. The essence of the Project Managment Method. PRINCE 2 ® England 314s.</p> <p>BRUTOVSKÁ, Gizela. Participatívny prístup v sociálnom výskume. In. Beáta Balogová a Martin Knurovský (eds.): Inovácie v spoločensko - vednom výskume. Zborník príspevkov z XI.</p> <p>HENDL, J. 2016. Kvalitatívny výskum. Praha. Portal 2016. 406s. ISBN 978-80-2620-982-9</p> <p>HUBÁLKOVÁ, Pavla, VIDOVIČOVÁ, Lucie. Cool babičky, co si povídají s roboty. Zkoumání stáří nejsou jen dotazníky. Universitas, 12. 9. 2021. Dostupné na: Cool babičky, co si povídají s roboty. Zkoumání stáří nejsou jen dotazníky (universitas.cz)</p> <p>LEVICKÁ, Jana, SLANÁ, Miriam, PAVELEK, Lukáš. Kvalitatívne výskumné metódy. Internetová učebnica. Trnava, Trnavská univerzita. 2013, dostupné na: <a href="http://fzsp.truni.sk/sites/default/files/dokumenty/e-kniznica/e-ucebnice/Kvalitat%C3%ADvne-v%C3%BDskumnmet%C3%B3dy_frameset%20-%20EPSTRUNI%20%28HTML%29/index.html">http://fzsp.truni.sk/sites/default/files/dokumenty/e-kniznica/e-ucebnice/Kvalitat%C3%ADvne-v%C3%BDskumnmet%C3%B3dy_frameset%20-%20EPSTRUNI%20%28HTML%29/index.html</a></p>



ŠEBESTOVÁ, P. 2019. Teória a prax manažmentu kvality sociálnych služieb, Brno, ISBN: 978-80-7392-320-4  
REASON, P., BRADBURY H., 2001. Handbook of Action Research. London: SAGE. ISBN 978-1-4129-2029-2.

**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:** 17.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde009/22	<b>Course title:</b> Current trends in social work research
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 6 hours per semester in the form of a lecture, full-time, 6 hours per semester in the form of a seminar, full-time. Teaching methods Active-productive teaching methodology: # Research and discovery, open practice, elaboration of information. Interactive-productive teaching methodology # Induction of principles, conceptualization of scientific knowledge. # Argumentative discourse at an appropriate level of intellectual complexity of doctoral studies. Form: # In-person teaching # Combined # Online	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Completion of the course ends with an evaluation. The evaluation is awarded on a scale: A (100-94%, excellent - outstanding), 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 minimum criteria), Fx (59-0%, inadequate - extra work required). A (excellent - excellent results). The student has acquired an exceptional level of knowledge during the study of the course, and is oriented to new trends in social work research at an excellent level. B (very good - above average standard). The student has acquired an above-average level of knowledge of the subject during the study of the course, is oriented at an above-average level in new trends in social work research, and has a solid overview of the current state of the art on the topic of the dissertation.	

<p>C (good - normal reliable work). above average standard). The student has acquired an average level of knowledge of the subject matter during the course of study, has an average level of understanding of the subject matter.</p> <p>D (satisfactory - acceptable performance), The student meets the basic requirements for passing the course, possesses basic knowledge of the subject matter.</p> <p>E (satisfactory - results meet the minimum criteria). During the study of the subject, the student has acquired a minimum acceptable level of knowledge of the subject, at an elementary level, is oriented in the subject matter. Can apply the knowledge of the subject only at an elementary level.</p> <p>Fx (insufficient - additional work required), Student does not meet even the minimum requirements for completion of the course, does not possess elementary knowledge.</p>
<p><b>Learning outcomes:</b></p> <p>Learning objectives and outcomes: Evaluate a variety of research methods and theories. Implement technology skills in the production of research information. Apply knowledge of human behavior and the social environment.</p> <p>Analyze human behavior, problems, or situations from social science, cross-cultural, and global perspectives and their impact on social work practice. Implement research methods by conducting original research through individual or group projects. Knowledge and skills to select and apply appropriate techniques in research.</p> <p>Project manage and model quality work using innovative research methods on social issues and topics related to the world of social work. Acquired cross-cutting knowledge of qualitative, quantitative and hybrid research methods, linking methods to theoretical underpinnings and the optimal use of each method for investigating social phenomena in the context of social problems and social work phenomena. Can formulate new hypotheses and strategies for further research and development of social work. Learns how to apply their own findings of their theoretical analysis and their comprehensive scientific research to problem solving in the areas of their field of study. Receives continuous feedback on his/her work, necessary to improve his/her skills. The student receives feedback from the supervisor, colleagues in methodology courses, and doctoral conferences, which are required.</p>
<p><b>Class syllabus:</b></p> <p>Levels of social cognition</p> <ol style="list-style-type: none"> <li>2. Types of research methods - quantitative and qualitative</li> <li>3. New research methods - participatory and action methods</li> <li>4. Ethics of qualitative research</li> <li>5. Research participants (researcher as subject and researched as object)</li> <li>6. The importance of research for project management</li> </ol>
<p><b>Recommended literature:</b></p> <p>BENTLEY, C. 2017. The essence of the Project Managment Method. PRINCE 2 ® England 314s.</p> <p>BRUTOVSKÁ, Gizela. Participatívny prístup v sociálnom výskume. In. Beáta Balogová a Martin Knurovský (eds.): Inovácie v spoločensko - vednom výskume. Zborník príspevkov z XI.</p> <p>HENDL, J. 2016. Kvalitatívny výskum. Praha. Portal 2016. 406s. ISBN 978-80-2620-982-9</p> <p>HUBÁLKOVÁ, Pavla, VIDOVIČOVÁ, Lucie. Cool babičky, co si povídají s roboty. Zkoumání stáří nejsou jen dotazníky. Universitas, 12. 9. 2021. Dostupné na: Cool babičky, co si povídají s roboty. Zkoumání stáří nejsou jen dotazníky (universitas.cz)</p> <p>LEVICKÁ, Jana, SLANÁ, Miriam, PAVELEK, Lukáš. Kvalitatívne výskumné metódy. Internetová učebnica. Trnava, Trnavská univerzita. 2013, dostupné na: <a href="http://fzsp.truni.sk/sites/default/files/dokumenty/e-kniznica/e-ucebnice/Kvalitat%C3%ADvne-v%C3%BDskumnmet%C3%B3dy_frameset%20-%20EPSTRUNI%20%28HTML%29/index.html">http://fzsp.truni.sk/sites/default/files/dokumenty/e-kniznica/e-ucebnice/Kvalitat%C3%ADvne-v%C3%BDskumnmet%C3%B3dy_frameset%20-%20EPSTRUNI%20%28HTML%29/index.html</a></p>

ŠEBESTOVÁ, P. 2019. Teória a prax manažmentu kvality sociálnych služieb, Brno, ISBN: 978-80-7392-320-4  
REASON, P., BRADBURY H., 2001. Handbook of Action Research. London: SAGE. ISBN 978-1-4129-2029-2.

**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:** doc. Mgr. Miroslav Tížik, PhD.

**Last change:** 17.11.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde014/22	<b>Course title:</b> Dissertation defense
<b>Number of credits:</b> 30	
<b>Educational level:</b> III.	
<b>State exam syllabus:</b>	
<b>Last change:</b> 17.08.2022	
<b>Approved by:</b>	

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde013/22	<b>Course title:</b> Dissertation exam
<b>Number of credits:</b> 20	
<b>Educational level:</b> III.	
<b>Recommended prerequisites:</b> A doctoral examination consists of a written work (assessed by a reviewer and an examination commission) and an oral exam (assessed by an examination commission). At the doctoral examination, the doctoral student presents an overview of the theoretical and methodological background and the state of solving a scientific problem, which he/she solves within the dissertation project. At the oral exam, he/she presents theoretical readiness in the areas of subjects of this exam defined in the given doctoral programme. The assessment is "passed or failed" following the Study Regulations of the Faculty of Education, Comenius University in Bratislava.	
<b>Course requirements:</b> Learning outcomes and objectives: Learning objectives: To verify the acquired knowledge of the methodology and research methodology in the field of didactics. Learning outcomes: Graduates understand the essential facts, concepts, principles, and theories related to research and teaching practice and its educational system context. They can creatively use relevant knowledge to identify, analyze and solve subject-didactic problem situations, especially creatively apply concepts, principles, and procedures associated with planning, organizing, and evaluating teaching, especially student teaching of teacher adepts, self-reflecting subject-didactic work and competently assess its quality and effectiveness, scientifically examine the systemic relationships between the phenomena of teaching and training, especially the dependence of educational and educational-training effects on their programmatic, procedural and contextual determinants. Graduates demonstrate the skills of metacognition, self-education, and postdoctoral studies as well as the ability to cooperate with faculty teachers, teachers of secondary or primary training school as well as with employees of related professions. The graduate of the dissertation will be able to acquire, analyze, interpret and apply new scientific knowledge in the field in which he/she carries out his/her research. He/she can demonstrate professional and methodological knowledge in the areas of the dissertation exam determined by the doctoral programme. He/she can evaluate the theories, concepts, and innovations that are needed to grasp and solve the scientific problem that is the subject of his/her research.	
<b>State exam syllabus:</b>	
<b>Last change:</b> 17.11.2022	
<b>Approved by:</b>	

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde004/22	<b>Course title:</b> Ethics of science
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 6 hours in the form of a lecture, full-time, 6 hours in the form of a seminar, full-time. Teaching methods: Monologic (lectures, briefing), Dialogic (interview, discussion, colloquium, brainstorming), Situational (case studies), Practical methods (method simulation), Supervised self-study (working with text, content analysis).	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Completion of the course ends with evaluation. The course is completed by a final written work of 7 pages and its defense. At least 91 points must be obtained to obtain an A rating, at least 81 points must be obtained to obtain a B rating, at least 73 points must be obtained to obtain a C rating, at least 66 points must be obtained to obtain a D rating, get at least 60 points. A-excellent performance, the student masters and critically evaluates the possibilities of various methods and can apply them in practice; B-very good performance, the student masters the basic methods, but critical thinking is borderline; C-good performance, the student has learned to work with basic methods, but does not know how to apply them in practice, D- sufficient performance, the student has learned only the basic core of the content about the use of methods, can not apply them in practice, E- sufficient, the student has learned be familiar with the content of the course, but did not learn to work actively with it and apply it in practice.	
<b>Learning outcomes:</b> After completing the course, doctoral students will gain knowledge about science, its structure and the use of its knowledge with regard to ethical principles, values and standards; at the same time, theoretical concepts of ethics, professional ethics of a researcher will be made available; the course will analyze the problems of scientific and technical production, their theoretical and methodological issues, framed by current globalization processes; attention will also be paid to social knowledge and forecasting issues.	
<b>Class syllabus:</b>	

The concept of science - conceptual-categorical apparatus. structure of science, scientific theory, scientific system Ethical principles of scientific creation and use of its products for society. Ethical theories. Issues of scientific, technical and social progress. Problems of social control. The phenomenon of commercialism in science.					
<b>Recommended literature:</b> ANZENBACHER, Arno: Úvod do etiky. Praha : Academia, 1994. ISBN 80-200-0917-5 KIŠŠ, Igor: Sociálna etika. Bratislava : UK Bratislava, 2006. ISBN 80-223-2127-3 KUHN, Thomas Samuel: Štruktúra vedeckých revolúcií. Bratislava : Akademia, 1981. ISBN 75-035-82 KUSIN, Vasko – SOLLÁROVÁ, Eva: Ľudská tvorivosť (filozofické, psychologické a sociálne otázky. Nitra : Fakulta sociálnych vied a zdravotníctva UKF, 2002. ISBN 80-850-585-3 POPPER, Karl: Logika vedeckého skúmania. Praha : OIKOYMENH, 1997. ISBN 80-86005-45-3 RUSSEL, Bertrand – BERKA, Karel: Logika, veda, filozofie, spoločnosť. Praha : Svoboda – Libertas, 1993. ISBN 80-205-0219-X					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. Mgr. Barbara Nowak, PhD.					
<b>Last change:</b> 17.11.2022					
<b>Approved by:</b>					



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde004/22	<b>Course title:</b> Ethics of science
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 6 hours in the form of a lecture, full-time, 6 hours in the form of a seminar, full-time. Teaching methods: Monologic (lectures, briefing), Dialogic (interview, discussion, colloquium, brainstorming), Situational (case studies), Practical methods (method simulation), Supervised self-study (working with text, content analysis).	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Completion of the course ends with evaluation. The course is completed by a final written work of 7 pages and its defense. At least 91 points must be obtained to obtain an A rating, at least 81 points must be obtained to obtain a B rating, at least 73 points must be obtained to obtain a C rating, at least 66 points must be obtained to obtain a D rating, get at least 60 points. A-excellent performance, the student masters and critically evaluates the possibilities of various methods and can apply them in practice; B-very good performance, the student masters the basic methods, but critical thinking is borderline; C-good performance, the student has learned to work with basic methods, but does not know how to apply them in practice, D- sufficient performance, the student has learned only the basic core of the content about the use of methods, can not apply them in practice, E- sufficient, the student has learned be familiar with the content of the course, but did not learn to work actively with it and apply it in practice.	
<b>Learning outcomes:</b> After completing the course, doctoral students will gain knowledge about science, its structure and the use of its knowledge with regard to ethical principles, values and standards; at the same time, theoretical concepts of ethics, professional ethics of a researcher will be made available; the course will analyze the problems of scientific and technical production, their theoretical and methodological issues, framed by current globalization processes; attention will also be paid to social knowledge and forecasting issues.	
<b>Class syllabus:</b>	

The concept of science - conceptual-categorical apparatus. structure of science, scientific theory, scientific system Ethical principles of scientific creation and use of its products for society. Ethical theories. Issues of scientific, technical and social progress. Problems of social control. The phenomenon of commercialism in science.					
<b>Recommended literature:</b> ANZENBACHER, Arno: Úvod do etiky. Praha : Academia, 1994. ISBN 80-200-0917-5 KIŠŠ, Igor: Sociálna etika. Bratislava : UK Bratislava, 2006. ISBN 80-223-2127-3 KUHN, Thomas Samuel: Štruktúra vedeckých revolúcií. Bratislava : Akademia, 1981. ISBN 75-035-82 KUSIN, Vasko – SOLLÁROVÁ, Eva: Ľudská tvorivosť (filozofické, psychologické a sociálne otázky. Nitra : Fakulta sociálnych vied a zdravotníctva UKF, 2002. ISBN 80-850-585-3 POPPER, Karl: Logika vedeckého skúmania. Praha : OIKOYMENH, 1997. ISBN 80-86005-45-3 RUSSEL, Bertrand – BERKA, Karel: Logika, veda, filozofie, spoločnosť. Praha : Svoboda – Libertas, 1993. ISBN 80-205-0219-X					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>					
<b>Last change:</b> 17.11.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde001/22	<b>Course title:</b> History and models of social policy
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 6 hours per semester in the form of a seminar, full-time, 6 hours per semester in the form of a lecture, full-time. Teaching methods: Monologic (lectures, briefing), Dialogic (interview, discussion, colloquium, brainstorming), Situational (case studies), Practical methods (method simulation), Supervised self-study (working with text, content analysis).	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Passing the course ends with an exam. The rating is given on a scale: A (excellent - excellent results), B (very good - above average standard), C (good - normal reliable work), D (satisfactory - acceptable results), E (sufficient - results meet minimum criteria), Fx (insufficient - additional work required). A-excellent performance, the student masters and critically evaluates the possibilities of various methods and can apply them in practice; B-very good performance, the student masters the basic methods, but critical thinking is borderline; C-good performance, the student has learned to work with basic methods, but does not know how to apply them in practice, D- sufficient performance, the student has learned only the basic core of the content about the use of methods, can not apply them in practice, E- sufficient, the student has learned be familiar with the content of the course, but did not learn to work actively with it and apply it in practice.	
<b>Learning outcomes:</b> The aim of the state exam is to verify the student's ability to solve basic and complex problems in the field of social policy. He / she masters in detail its origin and development, knows the goals of social policy and social policy instruments. He /she can distinguish between the functions of social policy and the principles of social policy. He / she knows the basic models of social policy in the Slovak Republic and the EU.	

