

Course descriptions

TABLE OF CONTENTS

1. D-SPPex023/22	Current reflection of art.....	2
2. D-SPPex023/22	Current reflection of art.....	5
3. D-SPPex013/22	Developing a#research project.....	8
4. D-SPPex013/22	Developing a#research project.....	11
5. D-SPPex007/22	Historiography of special pedagogy - selected state.....	14
6. D-SPPex007/22	Historiography of special pedagogy - selected state.....	18
7. D-SPPex001/22	Innovative trends in special-educational diagnostics.....	22
8. D-SPPex001/22	Innovative trends in special-educational diagnostics.....	27
9. D-SPPex020/22	Internship abroad.....	32
10. D-SPPex020/22	Internship abroad.....	35
11. D-SPPex018/22	Mathematical and statistical methods I.....	38
12. D-SPPex018/22	Mathematical and statistical methods I.....	41
13. D-SPPex019/22	Mathematical and statistical methods II.....	44
14. D-SPPex019/22	Mathematical and statistical methods II.....	47
15. D-SPPex011/22	Methodology of qualitative research.....	50
16. D-SPPex011/22	Methodology of qualitative research.....	55
17. D-SPPex012/22	Methodology of quantitative research.....	60
18. D-SPPex012/22	Methodology of quantitative research.....	64
19. D-SPPex008/22	Multimedia in educational rehabilitation.....	68
20. D-SPPex008/22	Multimedia in educational rehabilitation.....	74
21. D-SPPex014/22	New trends in adult education.....	80
22. D-SPPex014/22	New trends in adult education.....	83
23. D-SPPex009/22	New trends in psychological theory and practice.....	86
24. D-SPPex009/22	New trends in psychological theory and practice.....	90
25. D-SPPex010/22	New trends in school management.....	94
26. D-SPPex010/22	New trends in school management.....	98
27. D-SPPex021/22	Philosophy of special and inclusive education - selected state.....	102
28. D-SPPex021/22	Philosophy of special and inclusive education - selected state.....	106
29. D-SPPex004/22	Selected state from comparative special pedagogy.....	110
30. D-SPPex004/22	Selected state from comparative special pedagogy.....	115
31. D-SPPex016/22	State exam: PhD. thesis defence (state exam).....	120
32. D-SPPex015/22	State exam: doctoral examination (state exam).....	122
33. D-SPPex003/22	Theory of communication of persons with disabilities.....	131
34. D-SPPex003/22	Theory of communication of persons with disabilities.....	134
35. D-SPPex002/22	Trends in Educational Rehabilitation of the Disabled.....	137
36. D-SPPex002/22	Trends in Educational Rehabilitation of the Disabled.....	143
37. D-SPPex024/22	Word and context.....	149
38. D-SPPex024/22	Word and context.....	154
39. D-SPPex017/22	Work with external literary sources.....	159
40. D-SPPex017/22	Work with external literary sources.....	162
41. D-SPPex022/22	Working with professional text in a foreign language.....	165
42. D-SPPex022/22	Working with professional text in a foreign language.....	169

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex023/22	Course title: Current reflection of art
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12sP, 12 hours per semester, full-time or part-time method Student workload: 12 hours of lectures per semester, preparation of the final work 50 hours per semester, self-study 40 hours per semester, individual consultations with the teacher 5 hours per semester, presentation of the final work 5 hours. A total of 112 hours per semester. Training methods: Analysis and interpretation of works of art, discussion, brainstorming, problem solving, application of theory to current problems of contemporary culture and art, presentation.	
Number of credits: 4	
Recommended semester: 1., 3., 5.	
Educational level: III.	
Prerequisites:	
Course requirements: Doctoral students ask themselves a question about a living problem of contemporary culture and answer it with the help of aesthetic categories. Work structure: Question - maximum 15 words. Problem definition - 150 words maximum. Time and regional boundary of the problem - maximum 100 words. At least 5 aesthetic terms that can be used to describe this problem. At least 5 works of art in which the manifestations of this problem can be seen. Characteristics of the cultural situation in which this problem occurs - at least 100 lines. At least 5 names of authors from aesthetic literature also with sources that deal with the analysis or interpretation of this problem. The final work is presented at a joint mini conference in the exam period. The topicality of the problem, its adequate interpretation, the depth of view into aesthetic literature, the quality of the presentation at the mini conference will be evaluated. Rating: A (100-91%, excellent - excellent results), the student interprets the issues of current processes in culture in a highly original way, using aesthetic terminology, B (90-81%, very good - above average standard), the student creatively interprets the issue of current processes in culture, using aesthetic terminology, C (80-73%, good - common reliable work), the student adequately names and interprets processes in contemporary culture, correctly uses aesthetic terminology,	