**Class syllabus:**

1. Typology of social policy models in the EU - genesis of development and forms of intervention.
2. Taxonomy of models of social protection systems in the EU.
3. Typology of social models in the EU - industrial relations, gender systems, family policies.
4. Development of strategic and programmatic approaches to social policy.
5. The European social model and its modernization in the context of new approaches to social policy.
6. Community social intervention - its areas, types, goals.
7. The redistributive function of European social policy.
8. European Employment Strategy in the context of the European Strategy
9. European education policy as a pillar of the European strategy.
10. European social dialogue and its forms.
11. Implementation and promotion of equal opportunities and anti-discrimination.
12. European migration and asylum policy.

**Recommended literature:**

## Compulsory literature

DUDOVÁ, I.: Európske sociálne systémy. Bratislava: Ekonóm, 2011.

Society at a Glance 2011. OECD Social indicators. Human Development Report 2013. United Nations Development Programme: 1 UN Plaza, New York

STANEK, V. a kol. 2011. Sociálna politika. Bratislava : Sprint dva, 2011. 342 s. ISBN 978-80-89393-28-2.

## Compulsory literature

ČAMBÁLIKOVÁ, M. 2009. Sociálny štát: občianstvo, práva, začlenenie. Sládkovičovo: Vysoká škola v Sládkovičove, 2009. ISBN 978-80-89267-33-0.

DUKOVÁ, I. a kol. 2013. Sociální politika. Praha : Grada, 2013. 200 s. ISBN 978-80-247-3880-2.

KELLER, J. 2009. Soumrak sociálního státu. 2. vyd. Praha : Sociologické nakladatelství (SLON), 2009. 196 s. ISBN 978-80-7419-017-9.

KREBS, V. a kol. 2010. Sociální politika. Praha : Wolters Kluwer ČR, 2010. 544 s. ISBN 978-80-7357-585-4.

POLONSKÝ, D., PILLÁROVÁ, Z. 2002. Kapitoly zo sociálnej politiky. Liptovský Mikuláš : LIA, 2002. 97 s. ISBN 80-968753-6-1.

TOMEŠ, I. 2011. Obory sociální politiky. Praha : Portál, 2011. 368 s. ISBN 978-80-7367-868-5.

VEČEŘA, M. 1996. Sociální stát. Východiska a přístupy. Praha : SLON, 1996. 112 s. ISBN 80-85850-16-8.

**Languages necessary to complete the course:****Notes:****Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:** prof. PhDr. Rastislav Tóth, CSc.

**Last change:** 17.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde001/22	<b>Course title:</b> History and models of social policy
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 6 hours per semester in the form of a seminar, full-time, 6 hours per semester in the form of a lecture, full-time. Teaching methods: Monologic (lectures, briefing), Dialogic (interview, discussion, colloquium, brainstorming), Situational (case studies), Practical methods (method simulation), Supervised self-study (working with text, content analysis).	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Passing the course ends with an exam. The rating is given on a scale: A (excellent - excellent results), B (very good - above average standard), C (good - normal reliable work), D (satisfactory - acceptable results), E (sufficient - results meet minimum criteria), Fx (insufficient - additional work required). A-excellent performance, the student masters and critically evaluates the possibilities of various methods and can apply them in practice; B-very good performance, the student masters the basic methods, but critical thinking is borderline; C-good performance, the student has learned to work with basic methods, but does not know how to apply them in practice, D- sufficient performance, the student has learned only the basic core of the content about the use of methods, can not apply them in practice, E- sufficient, the student has learned be familiar with the content of the course, but did not learn to work actively with it and apply it in practice.	
<b>Learning outcomes:</b> The aim of the state exam is to verify the student's ability to solve basic and complex problems in the field of social policy. He / she masters in detail its origin and development, knows the goals of social policy and social policy instruments. He /she can distinguish between the functions of social policy and the principles of social policy. He / she knows the basic models of social policy in the Slovak Republic and the EU.	

**Class syllabus:**

1. Typology of social policy models in the EU - genesis of development and forms of intervention.
2. Taxonomy of models of social protection systems in the EU.
3. Typology of social models in the EU - industrial relations, gender systems, family policies.
4. Development of strategic and programmatic approaches to social policy.
5. The European social model and its modernization in the context of new approaches to social policy.
6. Community social intervention - its areas, types, goals.
7. The redistributive function of European social policy.
8. European Employment Strategy in the context of the European Strategy
9. European education policy as a pillar of the European strategy.
10. European social dialogue and its forms.
11. Implementation and promotion of equal opportunities and anti-discrimination.
12. European migration and asylum policy.

**Recommended literature:**

## Compulsory literature

DUDOVÁ, I.: Európske sociálne systémy. Bratislava: Ekonóm, 2011.

Society at a Glance 2011. OECD Social indicators. Human Development Report 2013. United Nations Development Programme: 1 UN Plaza, New York

STANEK, V. a kol. 2011. Sociálna politika. Bratislava : Sprint dva, 2011. 342 s. ISBN 978-80-89393-28-2.

## Compulsory literature

ČAMBÁLIKOVÁ, M. 2009. Sociálny štát: občianstvo, práva, začlenenie. Sládkovičovo: Vysoká škola v Sládkovičove, 2009. ISBN 978-80-89267-33-0.

DUKOVÁ, I. a kol. 2013. Sociální politika. Praha : Grada, 2013. 200 s. ISBN 978-80-247-3880-2.

KELLER, J. 2009. Soumrak sociálního státu. 2. vyd. Praha : Sociologické nakladatelství (SLON), 2009. 196 s. ISBN 978-80-7419-017-9.

KREBS, V. a kol. 2010. Sociální politika. Praha : Wolters Kluwer ČR, 2010. 544 s. ISBN 978-80-7357-585-4.

POLONSKÝ, D., PILLÁROVÁ, Z. 2002. Kapitoly zo sociálnej politiky. Liptovský Mikuláš : LIA, 2002. 97 s. ISBN 80-968753-6-1.

TOMEŠ, I. 2011. Obory sociální politiky. Praha : Portál, 2011. 368 s. ISBN 978-80-7367-868-5.

VEČEŘA, M. 1996. Sociální stát. Východiska a přístupy. Praha : SLON, 1996. 112 s. ISBN 80-85850-16-8.

**Languages necessary to complete the course:****Notes:****Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:**

**Last change:** 17.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde021/22	<b>Course title:</b> Inclusive pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and method of educational activities: 12 hours per semester in the form of a lecture and seminar, combined form, primarily face-to-face Student workload: 12 hours of direct teaching; 30 hours of semester work preparation; 17 hours of preparation for the interim assessment; 30 hours of preparation for the final assessment; TOTAL: 89 hours. Methods of conveying the content of education: interpretation of the curriculum, lecturing, discussion, work in small groups, self-study, solving problem tasks and model situations	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The weight of the interim/final assessment is 50/50. During the semester, the student prepares a term paper on the assigned topic teachers, from which he can get a maximum of 20 points. As part of the consultations will present a model case of material-technical and organizational measures necessary for the successful inclusion of a model student with SEN. To the final a student who does not obtain at least 20 points or does not meet the criteria will not be admitted to the evaluation one of the evaluation criteria. In the final written test, the student can get maximum 60 points. The rating 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). To obtain the final grade A, it is necessary to obtain at least 91 points, na obtaining a B rating of at least 81 points, for a C rating of at least 73 points, on grade D at least 66 points and for grade E at least 60 points. Credits they will not award a student who gets less than 50% of points from any of the tasks. For	

successful completion of the course requires obtaining at least 60% of the points evaluations.

A – excellent performance, the student has mastered basic concepts from the area of pre-primary of education, he knows how to apply what he has learned in theory to practice; semester work meets all established criteria; critically evaluates;

B – excellent performance, the student masters basic concepts, but when applying knowledge slight shortcomings are observable in practice - the solution of model situations solves with minor hesitations; slight deficiencies are observable in the semester work; critical thinking is borderline;

C – good performance, although the student has mastered the knowledge, he can apply what he has learned to

practice only partially; has problems with complex problem solving, the term paper has shortcomings;

D – acceptable performance, the student has only partially mastered the knowledge, has significant deficiencies in the subject, cannot apply what he has learned in practice, solves model situations with problems; his term paper meets the minimum criteria; E – minimally acceptable performance, the student has acquired minimal knowledge, cannot adequately transfer it into practice; Fx –

unacceptable performance, the student did not master the content of the education to a sufficient extent, or did not meet the conditions set by the teacher during the semester.

### **Learning outcomes:**

The student will expand his knowledge in the field of special education with a focus on inclusion, inclusive education and social inclusion, he will master the scope of his pedagogical field and pedagogy as a whole, both in historical and contemporary broader contexts and at the level of the current state of knowledge and in comparison with other countries. Emphasis will be placed on

the development of philosophical thinking within the framework of education and the social status of a person with "otherness".

He will acquire the ability to plan an inclusive educational process within pre-primary and of primary education and the ability to plan educational activities. He will get overview of basic documents and documentation related to inclusive education.

During the semester, the student develops communication skills, creativity, critical thinking, thinking in contexts As part of education, we will emphasize the "Concept of social responsibility" according to the International Standard ISO 26000 (corporate social responsibility), which is a reflection of the growing recognition of the need to ensure the health of ecosystems, social justice and good organizational management. We will emphasize responsibility, transparency, ethical behavior, respect for the interests of stakeholders, compliance with the law, as well as the protection and observance of human rights.

### **Class syllabus:**

Components of inclusive education. Basic determinants related to inclusive and non-formal education; Inclusive education versus inclusive culture; Index of inclusion - inclusive policy, inclusive culture, inclusive practice; Individual support of pupils, reflection of their learning progress. Inclusive didactics, work with a heterogeneous class and group of students, teaching strategies, differentiation and individualization in the teaching process; Individual support of pupils, reflection of their learning progress; The role of the teacher/special teacher and assistant teacher in inclusive practice; Legislative support and inclusive conditions in education; Cooperation with parents of pupils with special educational needs and other subjects in an inclusive environment;



Promoting inclusion through digital technologies; Declaration of the Rights of the Disabled and other international and legislative documents.

**Recommended literature:**

AINSCOW, M., BOOTH, T., DYSON, A. (2006) Improving schools, developing inclusion. New York: Routledge.

BARTOŇOVÁ, M. (2017) Inkluzivní didaktika v základní škole se zřetelem na edukaci žáků s lehkým mentálním postižením. Brno: MU.

Odporúčaná literatúra:

BARTOŇOVÁ, M. (2014) Approaches to Students with Learning Disorders in Inclusive School Environment. Brno: MU.

BARTOŇOVÁ, M., VÍTKOVÁ, M. et al., 2016. Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. 2013-2015 Brno: Masarykova univerzita. 2016. ISBN: 978-80-2106-678-6.

BARTOŇOVÁ, M., VÍTKOVÁ, M. a kol. 2017. Support Measures for Students with Special Education Needs in Mainstream Schools in the Czech Republic and Abroad. 1. vyd. Brno: Masarykova univerzita, 2017. 198 s. ISBN 978-80-210-8504-6.

BOOTH, T., AINSCOW, M., 2016. Index inklúzie. Fuller Davies. 4. vydanie. 2016. 244s.

Dostupné na: < <https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf> > ISBN: 978-80-89403-19-6.

LECHTA, V. (ed), 2016. Inkluzívna pedagogika. Praha: Portál. 2016. 463s. ISBN:

978-80-262-1123-5. SCHMIDTOVÁ, M., 2012. Koncepcia inkluzívneho vzdelávania zdravotne znevýhodnených. Bratislava: Úrad vlády, 2012. SCHMIDTOVÁ, M., 2013. Inkluzívna škola-ako na to? Možnosti transformácie škôl smerom k inklúzii. In. HAPALOVÁ, M., KRIGLEROVÁ, E., 2013. O krok bližšie k inklúzii. Bratislava: Centrum pre výskum etnicity a kultúry, 2013. ISBN 978-80-971343-0-3. VAŠEK, Š. (2011). Základy špeciálnej pedagogiky. Bratislava: Sapiaientia, 2011. ISBN 978-80-89229-21-5. <https://www.european-agency.org/> Odporúčaná literatúra:

BARTOŇOVÁ, M. (2020) Přístupy a intervence k jedincům se specifickými poruchami učení. Bratislava. Iris. UK BARTOŇOVÁ, M., VÍTKOVÁ, M. (2020) Efektivní vyučování v heterogenní třídě se zřetelem na metody a učební strategie. Brno: Masarykova univerzita.

Dostupné na <https://munispace.muni.cz/library/catalog/book/1973> BARTOŇOVÁ, M. (2014) Students with Intellectual Disability in Inclusive Education Settings. Brno: MU. BARTOŇOVÁ, M., VÍTKOVÁ, M. et al., 2016. Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. 2013-2015 Brno: Masarykova univerzita. 2016. ISBN: 978-80-2106-678-6. VÍTKOVÁ, M.,

BARTOŇOVÁ, M., 2019. Inkluzivní pedagogika: Distanční studijní text. 1. vyd. Opava, 2019. 179 s. ISBN 978-80-7510-334-5. Zákony, vyhlášky a metodické pokyny v aktuálnom znení.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:**

**Last change:** 17.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde021/22	<b>Course title:</b> Inclusive pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and method of educational activities: 12 hours per semester in the form of a lecture and seminar, combined form, primarily face-to-face Student workload: 12 hours of direct teaching; 30 hours of semester work preparation; 17 hours of preparation for the interim assessment; 30 hours of preparation for the final assessment; TOTAL: 89 hours. Methods of conveying the content of education: interpretation of the curriculum, lecturing, discussion, work in small groups, self-study, solving problem tasks and model situations	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The weight of the interim/final assessment is 50/50. During the semester, the student prepares a term paper on the assigned topic teachers, from which he can get a maximum of 20 points. As part of the consultations will present a model case of material-technical and organizational measures necessary for the successful inclusion of a model student with SEN. To the final a student who does not obtain at least 20 points or does not meet the criteria will not be admitted to the evaluation one of the evaluation criteria. In the final written test, the student can get maximum 60 points. The rating 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). To obtain the final grade A, it is necessary to obtain at least 91 points, na obtaining a B rating of at least 81 points, for a C rating of at least 73 points, on grade D at least 66 points and for grade E at least 60 points. Credits they will not award a student who gets less than 50% of points from any of the tasks. For	

successful completion of the course requires obtaining at least 60% of the points evaluations.

A – excellent performance, the student has mastered basic concepts from the area of pre-primary of education, he knows how to apply what he has learned in theory to practice; semester work meets all established criteria; critically evaluates;

B – excellent performance, the student masters basic concepts, but when applying knowledge slight shortcomings are observable in practice - the solution of model situations solves with minor hesitations; slight deficiencies are observable in the semester work; critical thinking is borderline;

C – good performance, although the student has mastered the knowledge, he can apply what he has learned to

practice only partially; has problems with complex problem solving, the term paper has shortcomings;

D – acceptable performance, the student has only partially mastered the knowledge, has significant deficiencies in the subject, cannot apply what he has learned in practice, solves model situations with problems; his term paper meets the minimum criteria; E – minimally acceptable performance, the student has acquired minimal knowledge, cannot adequately transfer it into practice; Fx – unacceptable performance, the student did not master the content of the education to a sufficient extent, or did not meet the conditions set by the teacher during the semester.

### **Learning outcomes:**

The student will expand his knowledge in the field of special education with a focus on inclusion, inclusive education and social inclusion, he will master the scope of his pedagogical field and pedagogy as a whole, both in historical and contemporary broader contexts and at the level of the current state of knowledge and in comparison with other countries. Emphasis will be placed on

the development of philosophical thinking within the framework of education and the social status of a person with "otherness".

He will acquire the ability to plan an inclusive educational process within pre-primary and of primary education and the ability to plan educational activities. He will get overview of basic documents and documentation related to inclusive education.

During the semester, the student develops communication skills, creativity, critical thinking, thinking in contexts As part of education, we will emphasize the "Concept of social responsibility" according to the International Standard ISO 26000 (corporate social responsibility), which is a reflection of the growing recognition of the need to ensure the health of ecosystems, social justice and good organizational management. We will emphasize responsibility, transparency, ethical behavior, respect for the interests of stakeholders, compliance with the law, as well as the protection and observance of human rights.

### **Class syllabus:**

Components of inclusive education. Basic determinants related to inclusive and non-formal education; Inclusive education versus inclusive culture; Index of inclusion - inclusive policy, inclusive culture, inclusive practice; Individual support of pupils, reflection of their learning progress. Inclusive didactics, work with a heterogeneous class and group of students, teaching strategies, differentiation and individualization in the teaching process; Individual support of pupils, reflection of their learning progress; The role of the teacher/special teacher and assistant teacher in inclusive practice; Legislative support and inclusive conditions in education; Cooperation with parents of pupils with special educational needs and other subjects in an inclusive environment;

Promoting inclusion through digital technologies; Declaration of the Rights of the Disabled and other international and legislative documents.

**Recommended literature:**

AINSCOW, M., BOOTH, T., DYSON, A. (2006) Improving schools, developing inclusion. New York: Routledge.

BARTOŇOVÁ, M. (2017) Inkluzivní didaktika v základní škole se zřetelem na edukaci žáků s lehkým mentálním postižením. Brno: MU.

Odporúčaná literatúra:

BARTOŇOVÁ, M. (2014) Approaches to Students with Learning Disorders in Inclusive School Environment. Brno: MU.

BARTOŇOVÁ, M., VÍTKOVÁ, M. et al., 2016. Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. 2013-2015 Brno: Masarykova univerzita. 2016. ISBN: 978-80-2106-678-6.

BARTOŇOVÁ, M., VÍTKOVÁ, M. a kol. 2017. Support Measures for Students with Special Education Needs in Mainstream Schools in the Czech Republic and Abroad. 1. vyd. Brno: Masarykova univerzita, 2017. 198 s. ISBN 978-80-210-8504-6.

BOOTH, T., AINSCOW, M., 2016. Index inklúzie. Fuller Davies. 4. vydanie. 2016. 244s.

Dostupné na: < <https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf> > ISBN: 978-80-89403-19-6.

LECHTA, V. (ed), 2016. Inkluzívna pedagogika. Praha: Portál. 2016. 463s. ISBN:

978-80-262-1123-5. SCHMIDTOVÁ, M., 2012. Konceptia inkluzívneho vzdelávania zdravotne znevýhodnených. Bratislava: Úrad vlády, 2012. SCHMIDTOVÁ, M., 2013. Inkluzívna škola-ako na to? Možnosti transformácie škôl smerom k inklúzii. In. HAPALOVÁ, M., KRIGLEROVÁ, E., 2013. O krok bližšie k inklúzii. Bratislava: Centrum pre výskum etnicity a kultúry, 2013. ISBN 978-80-971343-0-3. VAŠEK, Š. (2011). Základy špeciálnej pedagogiky. Bratislava: Sapiaientia, 2011. ISBN 978-80-89229-21-5. <https://www.european-agency.org/> Odporúčaná literatúra:

BARTOŇOVÁ, M. (2020) Přístupy a intervence k jedincům se specifickými poruchami učení. Bratislava. Iris. UK BARTOŇOVÁ, M., VÍTKOVÁ, M. (2020) Efektivní vyučování v heterogenní třídě se zřetelem na metody a učební strategie. Brno: Masarykova univerzita.

Dostupné na <https://munispace.muni.cz/library/catalog/book/1973> BARTOŇOVÁ, M. (2014) Students with Intellectual Disability in Inclusive Education Settings. Brno: MU. BARTOŇOVÁ, M., VÍTKOVÁ, M. et al., 2016. Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. 2013-2015 Brno: Masarykova univerzita. 2016. ISBN: 978-80-2106-678-6. VÍTKOVÁ, M.,

BARTOŇOVÁ, M., 2019. Inkluzivní pedagogika: Distanční studijní text. 1. vyd. Opava, 2019. 179 s. ISBN 978-80-7510-334-5. Zákony, vyhlášky a metodické pokyny v aktuálnom znení.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:**

**Last change:** 17.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KSP/D-SOPde022/22			<b>Course title:</b> Mathematical-statistical methods I			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KSP/D-SOPde022/22			<b>Course title:</b> Mathematical-statistical methods I			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde019/22	<b>Course title:</b> Mathematical-statistical methods II
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities: seminar/lecture Number of hours: 12 hours of lectures per semester in the form of a seminar per week: per level/semester: 12s Form of the course: in-person teaching, combined, LMS MOODLE will be used within blended learning. Student workload: 12 hours of classes; 48 hours for preparation of in-semester tasks; 80 hours of seminar work preparation, and 40 hours of final test preparation. A total of 180 hours of student work. Teaching methods: lecture, discussion of the topic; small group work; problem-solving, guided self-study – processing of partial tasks according to the lecturer's assignment during the semester and their submission in electronic form within a specified period, which the teacher continuously checks and evaluates	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving aimed at understanding and interpretation statistical concepts. During the semester, students submit 5 assignments of 6 points, which will focus on solving statistical tasks using software MS EXCEL and JASP from individual topics (descriptive statistics, correlation, and regression analysis, sample survey, hypothesis testing) and at the end of the semester the student submits and presents a semester work for 40 points. The semester work will include separate statistical processing and interpretation of quantitative research (own or taken over data from diploma, rigorous or dissertation theses, for example). The student submits the work in electronic form MS WORD and MS EXCEL, prepares the presentation in MS PowerPoint or Prezi. By elaborating and presenting the semester project, the student will prove that he/she is able to independently statistically evaluate quantitative research and interpret them. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain grade B, at least 73 points for grade C, at least 66 points for grade D, and at least 60 points for grade E. Credits will not be awarded to a student who obtains less than 3 points in any of the 5 assignments. To successfully complete the course, it is necessary to obtain at least 60% of the points.	

The assessment is given on a scale:

A (100-91%, excellent – outstanding results), the student has excellent knowledge of theoretical knowledge of data collection for quantitative research and statistical data processing and can interpret them correctly and clearly; solves tasks in a creative way, can react promptly and spontaneously during lectures and systematically prepares assignments for seminars, the student is proactive, asks questions in the context of the problem. He/she is active in seminars. He/she brings his/her own experience and observations from practice into teaching. His/her oral and written speech is correct, citational correct, grammatically flawless.

B (90-81%, very good – above the average standard), the student masters the theoretical knowledge of data collection for quantitative research and statistical data processing and can interpret them correctly and clearly with minor shortcomings, has acquired key competencies, can respond promptly during lectures at the teacher's challenges, the student is initiative and asks questions in the context of the issues addressed. His/her written expression in the seminar paper is correct, grammatically flawless, and creative. He/she brings his/her own experience and observations from practice into teaching. The results of his/her activities are of good quality, with minor shortcomings.

C (80-73%, good – generally sound work), the student masters the theoretical knowledge of data collection for quantitative research and statistical data processing and can interpret them at an average, i.e. good level, he/she has acquired theoretical knowledge and skills using MS EXCEL and JASP in solving tasks can respond to the challenges of the teacher. The student himself/herself is not proactive, he/she does not ask questions in the context of the problem. His/her communication style is not disturbing, but he/she is not sure of his/her answer and his/her speech does not have significant disruptive elements. He/she transmits practical experience with problems. His/her grammatical expression is of lower quality.

D (72-66%, satisfactory – fair but with significant shortcomings), the student masters the subject at a satisfactory level. He/she masters the theory with smaller gaps, but he/she does not know how to apply it to the solution of practical experience, he/she needs help in interpreting the obtained statistical data. He/she is less active during teaching, does not bring new solutions, he/she plays the role of a passive observer. Memorization is more prevalent in the student, as opposed to critical thinking. The practical analysis is less constructive. His/her written speech has certain inaccuracies and even more serious shortcomings.

E (65-60%, sufficient – performance meets the minimum criteria), the student masters the theoretical knowledge of statistical data processing at a low level, the instructions, and challenges of the teacher responds with considerable inaccuracies; the student himself/herself is not proactive and does not ask questions in the context of the problem. He/she applies theoretical knowledge with considerable problems, on a practical level he/she has no recommendations for the right solutions. Rather, the student is in the position of a passive recipient of knowledge and is not active in seminars. The student is not creative, he/she relies on numerous quotations without his/her own opinion. His/her grammatical expression is not flawless and stylistically correct.

Fx (59-0%, fail – further work required) this assessment is given to the student if he/she does not meet some of the required minimum criteria and is not admitted to the final test. This means that the student does not have the acquired knowledge and skills to such an extent that would allow him/her to meet at least the minimum criteria for a successful evaluation.

### **Learning outcomes:**

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The student is able to design data collection, organization, and classification adequate to their research, based on hypotheses, is able to test hypotheses using statistical tests and present data and interpret the test result. After completing the course, the student will be able to choose the appropriate statistical method in quantitative research. He will gain skills in data processing and

evaluation and will be able to use MS EXCEL and JASP software. He/she will understand the importance of the obtained statistical data and will be able to evaluate and interpret the obtained statistical results of quantitative research

**Class syllabus:**

Introduction to the types of variables and basic theory of statistics. Mastering the creation of descriptive file statistics in MS Excel and JASP. Ability to test statistical hypotheses using parametric and non-parametric tests. Analysis of variance - ANOVA. Correlation and regression analysis.

1. Collection, sorting, and organization of data.
2. Descriptive statistics – description of the statistical file, data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables – probability distribution
6. Sample survey
7. Estimates of basic set characteristics
8. Hypothesis testing – one-sample hypothesis tests
9. Hypothesis testing – two-sample hypothesis tests
10. Hypothesis testing – nonparametric tests
11. – 12. Presentation of the semester project

**Recommended literature:**

Recommended literature:

COHEN, B. H./LEA, R. B. 2004. Essentials of Statistics for the Social and Behavioral Sciences. Hoboken: John Wiley and Sons, 2004, Inc.

GRAVATTER, F. J./WALLNAU, L. B. 2009. Statistics for the Behavioral Sciences. Belmont: Wadsworth, 2009.

MARKECHOVÁ, D./TIRPÁKOVÁ, A./STEHLÍKOVÁ, B. 2011. Základy štatistiky pre pedagógov Nitra 2011.

PAGANO, R. R. 2009. Understanding Statistics in the Behavioral Sciences. 9th ed. Belmont: Wadsworth.

CHAJDIÁK J. 2013. Štatistika jednoducho v Exceli, Statis, Bratislava 2013.

NEUBAUER, J./SEDLÁČÍK, M./KŘÍŽ, O. 2016. Základy štatistiky. Praha, Grada, 2016.

RIMARČÍK, M. 2007. Štatistika pre prax. Košice, Marián Rimarčík, 2007

**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:** 17.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde019/22	<b>Course title:</b> Mathematical-statistical methods II
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities: seminar/lecture Number of hours: 12 hours of lectures per semester in the form of a seminar per week: per level/semester: 12s Form of the course: in-person teaching, combined, LMS MOODLE will be used within blended learning. Student workload: 12 hours of classes; 48 hours for preparation of in-semester tasks; 80 hours of seminar work preparation, and 40 hours of final test preparation. A total of 180 hours of student work. Teaching methods: lecture, discussion of the topic; small group work; problem-solving, guided self-study – processing of partial tasks according to the lecturer's assignment during the semester and their submission in electronic form within a specified period, which the teacher continuously checks and evaluates	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving aimed at understanding and interpretation statistical concepts. During the semester, students submit 5 assignments of 6 points, which will focus on solving statistical tasks using software MS EXCEL and JASP from individual topics (descriptive statistics, correlation, and regression analysis, sample survey, hypothesis testing) and at the end of the semester the student submits and presents a semester work for 40 points. The semester work will include separate statistical processing and interpretation of quantitative research (own or taken over data from diploma, rigorous or dissertation theses, for example). The student submits the work in electronic form MS WORD and MS EXCEL, prepares the presentation in MS PowerPoint or Prezi. By elaborating and presenting the semester project, the student will prove that he/she is able to independently statistically evaluate quantitative research and interpret them. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain grade B, at least 73 points for grade C, at least 66 points for grade D, and at least 60 points for grade E. Credits will not be awarded to a student who obtains less than 3 points in any of the 5 assignments. To successfully complete the course, it is necessary to obtain at least 60% of the points.	

The assessment is given on a scale:

A (100-91%, excellent – outstanding results), the student has excellent knowledge of theoretical knowledge of data collection for quantitative research and statistical data processing and can interpret them correctly and clearly; solves tasks in a creative way, can react promptly and spontaneously during lectures and systematically prepares assignments for seminars, the student is proactive, asks questions in the context of the problem. He/she is active in seminars. He/she brings his/her own experience and observations from practice into teaching. His/her oral and written speech is correct, citational correct, grammatically flawless.

B (90-81%, very good – above the average standard), the student masters the theoretical knowledge of data collection for quantitative research and statistical data processing and can interpret them correctly and clearly with minor shortcomings, has acquired key competencies, can respond promptly during lectures at the teacher's challenges, the student is initiative and asks questions in the context of the issues addressed. His/her written expression in the seminar paper is correct, grammatically flawless, and creative. He/she brings his/her own experience and observations from practice into teaching. The results of his/her activities are of good quality, with minor shortcomings.

C (80-73%, good – generally sound work), the student masters the theoretical knowledge of data collection for quantitative research and statistical data processing and can interpret them at an average, i.e. good level, he/she has acquired theoretical knowledge and skills using MS EXCEL and JASP in solving tasks can respond to the challenges of the teacher. The student himself/herself is not proactive, he/she does not ask questions in the context of the problem. His/her communication style is not disturbing, but he/she is not sure of his/her answer and his/her speech does not have significant disruptive elements. He/she transmits practical experience with problems. His/her grammatical expression is of lower quality.