D (72-66%, satisfactory - acceptable results), the student demonstrates insight into current processes in culture, E (65-60%, sufficient - the results meet the minimum criteria), the student describes the current processes in culture in places inadequately, in the use of aesthetic terminology shows occasional errors, Fx (59-0%, insufficient - additional work required), the student does not demonstrate the ability to understand current processes in culture, misinterprets aesthetic concepts. Scale of assessment (preliminary/final): 50/50					
Learning outcomes: Students can independently identify problems and situations in contemporary art and culture (after 2000), independently interpret these problems. They use aesthetic terminology and build their analyses on relevant aesthetic theories. Students will develop their interpretation, communication, and presentation skills.					
Class syllabus: The structure and details of the individual topics of the course will be adjusted according to the current situation in culture because the course should reflect the state of current culture and art at the time of its teaching. They will also be adjusted according to the current scientific results of theoretical art reflection in a given school year, because the subject should reflect and present the current theoretical art reflection. Main topics: Construction of works of art. Ontological status of a work of art. Artistic expression. A work of art in culture. Art functions. Understanding a work of art. Methods of aesthetic reflection of art. All topics form one whole, the parts of which complement each other and, in their complex, develop students' interpretive and analytical skills. During the analysis and interpretation of works of art and their aesthetic theoretical reflection, students gain an overview of the current cultural situation. Each topic in context with others develops a critical view of culture and art.					
Recommended literature: Main recommended literature: Estetika na prelomu milénia. Vybrané problémy súčasnej estetiky. P. Zahradka (ed.) Brno : Barrister & Principal, 2010. ISBN 978-80-87474-11-2 HADRAVOVÁ, T.: Co je nového v estetice. Praha : Nová beseda, 216. ISBN 978-80-96089-7-9 NELSON, R. S. – SHIFF, R.: Kritické pojmy dejín umenia. Bratislava : Nadácia – Centrum súčasného umenia, 2004. ISBN 80-7145-978-X PERNIOLA, M.: Estetika 20. století. Praha : Karolinum, 2000. ISBN 80-246-0213-X MISTRÍK, E.: Estetický slovník. Bratislava : Album, 2013-2021. ISBN 978-80-971533-4-2 (Online, 6. 12. 2021) www.estetickyslovník.sk SOURIAU, É.: Encyklopedie estetiky. Praha : Victoria, 1994. ISBN 80-85605-18-X Students independently search for further literature according to the nature and topic of their final theses.					
Languages necessary to complete the course: Slovak and Czech language					
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: prof. PhDr. Erich Mistrík, CSc.
Last change: 10.11.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex023/22	Course title: Current reflection of art
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12sP, 12 hours per semester, full-time or part-time method Student workload: 12 hours of lectures per semester, preparation of the final work 50 hours per semester, self-study 40 hours per semester, individual consultations with the teacher 5 hours per semester, presentation of the final work 5 hours. A total of 112 hours per semester. Training methods: Analysis and interpretation of works of art, discussion, brainstorming, problem solving, application of theory to current problems of contemporary culture and art, presentation.	
Number of credits: 4	
Recommended semester: 2., 4., 6.	
Educational level: III.	
Prerequisites:	
Course requirements: Doctoral students ask themselves a question about a living problem of contemporary culture and answer it with the help of aesthetic categories. Work structure: Question - maximum 15 words. Problem definition - 150 words maximum. Time and regional boundary of the problem - maximum 100 words. At least 5 aesthetic terms that can be used to describe this problem. At least 5 works of art in which the manifestations of this problem can be seen. Characteristics of the cultural situation in which this problem occurs - at least 100 lines. At least 5 names of authors from aesthetic literature also with sources that deal with the analysis or interpretation of this problem. The final work is presented at a joint mini conference in the exam period. The topicality of the problem, its adequate interpretation, the depth of view into aesthetic literature, the quality of the presentation at the mini conference will be evaluated. Rating: A (100-91%, excellent - excellent results), the student interprets the issues of current processes in culture in a highly original way, using aesthetic terminology, B (90-81%, very good - above average standard), the student creatively interprets the issue of current processes in culture, using aesthetic terminology, C (80-73%, good - common reliable work), the student adequately names and interprets processes in contemporary culture, correctly uses aesthetic terminology,	

D (72-66%, satisfactory - acceptable results), the student demonstrates insight into current processes in culture,
 E (65-60%, sufficient - the results meet the minimum criteria), the student describes the current processes in culture in places inadequately, in the use of aesthetic terminology shows occasional errors,
 Fx (59-0%, insufficient - additional work required), the student does not demonstrate the ability to understand current processes in culture, misinterprets aesthetic concepts.
 Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Students can independently identify problems and situations in contemporary art and culture (after 2000), independently interpret these problems. They use aesthetic terminology and build their analyses on relevant aesthetic theories. Students will develop their interpretation, communication, and presentation skills.

Class syllabus:

The structure and details of the individual topics of the course will be adjusted according to the current situation in culture because the course should reflect the state of current culture and art at the time of its teaching. They will also be adjusted according to the current scientific results of theoretical art reflection in a given school year, because the subject should reflect and present the current theoretical art reflection.

Main topics:

Construction of works of art. Ontological status of a work of art. Artistic expression. A work of art in culture. Art functions. Understanding a work of art. Methods of aesthetic reflection of art.

All topics form one whole, the parts of which complement each other and, in their complex, develop students' interpretive and analytical skills. During the analysis and interpretation of works of art and their aesthetic theoretical reflection, students gain an overview of the current cultural situation. Each topic in context with others develops a critical view of culture and art.

Recommended literature:

Main recommended literature:

Estetika na prelomu milénia. Vybrané problémy súčasnej estetiky. P. Zahradka (ed.) Brno : Barrister & Principal, 2010. ISBN 978-80-87474-11-2

HADRAVOVÁ, T.: Co je nového v estetice. Praha : Nová beseda, 216. ISBN 978-80-96089-7-9

NELSON, R. S. – SHIFF, R.: Kritické pojmy dejín umenia. Bratislava : Nadácia – Centrum súčasného umenia, 2004. ISBN 80-7145-978-X

PERNIOLA, M.: Estetika 20. století. Praha : Karolinum, 2000. ISBN 80-246-0213-X

MISTRÍK, E.: Estetický slovník. Bratislava : Album, 2013-2021. ISBN 978-80-971533-4-2

(Online, 6. 12. 2021) www.estetickyslovník.sk

SOURIAU, É.: Encyklopedie estetiky. Praha : Victoria, 1994. ISBN 80-85605-18-X

Students independently search for further literature according to the nature and topic of their final theses.

Languages necessary to complete the course:

Slovak and Czech language

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: prof. PhDr. Erich Mistrík, CSc.
Last change: 10.11.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex013/22	Course title: Developing a research project
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 4 hours 3x per semester, total 12 hours / semester, seminar; combined (primary full-time) Student workload: 12 S (6 credits): • 3x 4 hours of direct teaching - 12 hours. • Elaboration of assignments - 80 hours • Completion of the project proposal and preparation for the presentation - 25 hours • Study of literature and independent preparation - 63 hours A total of 180 hours of student work. Training methods: dialogical methods (interview, debate, controversy, discussion), group work, guided self-study (literature study, assignment solution, e-learning)	
Number of credits: 6	
Recommended semester: 1.	
Educational level: III.	
Prerequisites:	
Course requirements: Active participation in lessons is expected to complete the course. The evaluation includes the elaboration of ongoing assignments: • Critical analysis of foreign and domestic studies - 20 points • Work with reference style - 10 points • Formulation of partial parts of the project (goal, abstract, introduction / issues of the current state, research methodology) - 50 points • Complete project design and presentation - 20 points 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) - the student masters the issue at an excellent level, demonstrates independent analytical and critical thinking, can independently create a research project at an excellent level, demonstrates metacognitive skills. B (90-81%, very good - above average standard) - the student masters the issue at an excellent level (only with minor inaccuracies), demonstrates independent analytical and critical thinking, can independently create a research project at an excellent level, demonstrates evaluation and procedural cognitive skills.	

C (80-73%, good - normal reliable work) - the student masters the issue 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 the procedures of scientific work in project creation.

D (72-66%, satisfactory - acceptable results) - the student masters the issue at the average level (with significant errors), can independently create a research project at the average level, demonstrates conceptual knowledge and the ability to think analytically, can argue at the average level.

E (65-60%, sufficient - the results meet the minimum criteria) - the student masters the issue at an acceptable level (with more fundamental errors), can independently create a research project whose quality is low but acceptable level, demonstrates conceptual knowledge, demonstrates argumentation skills at a low level.

Fx (59-0%, insufficient - additional 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, does not have mastered the basic concepts and procedures of scientific work, or does not demonstrate the features of independent study and motivation for it.

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

Learning outcomes:

The main goal of the course is to acquire the competencies necessary for independent scientific work of a doctoral student. The student understands the importance of scientific research and its attributes, can orient themselves in the necessary questions that the researcher asks at the beginning of systematic research - theoretical and empirical. Can orient himself / herself 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 the dissertation, resp. with a topic in his scientific interest. Knows and reflects on practical and ethical issues in research planning and research project. Understands the coherence of the research project, understands, and can apply a solid structure of project components. Can design his / her own research project according to predetermined requirements.

Can think critically and communicate about scientific problems, resp. problems related to scientific research. He can cooperate and demonstrate the ability to plan activities related to the creation and planned implementation of the project. He can think in context, demonstrate metacognitive abilities, and demonstrate the ability of self-education.