D (72-66%, satisfactory – fair but with significant shortcomings), the student masters the subject at a satisfactory level. He/she masters the theory with smaller gaps, but he/she does not know how to apply it to the solution of practical experience, he/she needs help in interpreting the obtained statistical data. He/she is less active during teaching, does not bring new solutions, he/she plays the role of a passive observer. Memorization is more prevalent in the student, as opposed to critical thinking. The practical analysis is less constructive. His/her written speech has certain inaccuracies and even more serious shortcomings.

E (65-60%, sufficient – performance meets the minimum criteria), the student masters the theoretical knowledge of statistical data processing at a low level, the instructions, and challenges of the teacher responds with considerable inaccuracies; the student himself/herself is not proactive and does not ask questions in the context of the problem. He/she applies theoretical knowledge with considerable problems, on a practical level he/she has no recommendations for the right solutions. Rather, the student is in the position of a passive recipient of knowledge and is not active in seminars. The student is not creative, he/she relies on numerous quotations without his/her own opinion. His/her grammatical expression is not flawless and stylistically correct.

Fx (59-0%, fail – further work required) this assessment is given to the student if he/she does not meet some of the required minimum criteria and is not admitted to the final test. This means that the student does not have the acquired knowledge and skills to such an extent that would allow him/her to meet at least the minimum criteria for a successful evaluation.

### **Learning outcomes:**

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The student is able to design data collection, organization, and classification adequate to their research, based on hypotheses, is able to test hypotheses using statistical tests and present data and interpret the test result. After completing the course, the student will be able to choose the appropriate statistical method in quantitative research. He will gain skills in data processing and

evaluation and will be able to use MS EXCEL and JASP software. He/she will understand the importance of the obtained statistical data and will be able to evaluate and interpret the obtained statistical results of quantitative research

**Class syllabus:**

Introduction to the types of variables and basic theory of statistics. Mastering the creation of descriptive file statistics in MS Excel and JASP. Ability to test statistical hypotheses using parametric and non-parametric tests. Analysis of variance - ANOVA. Correlation and regression analysis.

1. Collection, sorting, and organization of data.
2. Descriptive statistics – description of the statistical file, data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables – probability distribution
6. Sample survey
7. Estimates of basic set characteristics
8. Hypothesis testing – one-sample hypothesis tests
9. Hypothesis testing – two-sample hypothesis tests
10. Hypothesis testing – nonparametric tests
11. – 12. Presentation of the semester project

**Recommended literature:**

Recommended literature:

COHEN, B. H./LEA, R. B. 2004. Essentials of Statistics for the Social and Behavioral Sciences. Hoboken: John Wiley and Sons, 2004, Inc.

GRAVATTER, F. J./WALLNAU, L. B. 2009. Statistics for the Behavioral Sciences. Belmont: Wadsworth, 2009.

MARKECHOVÁ, D./TIRPÁKOVÁ, A./STEHLÍKOVÁ, B. 2011. Základy štatistiky pre pedagógov Nitra 2011.

PAGANO, R. R. 2009. Understanding Statistics in the Behavioral Sciences. 9th ed. Belmont: Wadsworth.

CHAJDIÁK J. 2013. Štatistika jednoducho v Exceli, Statis, Bratislava 2013.

NEUBAUER, J./SEDLÁČÍK, M./KŘÍŽ, O. 2016. Základy štatistiky. Praha, Grada, 2016.

RIMARČÍK, M. 2007. Štatistika pre prax. Košice, Marián Rimarčík, 2007

**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:** doc. PaedDr. Lilla Koreňová, PhD.

**Last change:** 17.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde010/22	<b>Course title:</b> Methodology of qualitative research
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours of lectures and seminars per semester, combined form (primarily in-person teaching) Number of hours: total: 12 hours – 6 credits – 180 hours of students' work Classes – 12 hours; 50 hours of theoretical conceptualization (study of theoretical concepts in application to argumentation discourse, individual conceptualization of knowledge, mutual discussion of meanings); 80 hours of practical activities (designing and conducting research in collaboration with research subjects, evidence gathering, interpretation, self/reflection, portfolio management, self-evaluation). 38 hours of preparation for the exam in the form of e/portfolio defense. Teaching methods Active-productive teaching methodology: # Research and discovery, open practice, elaboration of information. Interactive-productive teaching methodology # Induction of principles, conceptualization of scientific knowledge. # Argumentative discourse at an appropriate level of intellectual complexity of doctoral studies. Form: # In-person teaching # Combined # Online	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Interim assessment involves: 1) Continuous elaboration and registration of documents in the e/portfolio and their presentation to the teacher. 2) Active participation in courses, which means engaging in argumentative discourse, inducing meanings and knowledge conceptualization. Argumentative discourses will always be thematic with the aim of constructing socially shared knowledge by students.	

Final assessment:

1) The course ends with a defense - co/evaluation of an e/portfolio related to the course in the form of an oral exam. During the semester, the student works on an e/portfolio related to the subject containing carefully selected evidence of how he/she develops their scientific knowledge and competencies related to the design of research as a tool of science. The E /portfolio concept is a proof of autonomy, competence, scientific integrity, student identity, creativity and self-presentation.

In general, the doctoral student's e/portfolio should include (unless specified otherwise by the teacher) the following items:

1. An overview of the student's selected research problem at a general level and the reason why he/she considers it an important challenge, including some recommendations on what the student has done to solve the problem. The student should make this introduction engaging and include photographs, graphics and possibly a video or audio introduction.
2. A description of the researched problem and the action to be taken.
3. A detailed description of the student's area of activity (activity context).
4. A literature review as a part of the process of planning the student's own research (research context) and references to authoritative sources.
5. Research question(s) reflecting constructional features typical for formulating research questions.
6. A brief but concise description of the research process (its sequence of steps).
7. Records of the organization, process, conditions of the student's research documenting the activity within several steps of his/her research, including the details of the collected data and the performed analysis.
8. The student's final essay ("How I become a researcher") about what he/she has learned/acquired in the individual steps, namely about himself/herself, his/her own actions, the context and the research process performed.
9. A collection of any artifacts: images, concept maps, records, interpretations, statements, notes, forms of self/reflections and videos, or other recordings or research blogs that the student wants to include in his/her e/portfolio.
10. Professional curriculum vitae of the student focused on highlighting practical experience related to the position and achieved competencies.

This e/portfolio overview will provide a defining context for the evidence to examine the tasks defined by the teacher. By elaborating, managing and defending the e/portfolio, the student will demonstrate his/her ability to critically evaluate the suitability of qualitative research in teaching, pedagogical sciences and related fields, including justification of the application of the principles of qualitative methodology.

To get an A, the student needs to obtain at least 91 points; at least 81 points to get a B; at least 73 points to get a C, at least 66 points to get a D and at least 60 points to get an E. To complete the course successfully, it is necessary to obtain at least 60% of the points.

Final grades are awarded based on the scale:

A (100 - 91 %, excellent – outstanding results). The student shows outstanding results in terms of understanding and applying the principles of qualitative methodology, can analyze and think critically, is active in classes, engages in discussions through expert arguments, questions and logical considerations. His/Her knowledge is at an excellent level. Overall (including e/portfolio management and defense), the student demonstrates an expert competence at the level of mastery and management.

B (90 - 81 %, very good – above the average standard). The student shows very good results in terms of understanding and applying the principles of qualitative methodology, can analyze and think critically, is active in classes, engages in discussions through proficient arguments, answers and logical considerations. His/Her knowledge is at a very good level. Overall (including e/portfolio



management and defense), the student demonstrates proficient competence at the level of mastery and management.

C (80 – 73 %, good – generally sound work). The student shows adequate results in terms of understanding and applying the principles of qualitative methodology. He/She is sporadically active in classes, engages in discussions through knowledgeable considerations, his/her knowledge is at an average level. Overall (including e / portfolio management and defense), the student demonstrates a reduced competence at the level of mastery and management.

D (72 – 66 %, satisfactory – fair but with significant shortcomings). The student shows satisfactory results in terms of understanding and applying the principles of qualitative methodology, presents reflections only upon request, engages in discussions occasionally, is less active in classes. His/Her knowledge is at a satisfactory level, which corresponds to his/her typical answers. Overall (including e/portfolio management and defence), the student demonstrates a limited competence at the level of mastery and management.

E (65 – 60 %, sufficient – performance meets the minimum criteria). The student shows the minimum necessary results in terms of understanding and applying the principles of qualitative methodology, is passive in s, typically presents learned answers. Overall (including e/portfolio management and defense), the student's mastery and management competences are at the lowest acceptable level.

Fx (59 - 0 %, fail – further work required). The student demonstrates a significantly unsatisfactory level in all evaluated areas. This grade is given to a student who obtains less than 60 points out of the total number of points.

Defense of the subject portfolio 50%; active participation in thematic argumentation discourses 20%; interim tasks related to practical activities 20%; content, terminological, stylistic, graphic and grammatical structure of the written scientific text 10% of the total 100% evaluation. Credits will not be awarded to a student who does not complete any of the assigned topics and tasks. Within the provision of feedback, the co/evaluation will include recommendations and guidelines.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of the course is to introduce students to the concept of qualitative methodology in connection with teaching and pedagogical sciences (including related sciences) with a focus on the level of critical, evaluative, contextual thinking in terms of justifying the importance of the principles of qualitative methodology. This doctoral study course as a form of science education is focused on the students' readiness not only to design, manage, evaluate qualitatively-oriented research, but also to consider and evaluate the suitability of its use in teaching and pedagogical sciences.

After completing the course, the student:

- Has a relevant overview of the principles of qualitative methodology and their application based on the understanding of the theoretical background.
- Can identify the importance, regularities, conditions of application of qualitative research when considering its use. The student is aware that research is a tool of science.
- Can critically consider and justify the suitability of the inventory of research tools, methods, techniques for specific groups of subjects, research phenomena, research problems and objectives.
- Will be able to take a competent stand on the application of terminology of science methodology (qualitative methodology). Within it, he/she will be able to lead a discussion and argumentation in a reasonable atmosphere of scientific demands.
- Will be able to take a competent stand on the rationale (justification) for his/her research.

The course is primarily focused on emerging transferable competencies that are consistent with both the research methodology as well as other complementary courses within the study plan.

1. Concretized transferable competencies (Level of expert mastery and management.):
  - # Ability to master the terminology of research methodology with a focus on qualitative methodology.
  - # Ability to conduct communication using exact terminology of research methodology with a focus on qualitative methodology.
  - # Ability to design qualitatively-oriented research (investigation) within an adequate strategy, selected genre (type), using appropriate tools, methods, data acquisition techniques and techniques of research material elaboration.
  - # Ability to evaluate research a posteriori, pointing to its success.
  - # Ability to master and manage the organization of research in terms of personal professional feasibility plan.
  - # Ability to evaluate.
2. Scientific knowledge (Level of expert knowledge).
  - # Research methodology – qualitative methodology
3. Attitudes (Level of expert attitude).
  - # Taking a competent stand.
4. Values (Level of expert ethical conduct).
  - # Ethical conduct of a researcher in teaching and pedagogical sciences.

#### **Class syllabus:**

1. Qualitative methodology construct. Qualitative methodology and its principles. Construct of qualitative research. Reflection on conducting qualitative research.
2. Qualitatively-oriented methodological implications in teaching and pedagogical sciences.
3. Genres (designs) of qualitative methodology. Types of qualitative research. Subjects and objects of qualitative research.
4. Qualitative researcher.
5. Design of qualitative research.
6. Instrumentation, inventory of qualitative research (tools, methods, research techniques).
7. Acquisition of research material/data (approximation and extraction of research data).
8. Conditions for the implementation of qualitative research. Selected risks associated with the study of didactic reality.
9. Analysis, interpretation (elaboration) of research material.
10. Validation (validity), reliability, triangulation, credibility of qualitative research.
11. Teacher research (research of didactic reality by teachers).
12. Action research (transforming didactic reality by introducing a new element into teaching

#### **Recommended literature:**

KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Keď interpretované významy znamenajú viac ako vysoké čísla. Bratislava: Univerzita Komenského.

KOSTRUB, D. (2022). Učiteľ výskumník – Profesia založená na výskume. Dizajny výskumu a premeny výučby. Bratislava: Veda. (due I. Q. 2022).

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

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:** prof. PaedDr. Dušan Kostrub, PhD., doc. PaedDr. Eva Severini, PhD.

<b>Last change:</b> 17.11.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde010/22	<b>Course title:</b> Methodology of qualitative research
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours of lectures and seminars per semester, combined form (primarily in-person teaching) Number of hours: total: 12 hours – 6 credits – 180 hours of students' work Classes – 12 hours; 50 hours of theoretical conceptualization (study of theoretical concepts in application to argumentation discourse, individual conceptualization of knowledge, mutual discussion of meanings); 80 hours of practical activities (designing and conducting research in collaboration with research subjects, evidence gathering, interpretation, self/reflection, portfolio management, self-evaluation). 38 hours of preparation for the exam in the form of e/portfolio defense. Teaching methods Active-productive teaching methodology: # Research and discovery, open practice, elaboration of information. Interactive-productive teaching methodology # Induction of principles, conceptualization of scientific knowledge. # Argumentative discourse at an appropriate level of intellectual complexity of doctoral studies. Form: # In-person teaching # Combined # Online	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Interim assessment involves: 1) Continuous elaboration and registration of documents in the e/portfolio and their presentation to the teacher. 2) Active participation in courses, which means engaging in argumentative discourse, inducing meanings and knowledge conceptualization. Argumentative discourses will always be thematic with the aim of constructing socially shared knowledge by students.	

Final assessment:

1) The course ends with a defense - co/evaluation of an e/portfolio related to the course in the form of an oral exam. During the semester, the student works on an e/portfolio related to the subject containing carefully selected evidence of how he/she develops their scientific knowledge and competencies related to the design of research as a tool of science. The E /portfolio concept is a proof of autonomy, competence, scientific integrity, student identity, creativity and self-presentation.

In general, the doctoral student's e/portfolio should include (unless specified otherwise by the teacher) the following items:

1. An overview of the student's selected research problem at a general level and the reason why he/she considers it an important challenge, including some recommendations on what the student has done to solve the problem. The student should make this introduction engaging and include photographs, graphics and possibly a video or audio introduction.
2. A description of the researched problem and the action to be taken.
3. A detailed description of the student's area of activity (activity context).
4. A literature review as a part of the process of planning the student's own research (research context) and references to authoritative sources.
5. Research question(s) reflecting constructional features typical for formulating research questions.
6. A brief but concise description of the research process (its sequence of steps).
7. Records of the organization, process, conditions of the student's research documenting the activity within several steps of his/her research, including the details of the collected data and the performed analysis.
8. The student's final essay ("How I become a researcher") about what he/she has learned/acquired in the individual steps, namely about himself/herself, his/her own actions, the context and the research process performed.
9. A collection of any artifacts: images, concept maps, records, interpretations, statements, notes, forms of self/reflections and videos, or other recordings or research blogs that the student wants to include in his/her e/portfolio.
10. Professional curriculum vitae of the student focused on highlighting practical experience related to the position and achieved competencies.