Class syllabus:

- Scientific research and its importance. Methodology vs. research methodology. Types of research designs. Research project, significance, creation, general structure of projects, project evaluation criteria, 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, knows the principles of creating academic texts, the principles of creating research projects and studies, has an overview of current grant schemes. Can analyse and critically assess scientific texts in terms of compliance with academic conventions. Can actively communicate about methodological issues, think about creating their own research, considering the topic of the 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, working 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 professional literature, can apply a

reference style. Can orient himself in professional sources, create content analysis and formulate a research problem, questions or hypotheses based on it. He considers the appropriate method of his research, can plan research methodology, including the use of research tools. He can metacognition in the intentions of planning his dissertation project.

- Structure of the research project / research study and its components (abstract / annotation - types of abstracts and their structure, introduction / overview of the issue and its structure, description of research methodology, results and their processing, interpretation of results and its relevance, discussion concept, research limits, conclusion)

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

Recommended literature:

Main 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
- Morling, B. (2012). Research methods in psychology: Evaluating a world of information. New York, NY: Norton.
- Organizing Academic Research Papers: Purpose of Guide, retrieved form: <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
- Further study text will be available to students and made available in electronic form at regular intervals through the university LMS Moodle - a course entitled: Creating a research project

Languages necessary to complete the course:

Slovak, English language

Notes:

Past grade distribution

Total number of evaluated students: 3

A	ABS	B	C	D	E	FX
33,33	0,0	33,33	33,33	0,0	0,0	0,0

Lecturers: prof. PaedDr. Katarína Žilková, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex013/22	Course title: Developing a research project
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 4 hours 3x per semester, total 12 hours / semester, seminar; combined (primary full-time) Student workload: 12 S (6 credits): • 3x 4 hours of direct teaching - 12 hours. • Elaboration of assignments - 80 hours • Completion of the project proposal and preparation for the presentation - 25 hours • Study of literature and independent preparation - 63 hours A total of 180 hours of student work. Training methods: dialogical methods (interview, debate, controversy, discussion), group work, guided self-study (literature study, assignment solution, e-learning)	
Number of credits: 6	
Recommended semester: 2.	
Educational level: III.	
Prerequisites:	
Course requirements: Active participation in lessons is expected to complete the course. The evaluation includes the elaboration of ongoing assignments: • Critical analysis of foreign and domestic studies - 20 points • Work with reference style - 10 points • Formulation of partial parts of the project (goal, abstract, introduction / issues of the current state, research methodology) - 50 points • Complete project design and presentation - 20 points 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) - the student masters the issue at an excellent level, demonstrates independent analytical and critical thinking, can independently create a research project at an excellent level, demonstrates metacognitive skills. B (90-81%, very good - above average standard) - the student masters the issue at an excellent level (only with minor inaccuracies), demonstrates independent analytical and critical thinking, can independently create a research project at an excellent level, demonstrates evaluation and procedural cognitive skills.	

C (80-73%, good - normal reliable work) - the student masters the issue 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 the procedures of scientific work in project creation.

D (72-66%, satisfactory - acceptable results) - the student masters the issue at the average level (with significant errors), can independently create a research project at the average level, demonstrates conceptual knowledge and the ability to think analytically, can argue at the average level.

E (65-60%, sufficient - the results meet the minimum criteria) - the student masters the issue at an acceptable level (with more fundamental errors), can independently create a research project whose quality is low but acceptable level, demonstrates conceptual knowledge, demonstrates argumentation skills at a low level.

Fx (59-0%, insufficient - additional 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, does not have mastered the basic concepts and procedures of scientific work, or does not demonstrate the features of independent study and motivation for it.

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

Learning outcomes:

The main goal of the course is to acquire the competencies necessary for independent scientific work of a doctoral student. The student understands the importance of scientific research and its attributes, can orient themselves in the necessary questions that the researcher asks at the beginning of systematic research - theoretical and empirical. Can orient himself / herself 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 the dissertation, resp. with a topic in his scientific interest. Knows and reflects on practical and ethical issues in research planning and research project. Understands the coherence of the research project, understands, and can apply a solid structure of project components. Can design his / her own research project according to predetermined requirements.

Can think critically and communicate about scientific problems, resp. problems related to scientific research. He can cooperate and demonstrate the ability to plan activities related to the creation and planned implementation of the project. He can think in context, demonstrate metacognitive abilities, and demonstrate the ability of self-education.

Class syllabus:

- Scientific research and its importance. Methodology vs. research methodology. Types of research designs. Research project, significance, creation, general structure of projects, project evaluation criteria, 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, knows the principles of creating academic texts, the principles of creating research projects and studies, has an overview of current grant schemes. Can analyse and critically assess scientific texts in terms of compliance with academic conventions. Can actively communicate about methodological issues, think about creating their own research, considering the topic of the 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, working 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 professional literature, can apply a

reference style. Can orient himself in professional sources, create content analysis and formulate a research problem, questions or hypotheses based on it. He considers the appropriate method of his research, can plan research methodology, including the use of research tools. He can metacognition in the intentions of planning his dissertation project.

- Structure of the research project / research study and its components (abstract / annotation - types of abstracts and their structure, introduction / overview of the issue and its structure, description of research methodology, results and their processing, interpretation of results and its relevance, discussion concept, research limits, conclusion)

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

Recommended literature:

Main 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
- Morling, B. (2012). Research methods in psychology: Evaluating a world of information. New York, NY: Norton.
- Organizing Academic Research Papers: Purpose of Guide, retrieved form: <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
- Further study text will be available to students and made available in electronic form at regular intervals through the university LMS Moodle - a course entitled: Creating a research project

Languages necessary to complete the course:

Slovak, English language

Notes:

Past grade distribution

Total number of evaluated students: 3

A	ABS	B	C	D	E	FX
33,33	0,0	33,33	33,33	0,0	0,0	0,0

Lecturers: prof. PaedDr. Katarína Žilková, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex007/22	Course title: Historiography of special pedagogy - selected state
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours per semester in the form of a lecture, combined form, primarily full-time Student workload: 12 hours of direct instruction; 25 hours preparation of semester work; 17 hours preparation for mid-term evaluation; 32 hours preparation for the final evaluation; TOTAL: 86 hours. Methods of mediating the content of education: curriculum interpretation, lecture, discussion, work in small groups, self-study, problem solving and model situations.	
Number of credits: 4	
Recommended semester: 2., 4., 6.	
Educational level: III.	
Prerequisites:	
Course requirements: During the semester, the student prepares a semester work on a topic assigned by the teacher, from which he can obtain a maximum of 20 points. During the semester, there will be one continuous written examination, from which the student can obtain a maximum of 20 points. A student who does not obtain at least 20 points or does not meet one of the evaluation criteria will not be admitted to the final evaluation. In the final written test, the student can get a maximum 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). It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. Credits will not be awarded to a student who obtains less than 50% of any of the assignments. To successfully complete the course, it is necessary to obtain at least 60% of points. A - excellent performance, the student masters the basic concepts; the semester work meets all the set criteria; critically evaluates.	

B - excellent performance, the student masters the basic concepts, but there are slight shortcomings in the application of knowledge in practice; slight shortcomings are observable in the semester work; critical thinking is borderline.

C - good performance, the student has mastered the knowledge, but can learn to apply in practice only partially; semester work has shortcomings.

D - acceptable performance, the student has mastered the knowledge only partially, the issue has significant shortcomings; his term paper meets the minimum criteria.

E - minimally acceptable performance, the student has mastered the knowledge minimally, is unable to adequately transfer it into practice;

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

Learning outcomes:

Students will acquire adequate theoretical knowledge in the field of historiography of special pedagogy as well as the historical development of the attitude of the majority towards the minority of the disabled. The main emphasis will be on thinking in the historical context of education and the social status of people with "otherness". Students will acquire adequate theoretical knowledge in the field of historiography of special pedagogy as well as the historical development of the majority's attitude towards the minority of the disabled and the culturally excluded. The main emphasis will be on the relationship between the late 19th century biological thinking and pedagogy. They will acquire knowledge about the period of formation of special pedagogy at the beginning of the 20th century and the philosophy of education in the second half of the 20th century. They will gain a detailed orientation in the modern development of special pedagogy after 1990. They will get acquainted with the system of sciences and its development and research problems related to the history of special pedagogy will lead them to understand and connect closer knowledge, psychology, and special pedagogy.

During the semester, students develop analytical thinking, thinking in historical contexts, critical thinking, and creativity.

Class syllabus:

Antiquity and man with disabilities. Periodization of the relationship between the majority and the minority according to Sovák and Titzl - possible pitfalls. Biological thinking at the end of the 19th century vs. modern psychology. Eugenics and eubiotics, social medicine. The beginnings of special pedagogy in the first half of the 20th century. World War II and racial hygiene - differentness in Main Kampf. Affected man in the second half of the 20th century in Czechoslovakia - the specifics of Central Europe. Paradigmatic transformation of special pedagogy in the second half of the 20th century. The reflection of inclusive pedagogy in contemporary theory and practice as a mover of history. Personalities of special pedagogy.