This e/portfolio overview will provide a defining context for the evidence to examine the tasks defined by the teacher. By elaborating, managing and defending the e/portfolio, the student will demonstrate his/her ability to critically evaluate the suitability of qualitative research in teaching, pedagogical sciences and related fields, including justification of the application of the principles of qualitative methodology.

To get an A, the student needs to obtain at least 91 points; at least 81 points to get a B; at least 73 points to get a C, at least 66 points to get a D and at least 60 points to get an E. To complete the course successfully, it is necessary to obtain at least 60% of the points.

Final grades are awarded based on the scale:

A (100 - 91 %, excellent – outstanding results). The student shows outstanding results in terms of understanding and applying the principles of qualitative methodology, can analyze and think critically, is active in classes, engages in discussions through expert arguments, questions and logical considerations. His/Her knowledge is at an excellent level. Overall (including e/portfolio management and defense), the student demonstrates an expert competence at the level of mastery and management.

B (90 - 81 %, very good – above the average standard). The student shows very good results in terms of understanding and applying the principles of qualitative methodology, can analyze and think critically, is active in classes, engages in discussions through proficient arguments, answers and logical considerations. His/Her knowledge is at a very good level. Overall (including e/portfolio

management and defense), the student demonstrates proficient competence at the level of mastery and management.

C (80 – 73 %, good – generally sound work). The student shows adequate results in terms of understanding and applying the principles of qualitative methodology. He/She is sporadically active in classes, engages in discussions through knowledgeable considerations, his/her knowledge is at an average level. Overall (including e / portfolio management and defense), the student demonstrates a reduced competence at the level of mastery and management.

D (72 – 66 %, satisfactory – fair but with significant shortcomings). The student shows satisfactory results in terms of understanding and applying the principles of qualitative methodology, presents reflections only upon request, engages in discussions occasionally, is less active in classes. His/Her knowledge is at a satisfactory level, which corresponds to his/her typical answers. Overall (including e/portfolio management and defence), the student demonstrates a limited competence at the level of mastery and management.

E (65 – 60 %, sufficient – performance meets the minimum criteria). The student shows the minimum necessary results in terms of understanding and applying the principles of qualitative methodology, is passive in s, typically presents learned answers. Overall (including e/portfolio management and defense), the student's mastery and management competences are at the lowest acceptable level.

Fx (59 - 0 %, fail – further work required). The student demonstrates a significantly unsatisfactory level in all evaluated areas. This grade is given to a student who obtains less than 60 points out of the total number of points.

Defense of the subject portfolio 50%; active participation in thematic argumentation discourses 20%; interim tasks related to practical activities 20%; content, terminological, stylistic, graphic and grammatical structure of the written scientific text 10% of the total 100% evaluation. Credits will not be awarded to a student who does not complete any of the assigned topics and tasks. Within the provision of feedback, the co/evaluation will include recommendations and guidelines.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of the course is to introduce students to the concept of qualitative methodology in connection with teaching and pedagogical sciences (including related sciences) with a focus on the level of critical, evaluative, contextual thinking in terms of justifying the importance of the principles of qualitative methodology. This doctoral study course as a form of science education is focused on the students' readiness not only to design, manage, evaluate qualitatively-oriented research, but also to consider and evaluate the suitability of its use in teaching and pedagogical sciences.

After completing the course, the student:

- Has a relevant overview of the principles of qualitative methodology and their application based on the understanding of the theoretical background.
- Can identify the importance, regularities, conditions of application of qualitative research when considering its use. The student is aware that research is a tool of science.
- Can critically consider and justify the suitability of the inventory of research tools, methods, techniques for specific groups of subjects, research phenomena, research problems and objectives.
- Will be able to take a competent stand on the application of terminology of science methodology (qualitative methodology). Within it, he/she will be able to lead a discussion and argumentation in a reasonable atmosphere of scientific demands.
- Will be able to take a competent stand on the rationale (justification) for his/her research.

The course is primarily focused on emerging transferable competencies that are consistent with both the research methodology as well as other complementary courses within the study plan.

1. Concretized transferable competencies (Level of expert mastery and management.):
  - # Ability to master the terminology of research methodology with a focus on qualitative methodology.
  - # Ability to conduct communication using exact terminology of research methodology with a focus on qualitative methodology.
  - # Ability to design qualitatively-oriented research (investigation) within an adequate strategy, selected genre (type), using appropriate tools, methods, data acquisition techniques and techniques of research material elaboration.
  - # Ability to evaluate research a posteriori, pointing to its success.
  - # Ability to master and manage the organization of research in terms of personal professional feasibility plan.
  - # Ability to evaluate.
2. Scientific knowledge (Level of expert knowledge).
  - # Research methodology – qualitative methodology
3. Attitudes (Level of expert attitude).
  - # Taking a competent stand.
4. Values (Level of expert ethical conduct).
  - # Ethical conduct of a researcher in teaching and pedagogical sciences.

#### **Class syllabus:**

1. Qualitative methodology construct. Qualitative methodology and its principles. Construct of qualitative research. Reflection on conducting qualitative research.
2. Qualitatively-oriented methodological implications in teaching and pedagogical sciences.
3. Genres (designs) of qualitative methodology. Types of qualitative research. Subjects and objects of qualitative research.
4. Qualitative researcher.
5. Design of qualitative research.
6. Instrumentation, inventory of qualitative research (tools, methods, research techniques).
7. Acquisition of research material/data (approximation and extraction of research data).
8. Conditions for the implementation of qualitative research. Selected risks associated with the study of didactic reality.
9. Analysis, interpretation (elaboration) of research material.
10. Validation (validity), reliability, triangulation, credibility of qualitative research.
11. Teacher research (research of didactic reality by teachers).
12. Action research (transforming didactic reality by introducing a new element into teaching

#### **Recommended literature:**

KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Keď interpretované významy znamenajú viac ako vysoké čísla. Bratislava: Univerzita Komenského.

KOSTRUB, D. (2022). Učiteľ výskumník – Profesia založená na výskume. Dizajny výskumu a premeny výučby. Bratislava: Veda. (due I. Q. 2022).

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

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 1

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

#### **Lecturers:**

<b>Last change:</b> 17.11.2022
<b>Approved by:</b>



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde006/22	<b>Course title:</b> New trends in helping professions
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: Type of activities: seminar / lecture Number of hours: per week: per level/semester: 6s / 6s Form of the course: on-site learning, combined	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Passing the course ends with an exam. During the semester there will be 1 written examination for max. 20 points and evaluated discussions in seminars on selected topics from new trends in social work, for which the student can get max. 20 points. To participate in the final evaluation, it is necessary to obtain at least 26 points from the ongoing evaluation. The course ends with an oral exam of the acquired knowledge for the whole semester, from which students have the opportunity to obtain max. 60 points. In the oral exam, they must obtain a min. 36 points. To obtain the rating A it is necessary to obtain at least 91 points, to obtain the evaluation B it is necessary to obtain at least 81 points, to obtain the evaluation C it is necessary to obtain at least 73 points, to obtain the evaluation D it is necessary to obtain at least 66 points. E rating requires at least 60 points.	
<b>Learning outcomes:</b> Upon successful completion of this course, students will gain theoretical knowledge from the perspective of new trends in social work. Understand the social context of the impact of socio-structural changes in society and development at all levels, including the global. Will be able to use a critical and thoughtful approach to solving the problems of target groups of social work in practice.	
<b>Class syllabus:</b> Social work and other helping professions. Current profile of helping professions. Respect for human rights. Intergenerational problems. New trends in social work. Development of active involvement of the client in his own life. Current trends in the development of family policy and social work with the family. Perspectives of counseling in social work. Networking, participatory approaches in communities. New models for crisis intervention, group work, field social work, social services. Social work in the crisis management system. Management in social work. Supervision. Mediation. Volunteering. Third sector. Social entrepreneurship. Professional ethics. Load and resilience in helping professions.	

**Recommended literature:**

STANČIAK, J. DIDIČ, R. Sociálna práca v zdravotníctve. Užhorod: RIK-U. 2018. ISBN 978-617-7692-19-4

CRAWFORD, Karin, WALKER, Janet. Social Work and Human Development. Exeter :Learning Matters , 2014, 152 s. ISBN 9781446287644.

GABURA, Ján. Komunikácia pre pomáhajúce profesie. Bratislava: UK, 2010, 196 s. ISBN 978-80-223-2752-7.

**Compulsory literature**

HATÁR, C. 2006. Sociálna pedagogika, sociálna andragogika a sociálna práca v kontexte teoretických, profesijných a vzťahových reflexií. Nitra: PF UKF, 2006. 151 s. ISBN 80-8094-015-0.

HAFORD - LETCHFIELD, Trish. Management and organizations in social work. Exeter :Learning Matters , 2009, 154 s. ISBN 9781844450442.

HEALY, K. Reinventing Critical Social Work : Challenges from Practice, Context and Postmodernism. Critical Social Work, 2001, Vol.2, No.1

MUSIL, Libor.: „ ráda bych Vám pomohla, ale“ Dilemata práce s klienty v organizacích. Brno : Marek Zeman, 2004. 243 s. ISBN 80-903070-1-9.

LEVICKÁ, Jana. a kol. Ekosociálne prístupy v sociálnej práci. Trnava : Oliva, 2012. 238 s. ISBN 978-80-89332-14-4.

LUDEWIG, Kurt. Základy systemické terapie. 1. vyd., Praha : Grada, 2011. ISBN 978-8024-735-21-4.

PAYNE, M. Modern Social Work Theory, 2.ed., Basingstoke: Palgrave Macmillan,1997. 366 s. ISBN 0-333-67654-8.

STRIEŽENEC, Štefan.: Teória a metodológia sociálnej práce. Boskovice. Albert, 2005, 296 s. ISBN 80-969390-4-1.

WILSON, Kate, RUCH, Gilian, LYMBERY, Mark, COOPER, Andrew. Social Work: An Introduction to contemporary Practice. 2008, Pearson Education, 733 s. ISBN 978-1-4058-5864-5.

**Languages necessary to complete the course:****Notes:****Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:**

**Last change:** 17.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde006/22	<b>Course title:</b> New trends in helping professions
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: Type of activities: seminar / lecture Number of hours: per week: per level/semester: 6s / 6s Form of the course: on-site learning, combined	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Passing the course ends with an exam. During the semester there will be 1 written examination for max. 20 points and evaluated discussions in seminars on selected topics from new trends in social work, for which the student can get max. 20 points. To participate in the final evaluation, it is necessary to obtain at least 26 points from the ongoing evaluation. The course ends with an oral exam of the acquired knowledge for the whole semester, from which students have the opportunity to obtain max. 60 points. In the oral exam, they must obtain a min. 36 points. To obtain the rating A it is necessary to obtain at least 91 points, to obtain the evaluation B it is necessary to obtain at least 81 points, to obtain the evaluation C it is necessary to obtain at least 73 points, to obtain the evaluation D it is necessary to obtain at least 66 points. E rating requires at least 60 points.	
<b>Learning outcomes:</b> Upon successful completion of this course, students will gain theoretical knowledge from the perspective of new trends in social work. Understand the social context of the impact of socio-structural changes in society and development at all levels, including the global. Will be able to use a critical and thoughtful approach to solving the problems of target groups of social work in practice.	
<b>Class syllabus:</b> Social work and other helping professions. Current profile of helping professions. Respect for human rights. Intergenerational problems. New trends in social work. Development of active involvement of the client in his own life. Current trends in the development of family policy and social work with the family. Perspectives of counseling in social work. Networking, participatory approaches in communities. New models for crisis intervention, group work, field social work, social services. Social work in the crisis management system. Management in social work. Supervision. Mediation. Volunteering. Third sector. Social entrepreneurship. Professional ethics. Load and resilience in helping professions.	

**Recommended literature:**

STANČIAK, J. DIDIČ, R. Sociálna práca v zdravotníctve. Užhorod: RIK-U. 2018. ISBN 978-617-7692-19-4

CRAWFORD, Karin, WALKER, Janet. Social Work and Human Development. Exeter :Learning Matters , 2014, 152 s. ISBN 9781446287644.

GABURA, Ján. Komunikácia pre pomáhajúce profesie. Bratislava: UK, 2010, 196 s. ISBN 978-80-223-2752-7.

Compulsory literature

HATÁR, C. 2006. Sociálna pedagogika, sociálna andragogika a sociálna práca v kontexte teoretických, profesijných a vzťahových reflexií. Nitra: PF UKF, 2006. 151 s. ISBN 80-8094-015-0.

HAFORD - LETCHFIELD, Trish. Management and organizations in social work. Exeter :Learning Matters , 2009, 154 s. ISBN 9781844450442.

HEALY, K. Reinventing Critical Social Work : Challenges from Practice, Context and Postmodernism. Critical Social Work, 2001, Vol.2, No.1

MUSIL, Libor.: „ ráda bych Vám pomohla, ale“ Dilemata práce s klienty v organizacích. Brno : Marek Zeman, 2004. 243 s. ISBN 80-903070-1-9.

LEVICKÁ, Jana. a kol. Ekosociálne prístupy v sociálnej práci. Trnava : Oliva, 2012. 238 s. ISBN 978-80-89332-14-4.

LUDEWIG, Kurt. Základy systemické terapie. 1. vyd., Praha : Grada, 2011. ISBN 978-8024-735-21-4.

PAYNE, M. Modern Social Work Theory, 2.ed., Basingstoke: Palgrave Macmillan,1997. 366 s. ISBN 0-333-67654-8.

STRIEŽENEC, Štefan.: Teória a metodológia sociálnej práce. Boskovice. Albert, 2005, 296 s. ISBN 80-969390-4-1.

WILSON, Kate, RUCH, Gilian, LYMBERY, Mark, COOPER, Andrew. Social Work: An Introduction to contemporary Practice. 2008, Pearson Education, 733 s. ISBN 978-1-4058-5864-5.

**Languages necessary to complete the course:****Notes:****Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:** doc. PhDr. Jaroslav Stančiak, PhD.

**Last change:** 17.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde015/22	<b>Course title:</b> New trends in psychological theory and practice
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 12 hours of lectures per semester, hybrid form (primarily in-person teaching) Workload of a course: 12 hours of in-person teaching; preparation for classes (24 hours); self-directed learning – working with scientific literature (36 hours); elaboration of seminar research paper (40 hours); preparation and elaboration of video-presentation (40 hours). Total 152 hours. Teaching methods: Lecture, group discussion, interview, directed discussion, problem solving, heuristic method, the elaboration of concept map, self-directed study, working with sources, critical analysis of research studies from psychology.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Course requirements for evaluation: In-semester assessment (100%). The in-semester assessment comprises of elaboration and fulfilment of previously designated tasks: elaborating and presenting of selected research studies in a particular topic (50% of evaluation), written seminar paper which includes the revision and incorporation of amendments (50% of evaluation). To pass the course, it is required to obtain a minimum of 60% in overall evaluation. Evaluation: A (100-94%, excellent – outstanding results), B (93-86%, very good – above the average standard), C (85-76%, good – generally sound work), D (75-68%, satisfactory – fair but with significant shortcomings), E (67-60%, sufficient – performance meets the minimum criteria), Fx (59-0%, fail – further work required). Grade A: the students can reflect their knowledge of psychology in an excellent, correct, and active manner. They put emphasis on new methods, theories, research methods, including the integration of information from other disciplines, emphasising a multidisciplinary approach and relevant relations to the scientific field and thematic focus of their dissertation thesis.	