Recommended literature:

Main literature:

ARISTOTELES. 2009. Etika Nikomachova. Praha: Rezek, 2009. ISBN 978-80-86027-29-6

HARČARÍKOVÁ, T. 2018. Súčasný stav a perspektívy detských liečební a ozdravovní na Slovensku. In: Teória a praxeológia výchovnej a komplexnej rehabilitácie: zborník vedeckých príspevkov. - Brno : MSD, 2018. ISBN 978-80-7392-286-3

Harčaríková, T., VANČOVÁ, A. 2018. História vzdelávania špeciálnych pedagógov na Slovensku. In: Teória a praxeológia výchovnej a komplexnej rehabilitácie: zborník vedeckých príspevkov. - Brno : MSD, 2018. - S. 7-37. - ISBN 978-80-7392-286-3

HARČARÍKOVÁ, T., VANČOVÁ, A. 2019. Vzdelávanie špeciálnych pedagógov na Slovensku v historickom kontexte : In: Historické reflexie a nové výzvy v slovenskej a českej špeciálnej

pedagogike za posledných 100 rokov. - Brno : MSD, 2019. - S. 33-66 [2 AH]. - ISBN 978-80-7392-303-7

HARČARÍKOVÁ, T. 2007. Sistema institucional'nogo obespečenija lic s fizičeskimi nedostatkami, boľnych i ľudej s oslablennym zdorovem v Slovackoj respublike. - (Social'no-pedagogična serija. In: Zbirnik naukovich prac 7. - Kamjanec-Podil'skij : Mošinskij V. S., 2007. - S. 28-30. – ISBN 978-9668848-19-3

HORŇÁK, L., KOLLÁROVÁ, E., MATUŠKA, O. 2002. Dejiny špeciálnej pedagogiky. Prešov: PU, 2002. ISBN 80-8068-122-8

HRUBÝ, J. 1997. Velký ilustrovaný průvodce neslyšících a nedoslýchavých po jejich vlastním osudu. Praha: FRSP a Septima, 1997. ISBN 80-7216-075-3

LONGMORE, P. 2001. The New Disability History: American Perspectives (History of Disability). USA: Gallaudet University Press. 1993. ISBN 1563683180.

LOPÚCHOVÁ, J., NÉMETH, O. 2021. Propedeutika andragogiky zrakovo postihnutých. 1. vyd. Bratislava: Iris, 2021. 84 s. ISBN 978-80-8200-077-4 (kapitola Historický náčrt starostlivosti o jednotlivcov s poruchami zraku).

LOPÚCHOVÁ, J. 2010. Terminologický aparát v pedagogike zrakovo postihnutých. In: Paedagogica specialis 24. Bratislava: Univerzita Komenského, 2010. S. 143-153. ISBN 978-80-223-2861-6

LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. 1. vyd. Bratislava: Iris, 2011. 245 s. ISBN 978-80-89238-61-3 (kapitola o stručnom náčrte starostlivosti o zrakovo postihnutých na Slovensku)

LÚKIANO. 1997. Jak psát dějiny. S. 621 – 647. In Dialog a satira (Antická próza). Praha: Odeon, 1977

MONATOVÁ, L. 1996. Pojetí speciální pedagogiky z vývojového hlediska. Brno: Paido, 1996. ISBN 80-85931-20-6

OSGOOD, R. 2007. The History of Special Education: A Struggle for Equality in American Public Schools. USA: Praege, 2007. ISBN 0275989135.

SANTAYANA, G. 1920. The Life of Reason ot the Phases of Human Progress. Introduction and Reason in Commonsense. London – Bombay – Sydney: Constable and Comp. Ltd.

TITZL, B. 2000. Postižený člověk ve společnosti. Praha: Univerzita Karlova v Praze – Pedagogická fakulta, 2000. ISBN 80-86039-90-0

TITZL, B. 2005. Politika totalitního režimu vůči zdravotně postiženým občanům. s. 21 – 61. In K problémům menšin v Československu v letech 1945 – 1989.

TITZL, B. 1998. To byl český učitel. František Bakule, jeho děti a zpěváci. Praha: Společnost Františka Bakule, 1998. ISBN 80-902518-0-3.

VAŠEK, Š. 2011. Základy špeciálnej pedagogiky. Bratislava: Sapientia, 2011. ISBN 978-80-89229-21-5.

VOJTKO, T. 2005. Postižený člověk v dějinách I. Hradec Králové: Gaudeamus, 2005. ISBN 80-7041-007-8

VOJTKO, T., HARČARÍKOVÁ, T. 2014. Analýza "politického kurikula" v učebnicích v období meziválečného Československa a na počátku druhé poloviny 20. století. In: Paedagogica specialis 28., Bratislava : Iris, 2014. s. 79-103. ISBN 978-80-223-3691-8

VEYNE, P. 2010 Jak se píšou dějiny. Červený Kostelec: Pavel Mervart, 2010. ISBN 978-80-87378-26-7

WINZER, M. 1993. History of special education. USA: Gallaudet University Press. 1993. ISBN 1563680181.

Languages necessary to complete the course:

Slovak, English and Czech

Notes:					
Past grade distribution					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: doc. PaedDr. Terézia Harčáriková, PhD., doc. PaedDr. Jana Lopúchová, PhD.					
Last change: 10.11.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex007/22	Course title: Historiography of special pedagogy - selected state
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours per semester in the form of a lecture, combined form, primarily full-time Student workload: 12 hours of direct instruction; 25 hours preparation of semester work; 17 hours preparation for mid-term evaluation; 32 hours preparation for the final evaluation; TOTAL: 86 hours. Methods of mediating the content of education: curriculum interpretation, lecture, discussion, work in small groups, self-study, problem solving and model situations.	
Number of credits: 4	
Recommended semester: 1., 3., 5.	
Educational level: III.	
Prerequisites:	
Course requirements: During the semester, the student prepares a semester work on a topic assigned by the teacher, from which he can obtain a maximum of 20 points. During the semester, there will be one continuous written examination, from which the student can obtain a maximum of 20 points. A student who does not obtain at least 20 points or does not meet one of the evaluation criteria will not be admitted to the final evaluation. In the final written test, the student can get a maximum 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). It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. Credits will not be awarded to a student who obtains less than 50% of any of the assignments. To successfully complete the course, it is necessary to obtain at least 60% of points. A - excellent performance, the student masters the basic concepts; the semester work meets all the set criteria; critically evaluates.	

B - excellent performance, the student masters the basic concepts, but there are slight shortcomings in the application of knowledge in practice; slight shortcomings are observable in the semester work; critical thinking is borderline.

C - good performance, the student has mastered the knowledge, but can learn to apply in practice only partially; semester work has shortcomings.

D - acceptable performance, the student has mastered the knowledge only partially, the issue has significant shortcomings; his term paper meets the minimum criteria.

E - minimally acceptable performance, the student has mastered the knowledge minimally, is unable to adequately transfer it into practice;

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

Learning outcomes:

Students will acquire adequate theoretical knowledge in the field of historiography of special pedagogy as well as the historical development of the attitude of the majority towards the minority of the disabled. The main emphasis will be on thinking in the historical context of education and the social status of people with "otherness". Students will acquire adequate theoretical knowledge in the field of historiography of special pedagogy as well as the historical development of the majority's attitude towards the minority of the disabled and the culturally excluded. The main emphasis will be on the relationship between the late 19th century biological thinking and pedagogy. They will acquire knowledge about the period of formation of special pedagogy at the beginning of the 20th century and the philosophy of education in the second half of the 20th century. They will gain a detailed orientation in the modern development of special pedagogy after 1990. They will get acquainted with the system of sciences and its development and research problems related to the history of special pedagogy will lead them to understand and connect closer knowledge, psychology, and special pedagogy.

During the semester, students develop analytical thinking, thinking in historical contexts, critical thinking, and creativity.

Class syllabus:

Antiquity and man with disabilities. Periodization of the relationship between the majority and the minority according to Sovák and Titzl - possible pitfalls. Biological thinking at the end of the 19th century vs. modern psychology. Eugenics and eubiotics, social medicine. The beginnings of special pedagogy in the first half of the 20th century. World War II and racial hygiene - differentness in Main Kampf. Affected man in the second half of the 20th century in Czechoslovakia - the specifics of Central Europe. Paradigmatic transformation of special pedagogy in the second half of the 20th century. The reflection of inclusive pedagogy in contemporary theory and practice as a mover of history. Personalities of special pedagogy.

Recommended literature:

Main literature:

ARISTOTELES. 2009. Etika Nikomachova. Praha: Rezek, 2009. ISBN 978-80-86027-29-6

HARČARÍKOVÁ, T. 2018. Súčasný stav a perspektívy detských liečební a ozdravovní na Slovensku. In: Teória a praxeológia výchovnej a komplexnej rehabilitácie: zborník vedeckých príspevkov. - Brno : MSD, 2018. ISBN 978-80-7392-286-3

Harčaríková, T., VANČOVÁ, A. 2018. História vzdelávania špeciálnych pedagógov na Slovensku. In: Teória a praxeológia výchovnej a komplexnej rehabilitácie: zborník vedeckých príspevkov. - Brno : MSD, 2018. - S. 7-37. - ISBN 978-80-7392-286-3

HARČARÍKOVÁ, T., VANČOVÁ, A. 2019. Vzdelávanie špeciálnych pedagógov na Slovensku v historickom kontexte : In: Historické reflexie a nové výzvy v slovenskej a českej špeciálnej

pedagogike za posledných 100 rokov. - Brno : MSD, 2019. - S. 33-66 [2 AH]. - ISBN 978-80-7392-303-7