Grade B: the students demonstrate above the average standard of analysis and critical comparison of scientific texts from psychology, they can integrate knowledge from psychology with information from other disciplines, they can apply theoretical knowledge into practice and into the elaboration of previously designated tasks: emphasising a multidisciplinary approach and relevant relations to the scientific field and thematic focus of their dissertation thesis

Grade C: the students demonstrate a good standard of analysis and critical comparison of scientific texts from psychology, they possess a good knowledge of theoretical information and the ability to apply theoretical knowledge into practice (also in the elaboration of previously designated tasks) and present them in meaningful and logical relations.

Grade D: the students can analyse and critically compare scientific texts from psychology, they demonstrate difficulties in the elaboration of content reflecting the current scientific research, their ability to apply theoretical knowledge into practice and in the elaboration of previously designated tasks is satisfying.

Grade E: the students fail to fulfil some of the designated tasks, they require further assistance in processing complex theoretical information from psychology and research; they demonstrate limitations in theoretical and methodological knowledge and fail to apply theoretical knowledge in the elaboration of previously designated tasks.

Grade Fx: in order to obtain adequate knowledge and research abilities, the students are required to take on further study.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The main aim of the course is for the students to become familiar with the newest trends from psychological theory and practice.

The students will be capable of:

- Clarifying the theoretical basis of psychological approaches,
- Differentiating newest trends in social psychology,
- Comprehending research methods in personality psychology.

The students will comprehend:

- The complex issue of health, mental health, and psychology of disability,
- Information dealing with neuroscience, cognitive science, and their application in psychology in current educational conditions and helping professions.

The students will be able to:

- Integrate newest knowledge from the science of psychology into the research concepts of related disciplines (especially in the field of their dissertation thesis)
- Integrate newest knowledge of psychological approaches and understand the overall meaning of personality and its development,

Critically analyse and compare information published in national as well as international scientific literature.

### **Class syllabus:**

1. Current development of scientific conceptualization and the research of health and mental health (operationalization, terms: diagnostics, intervention, and prevention).
2. Current trends and research in psychology (pathopsychology) of people with various disabilities.
3. New approaches in psychology and familiar sciences, integration of current knowledge and research of neuroscience and cognitive science (the basic and applied research in psychology and pedagogical science).

4. Current issues dealing with applied social psychology with the emphasis on media psychology, digitalization, psychology of media, psychology of violence and consumer psychology.
5. Current national and international research in the field of applied behavioural analysis.
6. Current national and international research in the field of interpersonal interaction and emotional regulation.

#### **Recommended literature:**

##### Compulsory literature:

Calvert, S. L., Wilson, B. J. (2008). The Handbook of Children, Media and Development. N.J.: Wiley-Blackwell. (selected chapters)

Glasová, M., Groma, M., Andreánska, V. (2015). Zdravie a zdravotné postihnutie. In Groma, M. a kolektív, Zdravotné postihnutie v kontexte aktivity, participácie a zdravia. Bratislava: Univerzita Komenského v Bratislave. (p. 7-32)

Glasová, M., Harvanová, S., Vancu, E. (2021). Multimodalita vývinu emocionálnej regulácie u adolescentov. 1. vyd., Bratislava: Univerzita Komenského. (selected chapters)

Jursová Zacharová, Z. (2021). Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania. Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta, Katedra psychológie a patopsychológie. (selected chapters)

##### Recommended literature:

##### Monographies

Catania, A. C. (2012). Learning. 5th edition New York: Sloan Publishing.

Cicchetti, D. (2016). Developmental psychopathology. 3rd edition. Volume I-IV. (I. Theory and method; II. Developmental neuroscience; III. Maladaptation and psychopathology; IV. Risk, resilience and Intervention). New York: Willey and Sons.

Fisher, W.W., Piazza, C. C., Roane, H. S. (2011). Handbook of Applied Behavioral Analysis. New York: Guilford Press.

Glasová, M., Groma, M. (2019): Posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/inkluzívneho vzdelávania. 1. vyd., Bratislava: Univerzita Komenského. (p. 57-96)

Jursová Zacharová, Z. (2013). Osvojovanie si materinského jazyka. In Jursová Zacharová, & Z., Sokolová L. Na ceste za dvojazyčnosťou: od informálneho k formálnemu vzdelávaniu = On the path to bilingualism: from informal to formal education. DITI. 15-44.

Marini, I., Glover-Graf, N. M., Millington, M. J. (2012). Psychosocial Aspects of Disability: Insider Perspectives and Strategies for Counselors. New York: Springer Publishing Company. (selected chapters)

Vybíral, Z. (2015). Lži, polopravdy a pravda v lidské komunikaci. Praha: Portál.

##### Periodicums and scientific databases

Psychológia a patopsychológia dieťaťa; Československá psychologie, Studia psychologica; Developmental Psychology; Child Development; Euroepan Psychologist; American Psychologist; Psychological Bulletin; APA PsycNet®; APA PsycInfo®, Trends in Psychology and others.

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

#### **Notes:**

<b>Past grade distribution</b>					
Total number of evaluated students: 1					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Mária Glasová, PhD.					
<b>Last change:</b> 17.11.2022					
<b>Approved by:</b>					



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde015/22	<b>Course title:</b> New trends in psychological theory and practice
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 12 hours of lectures per semester, hybrid form (primarily in-person teaching) Workload of a course: 12 hours of in-person teaching; preparation for classes (24 hours); self-directed learning – working with scientific literature (36 hours); elaboration of seminar research paper (40 hours); preparation and elaboration of video-presentation (40 hours). Total 152 hours. Teaching methods: Lecture, group discussion, interview, directed discussion, problem solving, heuristic method, the elaboration of concept map, self-directed study, working with sources, critical analysis of research studies from psychology.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Course requirements for evaluation: In-semester assessment (100%). The in-semester assessment comprises of elaboration and fulfilment of previously designated tasks: elaborating and presenting of selected research studies in a particular topic (50% of evaluation), written seminar paper which includes the revision and incorporation of amendments (50% of evaluation). To pass the course, it is required to obtain a minimum of 60% in overall evaluation. Evaluation: A (100-94%, excellent – outstanding results), B (93-86%, very good – above the average standard), C (85-76%, good – generally sound work), D (75-68%, satisfactory – fair but with significant shortcomings), E (67-60%, sufficient – performance meets the minimum criteria), Fx (59-0%, fail – further work required). Grade A: the students can reflect their knowledge of psychology in an excellent, correct, and active manner. They put emphasis on new methods, theories, research methods, including the integration of information from other disciplines, emphasising a multidisciplinary approach and relevant relations to the scientific field and thematic focus of their dissertation thesis.	

Grade B: the students demonstrate above the average standard of analysis and critical comparison of scientific texts from psychology, they can integrate knowledge from psychology with information from other disciplines, they can apply theoretical knowledge into practice and into the elaboration of previously designated tasks: emphasising a multidisciplinary approach and relevant relations to the scientific field and thematic focus of their dissertation thesis

Grade C: the students demonstrate a good standard of analysis and critical comparison of scientific texts from psychology, they possess a good knowledge of theoretical information and the ability to apply theoretical knowledge into practice (also in the elaboration of previously designated tasks) and present them in meaningful and logical relations.

Grade D: the students can analyse and critically compare scientific texts from psychology, they demonstrate difficulties in the elaboration of content reflecting the current scientific research, their ability to apply theoretical knowledge into practice and in the elaboration of previously designated tasks is satisfying.

Grade E: the students fail to fulfil some of the designated tasks, they require further assistance in processing complex theoretical information from psychology and research; they demonstrate limitations in theoretical and methodological knowledge and fail to apply theoretical knowledge in the elaboration of previously designated tasks.

Grade Fx: in order to obtain adequate knowledge and research abilities, the students are required to take on further study.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The main aim of the course is for the students to become familiar with the newest trends from psychological theory and practice.

The students will be capable of:

- Clarifying the theoretical basis of psychological approaches,
- Differentiating newest trends in social psychology,
- Comprehending research methods in personality psychology.

The students will comprehend:

- The complex issue of health, mental health, and psychology of disability,
- Information dealing with neuroscience, cognitive science, and their application in psychology in current educational conditions and helping professions.

The students will be able to:

- Integrate newest knowledge from the science of psychology into the research concepts of related disciplines (especially in the field of their dissertation thesis)
- Integrate newest knowledge of psychological approaches and understand the overall meaning of personality and its development,

Critically analyse and compare information published in national as well as international scientific literature.

### **Class syllabus:**

1. Current development of scientific conceptualization and the research of health and mental health (operationalization, terms: diagnostics, intervention, and prevention).
2. Current trends and research in psychology (pathopsychology) of people with various disabilities.
3. New approaches in psychology and familiar sciences, integration of current knowledge and research of neuroscience and cognitive science (the basic and applied research in psychology and pedagogical science).

4. Current issues dealing with applied social psychology with the emphasis on media psychology, digitalization, psychology of media, psychology of violence and consumer psychology.
5. Current national and international research in the field of applied behavioural analysis.
6. Current national and international research in the field of interpersonal interaction and emotional regulation.

### **Recommended literature:**

#### Compulsory literature:

Calvert, S. L., Wilson, B. J. (2008). The Handbook of Children, Media and Development. N.J.: Wiley-Blackwell. (selected chapters)

Glasová, M., Groma, M., Andreánska, V. (2015). Zdravie a zdravotné postihnutie. In Groma, M. a kolektív, Zdravotné postihnutie v kontexte aktivity, participácie a zdravia. Bratislava: Univerzita Komenského v Bratislave. (p. 7-32)

Glasová, M., Harvanová, S., Vancu, E. (2021). Multimodalita vývinu emocionálnej regulácie u adolescentov. 1. vyd., Bratislava: Univerzita Komenského. (selected chapters)

Jursová Zacharová, Z. (2021). Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania. Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta, Katedra psychológie a patopsychológie. (selected chapters)

#### Recommended literature:

#### Monographies

Catania, A. C. (2012). Learning. 5th edition New York: Sloan Publishing.

Cicchetti, D. (2016). Developmental psychopathology. 3rd edition. Volume I-IV. (I. Theory and method; II. Developmental neuroscience; III. Maladaptation and psychopathology; IV. Risk, resilience and Intervention). New York: Willey and Sons.

Fisher, W.W., Piazza, C. C., Roane, H. S. (2011). Handbook of Applied Behavioral Analysis. New York: Guilford Press.

Glasová, M., Groma, M. (2019): Posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/inkluzívneho vzdelávania. 1. vyd., Bratislava: Univerzita Komenského. (p. 57-96)

Jursová Zacharová, Z. (2013). Osvojovanie si materinského jazyka. In Jursová Zacharová, & Z., Sokolová L. Na ceste za dvojazyčnosťou: od informálneho k formálnemu vzdelávaniu = On the path to bilingualism: from informal to formal education. DITI. 15-44.

Marini, I., Glover-Graf, N. M., Millington, M. J. (2012). Psychosocial Aspects of Disability: Insider Perspectives and Strategies for Counselors. New York: Springer Publishing Company. (selected chapters)

Vybíral, Z. (2015). Lži, polopravdy a pravda v lidské komunikaci. Praha: Portál.

#### Periodicums and scientific databases

Psychológia a patopsychológia dieťaťa; Československá psychologie, Studia psychologica; Developmental Psychology; Child Development; Euroepan Psychologist; American Psychologist; Psychological Bulletin; APA PsycNet®; APA PsycInfo®, Trends in Psychology and others.

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

### **Notes:**

<b>Past grade distribution</b>					
Total number of evaluated students: 1					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Mária Glasová, PhD., doc. Mgr. Zlatica Zacharová, PhD.					
<b>Last change:</b> 17.11.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde016/22	<b>Course title:</b> New trends in school management
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, lecture, hybrid form (primarily in-person teaching) Workload of a course: 12 hours (6 credits): 3 x 4 hours of in-person teaching – 12 hours, literature study and independent preparation 38 hours, preparation for in-semester assessment 70 hours, preparation for final assessment 60 hours, total 180 hours Teaching methods: Dialogue methods – interview, group discussion, debate, polemic, problem-solving methods – brainwriting, brainstorming, monologic methods – lectures, instruction, project methods, self-directed learning – working with text, assessment and task solving, e-learning.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: In-semester assessment and final assessment (50+50, total 100 points). The course is completed with an exam. To complete the course, active participation is mandatory. Evaluation: In-semester evaluation: - Critical analysis of national and international research studies – 20 points and the elaboration of partial elements of case study – 30 points, Final evaluation: - The completion of the proposed concept of a case study (based on previously designated structure) and its oral presentation – 50 points. For successful completion of the course, the student must receive a minimum of 60% of overall evaluation: A (100-91%, excellent – outstanding results) – the student is familiar with the topic at an excellent level, the student proves to have analytical and critical thinking, the student can create independently a concept of a case study at an excellent level, the student demonstrates metacognitive abilities.	

B (90-81%, very good – above the average standard) – the student is familiar with the topic at a very good level (with minor inaccuracies), the student proves to have analytical and critical thinking, the student is able to create independently a concept of a case study at a very good level, the student demonstrates evaluative and procedural cognitive abilities.

C (80-73%, good – generally sound work) – the student is familiar with the topic at a good level (with multiple mistakes or inaccuracies), the student demonstrates independent analytical and critical thinking, the student is able to create independently a concept of a case study at a good level, the student can apply the principles of scientific work when designing a project.

D (72-66%, satisfactory – fair but with significant shortcomings) – the student is familiar with the topic at a satisfactory level (with considerable mistakes), the student is able to create independently a concept of a case study at an average level, the student demonstrates conceptual knowledge and the ability to think analytically, the student can argue at a satisfactory level.

E (65-60%, sufficient – performance meets the minimum criteria) – the student is familiar with the topic at an acceptable level (with considerable mistakes), the student is able to create independently a very low-quality concept of a case study (but still acceptable), the student demonstrates conceptual knowledge and argumentative abilities at a low level.

Fx (59-0%, fail – further work required)- the student is unable to apply acquired knowledge, the student creates a concept of a case study at an unsatisfactory level, the student does not demonstrate sufficient knowledge of critical thinking, the student is not familiar with basic terms and methods in research work, the student does not demonstrate the ability and motivation for self-study.

#### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

- The student of this course gains knowledge and satisfactory orientation in current trends of school management in Slovakia, with emphasis on management of educational institutions at macro, mezzo and microlevel.
- The student obtains information about current international trends in school management.
- The student becomes familiar with elementary law documents and should demonstrate the ability to interpret their content. These documents modify the functioning of kindergartens, primary and secondary schools, high schools, and universities in Slovakia, with the emphasis on the requirements of educational pedagogical workers and in context with the topic of the student's dissertation thesis.
- The student will be able to apply acquired knowledge when designing own case study based on previously designated requirements and in accordance with the student's topic of dissertation thesis. The creation of a case study enables the student to strengthen his abilities in critical thinking, active listening, communicating, persuasion, argumentation, presentation, writing, the ability to collaborate and plan activities that are related to the elaboration of a case study, the ability to think in context, metacognitive abilities and the ability of self-education.

#### **Class syllabus:**

Course overview:

- The theory of school management and its relation to pedagogical sciences. The definition of basic terms from the historical as well as current point of view. Functions and roles of school management in Slovakia and abroad. Theoretical models of school management. Current system of school management in Slovakia and current trends in school management abroad. Legal acts that modify the functioning of educational institutions at macro, mezzo and predominantly microlevel. The personality of the manager of educational staff – legal and personable requirements.

The student is familiar with the theory of school management and its relationship with pedagogical science. The student understands the terminology and can actively use it in communication and not only in the context of his dissertation thesis. The student is familiar with the roles and functions of school management in Slovakia and abroad. The student possesses a theoretical overview of school management models as well as the current school management system and trends in Slovakia and abroad. The student is familiar with law documents and can interpret their meaning. These documents modify the functioning of kindergartens, primary and secondary schools, high schools and universities in Slovakia, educational institutions at macro, mezzo and predominantly microlevel with the emphasis on the requirements of educational worker. The student is able to characterize the personality of the manager of educational staff – from the point of view of legal and personable requirements.

- System of internal school management in context with management functions: process of planning in educational institution (with the emphasis on strategic planning). Decision making (the steps and methods of decision making). Organisation (the elaboration of organisational structures and principles of self-direction). Managing people (types of management, teamwork, delegation, coaching, ethical management). Trends in the application of motivational theories and strategies. Management communication (internal and external). Internal and external control. The differentiation between evaluation, evalvation and autoevalvation of school organisation. Marketing and marketing mix.

The student is familiar with the internal school management in context with management functions, planning, decision making, organisation, people management and control. The student understands the issue of marketing in school environment. The student is familiar with marketing mix – a set of tools, which are used to depict features of educational services offered to “customers”

- The elaboration of a concept of a case study and its elements (to determine and define research questions, select cases and methods of data collection and analysis, prepare for data collection in the field, analysis and evaluation, report preparation).

The student can determine and define research questions and the number of cases that he will deal with. The student can select adequate methods and tools for each case. The student can listen, question, interpret answer, seek relations, and make revelations from hidden context. The student can obtain and save multiple sources, which will subsequently be processed. The student can create databases etc. The student is familiar with various methods of data processing and understands them in context. The student is able to select a method with a particular aim, so that he can overcome an imposed limitation and secure high credibility. The student understands the meaning of result interpretation and its objectivization. The student can reflect on the matter of research and its procedure. The student must include an explanation of his case selection and describe the case in written form.

#### **Recommended literature:**

PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu vedúcich pedagogických zamestnancov. Bratislava : Univerzita Komenského, 2014. 227 p. ISBN 978-80-223-3621-5.

[https://www.fedu.uniba.sk/uploads/media/Skolsky\\_manazment.pdf](https://www.fedu.uniba.sk/uploads/media/Skolsky_manazment.pdf)

PISOŇOVÁ, M. a kol. 2017. Školský manažment terminologický a výkladový slovník. Bratislava : Wolters Kluwer, 2017, 1. vol., 167 p., ISBN 978-80-8168-660-3.

<https://moodle.uniba.sk/mod/quiz/view.php?id=57866>

The students will be able to access additional study material in electronic form via LMS Moodle – Course title: New trends in school management

The Constitution of the Slovak Republic

Current legislative norms concerning the establishment and activities of kindergartens, primary and secondary schools, high schools and universities in Slovak Republic.

<p>Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov</p> <p>Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov</p> <p>Zákon č. 597/2003 Z. z. o financovaní základných škôl, stredných škôl a školských zariadení</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.</p>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Adriana Poliaková, PhD.					
<b>Last change:</b> 17.11.2022					
<b>Approved by:</b>					



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde016/22	<b>Course title:</b> New trends in school management
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, lecture, hybrid form (primarily in-person teaching) Workload of a course: 12 hours (6 credits): 3 x 4 hours of in-person teaching – 12 hours, literature study and independent preparation 38 hours, preparation for in-semester assessment 70 hours, preparation for final assessment 60 hours, total 180 hours Teaching methods: Dialogue methods – interview, group discussion, debate, polemic, problem-solving methods – brainwriting, brainstorming, monologic methods – lectures, instruction, project methods, self-directed learning – working with text, assessment and task solving, e-learning.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: In-semester assessment and final assessment (50+50, total 100 points). The course is completed with an exam. To complete the course, active participation is mandatory. Evaluation: In-semester evaluation: - Critical analysis of national and international research studies – 20 points and the elaboration of partial elements of case study – 30 points, Final evaluation: - The completion of the proposed concept of a case study (based on previously designated structure) and its oral presentation – 50 points. For successful completion of the course, the student must receive a minimum of 60% of overall evaluation: A (100-91%, excellent – outstanding results) – the student is familiar with the topic at an excellent level, the student proves to have analytical and critical thinking, the student can create independently a concept of a case study at an excellent level, the student demonstrates metacognitive abilities.	

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D (72-66%, satisfactory – fair but with significant shortcomings) – the student is familiar with the topic at a satisfactory level (with considerable mistakes), the student is able to create independently a concept of a case study at an average level, the student demonstrates conceptual knowledge and the ability to think analytically, the student can argue at a satisfactory level.

E (65-60%, sufficient – performance meets the minimum criteria) – the student is familiar with the topic at an acceptable level (with considerable mistakes), the student is able to create independently a very low-quality concept of a case study (but still acceptable), the student demonstrates conceptual knowledge and argumentative abilities at a low level.

Fx (59-0%, fail – further work required)- the student is unable to apply acquired knowledge, the student creates a concept of a case study at an unsatisfactory level, the student does not demonstrate sufficient knowledge of critical thinking, the student is not familiar with basic terms and methods in research work, the student does not demonstrate the ability and motivation for self-study.

#### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

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- The elaboration of a concept of a case study and its elements (to determine and define research questions, select cases and methods of data collection and analysis, prepare for data collection in the field, analysis and evaluation, report preparation).

The student can determine and define research questions and the number of cases that he will deal with. The student can select adequate methods and tools for each case. The student can listen, question, interpret answer, seek relations, and make revelations from hidden context. The student can obtain and save multiple sources, which will subsequently be processed. The student can create databases etc. The student is familiar with various methods of data processing and understands them in context. The student is able to select a method with a particular aim, so that he can overcome an imposed limitation and secure high credibility. The student understands the meaning of result interpretation and its objectivization. The student can reflect on the matter of research and its procedure. The student must include an explanation of his case selection and describe the case in written form.

#### **Recommended literature:**

PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu vedúcich pedagogických zamestnancov. Bratislava : Univerzita Komenského, 2014. 227 p. ISBN 978-80-223-3621-5.

[https://www.fedu.uniba.sk/uploads/media/Skolsky\\_manazment.pdf](https://www.fedu.uniba.sk/uploads/media/Skolsky_manazment.pdf)

PISOŇOVÁ, M. a kol. 2017. Školský manažment terminologický a výkladový slovník.

Bratislava : Wolters Kluwer, 2017, 1. vol., 167 p., ISBN 978-80-8168-660-3.

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The students will be able to access additional study material in electronic form via LMS Moodle – Course title: New trends in school management

The Constitution of the Slovak Republic

Current legislative norms concerning the establishment and activities of kindergartens, primary and secondary schools, high schools and universities in Slovak Republic.

<p>Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov</p> <p>Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov</p> <p>Zákon č. 597/2003 Z. z. o financovaní základných škôl, stredných škôl a školských zariadení</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.</p>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>					
<b>Last change:</b> 17.11.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde005/22	<b>Course title:</b> Philosophical questions of human potential
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 6 hours in the form of a lecture, full-time, 6 hours in the form of a seminar, full-time Teaching methods: Monologic (lectures, briefing), Dialogic (interview, discussion, colloquium, brainstorming), Situational (case studies), Practical methods (method simulation), Supervised self-study (working with text, content analysis).	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Completion of the course ends with evaluation. The course is completed by a final written work of 7 pages and its defense. At least 91 points must be obtained to obtain an A rating, at least 81 points must be obtained to obtain a B rating, at least 73 points must be obtained to obtain a C rating, at least 66 points must be obtained to obtain a D rating, get at least 60 points. A-excellent performance, the student masters and critically evaluates the possibilities of various methods and can apply them in practice; B-excellent performance, the student masters the basic methods, but critical thinking is borderline; C-good performance, the student has learned to work with basic methods, but does not know how to apply them in practice, D- sufficient performance, the student has learned only the basic core of the content about the use of methods, can not apply them in practice, E- sufficient, the student has learned to orientate in the content of the course, but did not learn to work with it actively and apply it in practice.	
<b>Learning outcomes:</b> After completing the course, doctoral students will gain knowledge about the methodological problems of the development of creative potential, learn the main criteria of creation and practical possibilities of its implementation by man. Attention will also be paid to the issue of ethical and social dimensions of the development of human creativity with regard to his profession.	
<b>Class syllabus:</b>	

The phenomenon of creativity in the self-realization process of man. Philosophical reflections on the main determinations of man. Creativity, its criteria and specifics in the system of human activity. Principles of rationality, humanism and ethics in the system of human creativity.					
<b>Recommended literature:</b> Compulsory literature: DRAPELA, Viktor.: Přehled teórií osobnosti. Praha : Portál, 2011. ISBN 978-80-262-0040-6 ŽURÍČ, Ladislav: Poznávanie žiakov a rozvoj ich tvorivého myslenia, Bratislava : SPK a ÚŠI, 1985. HLAVSA, Jaroslav: Psychologické základy teórie tvorby. Praha : Akademia, 1985. Compulsory literature KUSIN, Vasko – SOLLÁROVÁ, Eva: Ľudská tvorivosť (filozofické, psychologické a sociálne otázky. Nitra : Fakulta sociálnych vied a zdravotníctva UKF, 2002. ISBN 80-850-585-3 PIETRASINSKI, Zbigniew.: Tvorivé myslenie, Bratislava : Obzor, 1972. LYOTARD, Jean-Francois: O postmodernizmu. Praha : Filosofia, 1999. ISBN 80-7007-047-1					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. Dr. phil. Martin Muránsky, PhD.					
<b>Last change:</b> 17.11.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde005/22	<b>Course title:</b> Philosophical questions of human potential
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 6 hours in the form of a lecture, full-time, 6 hours in the form of a seminar, full-time Teaching methods: Monologic (lectures, briefing), Dialogic (interview, discussion, colloquium, brainstorming), Situational (case studies), Practical methods (method simulation), Supervised self-study (working with text, content analysis).	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Completion of the course ends with evaluation. The course is completed by a final written work of 7 pages and its defense. At least 91 points must be obtained to obtain an A rating, at least 81 points must be obtained to obtain a B rating, at least 73 points must be obtained to obtain a C rating, at least 66 points must be obtained to obtain a D rating, get at least 60 points. A-excellent performance, the student masters and critically evaluates the possibilities of various methods and can apply them in practice; B-excellent performance, the student masters the basic methods, but critical thinking is borderline; C-good performance, the student has learned to work with basic methods, but does not know how to apply them in practice, D- sufficient performance, the student has learned only the basic core of the content about the use of methods, can not apply them in practice, E- sufficient, the student has learned to orientate in the content of the course, but did not learn to work with it actively and apply it in practice.	
<b>Learning outcomes:</b> After completing the course, doctoral students will gain knowledge about the methodological problems of the development of creative potential, learn the main criteria of creation and practical possibilities of its implementation by man. Attention will also be paid to the issue of ethical and social dimensions of the development of human creativity with regard to his profession.	
<b>Class syllabus:</b>	

The phenomenon of creativity in the self-realization process of man. Philosophical reflections on the main determinations of man. Creativity, its criteria and specifics in the system of human activity. Principles of rationality, humanism and ethics in the system of human creativity.					
<b>Recommended literature:</b> Compulsory literature: DRAPELA, Viktor.: Přehled teórií osobnosti. Praha : Portál, 2011. ISBN 978-80-262-0040-6 ĎURIČ, Ladislav: Poznávanie žiakov a rozvoj ich tvorivého myslenia, Bratislava : SPK a ÚŠI, 1985. HLAVSA, Jaroslav: Psychologické základy teórie tvorby. Praha : Akademia, 1985. Compulsory literature KUSIN, Vasko – SOLLÁROVÁ, Eva: Ľudská tvorivosť (filozofické, psychologické a sociálne otázky. Nitra : Fakulta sociálnych vied a zdravotníctva UKF, 2002. ISBN 80-850-585-3 PIETRASINSKI, Zbigniew.: Tvorivé myslenie, Bratislava : Obzor, 1972. LYOTARD, Jean-Francois: O postmodernizmu. Praha : Filosofia, 1999. ISBN 80-7007-047-1					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>					
<b>Last change:</b> 17.11.2022					
<b>Approved by:</b>					



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde007/22	<b>Course title:</b> Presentation course
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Form of teaching: seminar Student workload: (3 credits): 12 x 2 hours of direct instruction (seminar); = 24 hours; 6 hours preparation of written work of seminar papers; 12 hours analysis of the issue; preparation for mid - term evaluation. A total of 42 hours of student work. Teaching methods: monologic interpretation of the curriculum, discussion of the topic; application of theoretical knowledge to practical examples. For the period of study: 12p Study method: full-time, part-time	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Passing the course ends with an exam. During the semester, the student prepares a written work for 40 points and ends with the defense of the semester work in the total maximum value of 60 points. The rating is given on a scale: A (100-91%, excellent - excellent results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required) A-excellent performance, the student masters and critically evaluates the possibilities of various methods and can apply them in practice; B-excellent performance, the student masters the basic methods, but critical thinking is borderline; C-good performance, the student has learned to work with basic methods, but does not know how to apply them in practice, D- sufficient performance, the student has learned only the basic core of the content about the use of methods, can not apply them in practice, E- sufficient, the student has learned be familiar with the content of the course, but did not learn to work actively with it and apply it in practice.	
<b>Learning outcomes:</b>	

The student will learn and practice the basic techniques and procedures for successful presentations in front of the group to reduce the stress of the performance. They will also learn to make good preparations for the presentation and respond properly to the audience's reactions. It is essential that he knows how to "sell" and be able to influence others with his views, thoughts and attitudes. Presentation skills are important and are the key to success..

**Class syllabus:**

How to prepare a space for a presentation. Movement in space, zones for movement and passing. Body language, gestures, sight, hands, movements. Eye contact. Working with questions. Working with voice. Use of technique and flipchart for presentation. How to compose a speech / presentation. How to start and how to end. How to break down fear. How to keep your attention during the presentation. Resolving situations, criticisms and negative reactions Preparation of the presentation, its principles for success. Rehearsals for presentations in front of the camera. Theory and explanation. Presentation test. Situation simulations, camera exercises. Feedback.

**Recommended literature:**

Bradbury, A.: Jak úspěšně prezentovat a presvědčit, Computer Press, 2003  
Laurenčík, M.: Jak na dokonalou prezentaci v PowerPointu, Grada, 2013  
Judy McKimm, Carol Jollie, Mark Hatter Mentoring: Theory and Practice, 2007  
Parsloe, E., Wray, M. J.: Coaching and mentoring: practical methods to improve learning, 2000  
Holloway, J. H.: The Benefits of Mentoring, Educational Leadership, 2001  
Peterson, R. W.: Mentor Teacher Handbook, 2005

**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. Pavol Kopinec, PhD., prof. PhDr. Jozef Leikert, PhD.

**Last change:** 17.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde007/22	<b>Course title:</b> Presentation course
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Form of teaching: seminar Student workload: (3 credits): 12 x 2 hours of direct instruction (seminar); = 24 hours; 6 hours preparation of written work of seminar papers; 12 hours analysis of the issue; preparation for mid - term evaluation. A total of 42 hours of student work. Teaching methods: monologic interpretation of the curriculum, discussion of the topic; application of theoretical knowledge to practical examples. For the period of study: 12p Study method: full-time, part-time	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Passing the course ends with an exam. During the semester, the student prepares a written work for 40 points and ends with the defense of the semester work in the total maximum value of 60 points. The rating is given on a scale: A (100-91%, excellent - excellent results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required) A-excellent performance, the student masters and critically evaluates the possibilities of various methods and can apply them in practice; B-excellent performance, the student masters the basic methods, but critical thinking is borderline; C-good performance, the student has learned to work with basic methods, but does not know how to apply them in practice, D- sufficient performance, the student has learned only the basic core of the content about the use of methods, can not apply them in practice, E- sufficient, the student has learned be familiar with the content of the course, but did not learn to work actively with it and apply it in practice.	
<b>Learning outcomes:</b>	

The student will learn and practice the basic techniques and procedures for successful presentations in front of the group to reduce the stress of the performance. They will also learn to make good preparations for the presentation and respond properly to the audience's reactions. It is essential that he knows how to "sell" and be able to influence others with his views, thoughts and attitudes. Presentation skills are important and are the key to success..

**Class syllabus:**

How to prepare a space for a presentation. Movement in space, zones for movement and passing. Body language, gestures, sight, hands, movements. Eye contact. Working with questions. Working with voice. Use of technique and flipchart for presentation. How to compose a speech / presentation. How to start and how to end. How to break down fear. How to keep your attention during the presentation. Resolving situations, criticisms and negative reactions Preparation of the presentation, its principles for success. Rehearsals for presentations in front of the camera. Theory and explanation. Presentation test. Situation simulations, camera exercises. Feedback.

**Recommended literature:**

Bradbury, A.: Jak úspěšně prezentovat a presvědčit, Computer Press, 2003  
Laurenčík, M.: Jak na dokonalou prezentaci v PowerPointu, Grada, 2013  
Judy McKimm, Carol Jollie, Mark Hatter Mentoring: Theory and Practice, 2007  
Parsloe, E., Wray, M. J.: Coaching and mentoring: practical methods to improve learning, 2000  
Holloway, J. H.: The Benefits of Mentoring, Educational Leadership, 2001 Peterson, R. W.: Mentor Teacher Handbook, 2005

**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:** 17.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KSP/D-SOPde024/22		<b>Course title:</b> Professional communication in English				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KSP/D-SOPde024/22			<b>Course title:</b> Professional communication in English			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KSP/D-SOPde025/22			<b>Course title:</b> Professional communication in English			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KSP/D-SOPde025/22		<b>Course title:</b> Professional communication in English				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Education					
<b>Course ID:</b> PdF.KSP/D-SOPde023/22		<b>Course title:</b> Professional communication in German			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 12s <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 3					
<b>Recommended semester:</b> 2., 4.					
<b>Educational level:</b> III.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>					
<b>Last change:</b>					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Education					
<b>Course ID:</b> PdF.KSP/D-SOPde023/22		<b>Course title:</b> Professional communication in German			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 12s <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 3					
<b>Recommended semester:</b> 1., 3.					
<b>Educational level:</b> III.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>					
<b>Last change:</b>					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde011/22	<b>Course title:</b> Quantitative research methodology
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 6 hours per semester in the form of a lecture, full-time, 6 hours per semester in the form of a seminar, full-time. Methods of education: Monological (lectures, instruction), Dialogical (interview, discussion, colloquium, brainstorming), Situational (case studies), Practical methods (simulation methods), Guided self-study (work with text, content analysis). Active-productive teaching methodology: Exploration and discovery, open practice, elaboration of information. Interactive-productive teaching methodology: Induction of principles, conceptualization of scientific knowledge. Argumentative discourse at a level appropriate to the intellectual demands of doctoral study. Form: • Full-time • Combined • Distance	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Understand the relationship of critical theories to social work practice and social work performance. Competence and ability to critically evaluate the impact of power in its various forms on the organization and management of social life. Competence to analyze complex social problems and to implement proposals for their solution, to use modern methods and means in solving social problems. Able to publish in peer-reviewed indexed and impact journals. This will enable him/her to improve independent, critical and analytical thinking, which he/she applies in changing circumstances. He/she presents independently the results of research and development at foreign and domestic conferences, seminars on compulsory subjects before the professional community	

in the Slovak Republic and abroad. He is guided to take into account social, scientific and ethical aspects in formulating research intentions and interpreting research results

**Learning outcomes:**

Learning outcomes:

The goal is to acquire knowledge about quantitative research methodology at the postgraduate level, gain an overview of more advanced research methods used in the social sciences, understand challenging research design and gain the ability to create research plans for quantitatively oriented research in the context of the dissertation topic.

After completing the subject, the student understands the paradigm of quantitatively oriented research in relation to current knowledge of the basic scientific discipline. The student understands various types of research methods in quantitatively oriented research, knows the principles of their selection and the requirements for their application, knows how to navigate descriptive, experimental and correlational studies, understands the possibilities and pitfalls of data collection and evaluation, can create a quantitatively oriented research plan in relation to the topic of the dissertation with the application of more demanding tools of quantitatively oriented methodology. Can analyze the methodology used in individual researches published in scientific journals, justify their use. He is able to critically reflect on the methodology of quantitatively oriented research, their advantages and conceptual and interpretative shortcomings. He will acquire the competence to plan, implement and evaluate research, and his level of methodological awareness will increase. As part of the education, we will emphasize the "Concept of social responsibility" according to the International Standard ISO 26000 (corporate social responsibility), which is a reflection of the growing recognition of the need to ensure the health of ecosystems, social justice and good organizational management. We will emphasize responsibility, transparency, ethical behavior, respect for the interests of stakeholders, compliance with the law, as well as the protection and observance of human rights.

**Class syllabus:**

- The place of quantitative research in scientific disciplines.

The student understands the importance of quantitative research and its application in social science disciplines, its place in acquiring new scientific knowledge. He understands quantitative research as a research strategy based on the collection, processing and interpretation of research data, which supports the objective empirical investigation of observable phenomena through a number of quantitative methods and techniques.

- Requirements, means and tools in quantitative research. Selection of research tools and their application in research.

The student understands the research requirements for the selection of research resources and tools in quantitative research. It is proven in the process of creating a research plan adapt to the requirements of basic, applied research. Can adequately use various research methods and tools (observation, questionnaire, assessment scales, test tools, experiment and combine them appropriately. Can assess the level of reliability and validity of research tools, applies the required conditions for their adaptation into the Slovak language.

- Structure of the research plan. Formulation of research objectives, goals, hypotheses. Specifics of research samples. Research samples with low abundance.

The student learns the creation of a research plan, understands its content and structure, understands the activities associated with the individual stages of research, can correctly formulate research questions, research goals and research hypotheses. He knows how to create a research sample adequate to the research purpose, he is aware of the limits of the selection of subjects. Can create an appropriate research design even with a low number of subjects.

- Quantitative tools in experimental and correlational studies, data processing options in experimental designs, variables in research and their causal and interference relationships. Mathematical and statistical processing of data and interpretation of research results. The student is oriented in the methods of mathematical and statistical processing of research data, he is aware of the relationship between the nature of data and the possibilities (limits) of their mathematical and statistical processing. The student is aware of the specificity of measurement as a central element of quantitative research, as a basic connection between empirical observation and mathematical expression of quantitative relationships. He controls and can use descriptive data processing methods, understands the selection and rules of using appropriate tools of inferential statistics and appropriate statistical tests for verifying the validity of research hypotheses.
- Conceptual and interpretative shortcomings of quantitative research designs. The student can assess the advantages and disadvantages and the limits of quantitative methodology, can compare the advantages and disadvantages of quantitative research methodology in relation to qualitative research, can appropriately use quantitative research in a mixed research design.

### **Recommended literature:**

Mandatory literature:

TOMŠÍK, R. (2017). Quantitative research in pedagogical sciences. Introduction to methodology and statistical processing. Nitra: University of Constantine the Philosopher in Nitra, Faculty of Education.

CSÁMPAI, O. (2013). Elementary quantitative research. Trnava: Oliva.

Recommended reading:

COHEN, L., MANION, L., MORRISON, K. (2007). Research Methods in Education. Routledge.

BAČÍKOVÁ, M., JANOVSÁ, M. (2018). Basics of pedagogical-psychological research methodology. Prešov: ŠafárikPress.

PROKŠA, M., HELD, L. et al. (2008). Methodology of pedagogical research and its application in didactics of natural sciences. Bratislava: Comenius University in Bratislava.

GAVORA, P. et al. (2010). Electronic textbook of pedagogical research. [online]. Comenius University in Bratislava. <http://www.e-metodologia.fedu.uniba.sk/>

GAVORA, P. (2008). Introduction to pedagogical research. Bratislava: Comenius University.

IŠVEC, Š. (1998). Methodology of educational sciences. Bratislava: IRIS.

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

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:** doc. PhDr. Marian Groma, PhD.

**Last change:** 17.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSP/D-SOPde011/22	<b>Course title:</b> Quantitative research methodology
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 6 hours per semester in the form of a lecture, full-time, 6 hours per semester in the form of a seminar, full-time. Methods of education: Monological (lectures, instruction), Dialogical (interview, discussion, colloquium, brainstorming), Situational (case studies), Practical methods (simulation methods), Guided self-study (work with text, content analysis). Active-productive teaching methodology: Exploration and discovery, open practice, elaboration of information. Interactive-productive teaching methodology: Induction of principles, conceptualization of scientific knowledge. Argumentative discourse at a level appropriate to the intellectual demands of doctoral study. Form: <ul style="list-style-type: none"> <li>• Full-time</li> <li>• Combined</li> <li>• Distance</li> </ul>	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Understand the relationship of critical theories to social work practice and social work performance. Competence and ability to critically evaluate the impact of power in its various forms on the organization and management of social life. Competence to analyze complex social problems and to implement proposals for their solution, to use modern methods and means in solving social problems. Able to publish in peer-reviewed indexed and impact journals. This will enable him/her to improve independent, critical and analytical thinking, which he/she applies in changing circumstances. He/she presents independently the results of research and development at foreign and domestic conferences, seminars on compulsory subjects before the professional community	

in the Slovak Republic and abroad. He is guided to take into account social, scientific and ethical aspects in formulating research intentions and interpreting research results

**Learning outcomes:**

Learning outcomes:

The goal is to acquire knowledge about quantitative research methodology at the postgraduate level, gain an overview of more advanced research methods used in the social sciences, understand challenging research design and gain the ability to create research plans for quantitatively oriented research in the context of the dissertation topic.

After completing the subject, the student understands the paradigm of quantitatively oriented research in relation to current knowledge of the basic scientific discipline. The student understands various types of research methods in quantitatively oriented research, knows the principles of their selection and the requirements for their application, knows how to navigate descriptive, experimental and correlational studies, understands the possibilities and pitfalls of data collection and evaluation, can create a quantitatively oriented research plan in relation to the topic of the dissertation with the application of more demanding tools of quantitatively oriented methodology. Can analyze the methodology used in individual researches published in scientific journals, justify their use. He is able to critically reflect on the methodology of quantitatively oriented research, their advantages and conceptual and interpretative shortcomings. He will acquire the competence to plan, implement and evaluate research, and his level of methodological awareness will increase. As part of the education, we will emphasize the "Concept of social responsibility" according to the International Standard ISO 26000 (corporate social responsibility), which is a reflection of the growing recognition of the need to ensure the health of ecosystems, social justice and good organizational management. We will emphasize responsibility, transparency, ethical behavior, respect for the interests of stakeholders, compliance with the law, as well as the protection and observance of human rights.

**Class syllabus:**

- The place of quantitative research in scientific disciplines.

The student understands the importance of quantitative research and its application in social science disciplines, its place in acquiring new scientific knowledge. He understands quantitative research as a research strategy based on the collection, processing and interpretation of research data, which supports the objective empirical investigation of observable phenomena through a number of quantitative methods and techniques.

- Requirements, means and tools in quantitative research. Selection of research tools and their application in research.

The student understands the research requirements for the selection of research resources and tools in quantitative research. It is proven in the process of creating a research plan adapt to the requirements of basic, applied research. Can adequately use various research methods and tools (observation, questionnaire, assessment scales, test tools, experiment and combine them appropriately. Can assess the level of reliability and validity of research tools, applies the required conditions for their adaptation into the Slovak language.

- Structure of the research plan. Formulation of research objectives, goals, hypotheses. Specifics of research samples. Research samples with low abundance.

The student learns the creation of a research plan, understands its content and structure, understands the activities associated with the individual stages of research, can correctly formulate research questions, research goals and research hypotheses. He knows how to create a research sample adequate to the research purpose, he is aware of the limits of the selection of subjects. Can create an appropriate research design even with a low number of subjects.

- Quantitative tools in experimental and correlational studies, data processing options in experimental designs, variables in research and their causal and interference relationships. Mathematical and statistical processing of data and interpretation of research results. The student is oriented in the methods of mathematical and statistical processing of research data, he is aware of the relationship between the nature of data and the possibilities (limits) of their mathematical and statistical processing. The student is aware of the specificity of measurement as a central element of quantitative research, as a basic connection between empirical observation and mathematical expression of quantitative relationships. He controls and can use descriptive data processing methods, understands the selection and rules of using appropriate tools of inferential statistics and appropriate statistical tests for verifying the validity of research hypotheses.
- Conceptual and interpretative shortcomings of quantitative research designs. The student can assess the advantages and disadvantages and the limits of quantitative methodology, can compare the advantages and disadvantages of quantitative research methodology in relation to qualitative research, can appropriately use quantitative research in a mixed research design.

#### **Recommended literature:**

Mandatory literature:

TOMŠÍK, R. (2017). Quantitative research in pedagogical sciences. Introduction to methodology and statistical processing. Nitra: University of Constantine the Philosopher in Nitra, Faculty of Education.

CSÁMPAI, O. (2013). Elementary quantitative research. Trnava: Oliva.

Recommended reading:

COHEN, L., MANION, L., MORRISON, K. (2007). Research Methods in Education. Routledge.

BAČÍKOVÁ, M., JANOVSKEÁ, M. (2018). Basics of pedagogical-psychological research methodology. Prešov: ŠafárikPress.

PROKŠA, M., HELD, L. et al. (2008). Methodology of pedagogical research and its application in didactics of natural sciences. Bratislava: Comenius University in Bratislava.

GAVORA, P. et al. (2010). Electronic textbook of pedagogical research. [online]. Comenius University in Bratislava. <http://www.e-metodologia.fedu.uniba.sk/>

GAVORA, P. (2008). Introduction to pedagogical research. Bratislava: Comenius University.

IŠVEC, Š. (1998). Methodology of educational sciences. Bratislava: IRIS.

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

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 1

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

#### **Lecturers:**

**Last change:** 17.11.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KSP/D-SOPde020/22		<b>Course title:</b> Work with external literary sources				
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 1.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Ján Gunčaga, PhD.						
<b>Last change:</b> 17.08.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KSP/D-SOPde020/22		<b>Course title:</b> Work with external literary sources				
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 17.08.2022						
<b>Approved by:</b>						