HARČARÍKOVÁ, T. 2007. Sistema institucional'nogo obespečenija lic s fizičeskimi nedostatkami, boľnych i ľudej s oslablennym zdorovem v Slovackoj respublike. - (Social'no-pedagogična serija. In: Zbirnik naukovich prac 7. - Kamjanec-Podil'skij : Mošinskij V. S., 2007. - S. 28-30. – ISBN 978-9668848-19-3

HORŇÁK, L., KOLLÁROVÁ, E., MATUŠKA, O. 2002. Dejiny špeciálnej pedagogiky. Prešov: PU, 2002. ISBN 80-8068-122-8

HRUBÝ, J. 1997. Velký ilustrovaný průvodce neslyšících a nedoslýchavých po jejich vlastním osudu. Praha: FRSP a Septima, 1997. ISBN 80-7216-075-3

LONGMORE, P. 2001. The New Disability History: American Perspectives (History of Disability). USA: Gallaudet University Press. 1993. ISBN 1563683180.

LOPÚCHOVÁ, J., NÉMETH, O. 2021. Propedeutika andragogiky zrakovo postihnutých. 1. vyd. Bratislava: Iris, 2021. 84 s. ISBN 978-80-8200-077-4 (kapitola Historický náčrt starostlivosti o jednotlivcov s poruchami zraku).

LOPÚCHOVÁ, J. 2010. Terminologický aparát v pedagogike zrakovo postihnutých. In: Paedagogica specialis 24. Bratislava: Univerzita Komenského, 2010. S. 143-153. ISBN 978-80-223-2861-6

LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. 1. vyd. Bratislava: Iris, 2011. 245 s. ISBN 978-80-89238-61-3 (kapitola o stručnom náčrte starostlivosti o zrakovo postihnutých na Slovensku)

LÚKIANO. 1997. Jak psát dějiny. S. 621 – 647. In Dialog a satira (Antická próza). Praha: Odeon, 1977

MONATOVÁ, L. 1996. Pojetí speciální pedagogiky z vývojového hlediska. Brno: Paido, 1996. ISBN 80-85931-20-6

OSGOOD, R. 2007. The History of Special Education: A Struggle for Equality in American Public Schools. USA: Praege, 2007. ISBN 0275989135.

SANTAYANA, G. 1920. The Life of Reason ot the Phases of Human Progress. Introduction and Reason in Commonsense. London – Bombay – Sydney: Constable and Comp. Ltd.

TITZL, B. 2000. Postižený člověk ve společnosti. Praha: Univerzita Karlova v Praze – Pedagogická fakulta, 2000. ISBN 80-86039-90-0

TITZL, B. 2005. Politika totalitního režimu vůči zdravotně postiženým občanům. s. 21 – 61. In K problémům menšin v Československu v letech 1945 – 1989.

TITZL, B. 1998. To byl český učitel. František Bakule, jeho děti a zpěváci. Praha: Společnost Františka Bakule, 1998. ISBN 80-902518-0-3.

VAŠEK, Š. 2011. Základy špeciálnej pedagogiky. Bratislava: Sapientia, 2011. ISBN 978-80-89229-21-5.

VOJTKO, T. 2005. Postižený člověk v dějinách I. Hradec Králové: Gaudeamus, 2005. ISBN 80-7041-007-8

VOJTKO, T., HARČARÍKOVÁ, T. 2014. Analýza "politického kurikula" v učebnicích v období meziválečného Československa a na počátku druhé poloviny 20. století. In: Paedagogica specialis 28., Bratislava : Iris, 2014. s. 79-103. ISBN 978-80-223-3691-8

VEYNE, P. 2010 Jak se píšou dějiny. Červený Kostelec: Pavel Mervart, 2010. ISBN 978-80-87378-26-7

WINZER, M. 1993. History of special education. USA: Gallaudet University Press. 1993. ISBN 1563680181.

Languages necessary to complete the course:

Slovak, English and Czech

Notes:					
Past grade distribution					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: doc. PaedDr. Terézia Harčariková, PhD., doc. PaedDr. Jana Lopúchová, PhD.					
Last change: 10.11.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex001/22	Course title: Innovative trends in special-educational diagnostics
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours in the form of a lecture per semester, full-time or part-time method (mostly full-time method) Student workload: 3 x 4 hours of direct instruction = 12 hours; 40 hours of self-study (including processing of partial assignments as assigned during the semester); 50 hours preparation of semester work; 30 hours preparation for the midterm test; 48 hours preparation for the final exam (test). A total of 180 hours of student work. Teaching methods: lecture, discussion on the topic; small group work; problem solving of tasks, guided self-study - processing of partial tasks according to the assignment during the semester	
Number of credits: 6	
Recommended semester: 4., 6.	
Educational level: III.	
Prerequisites:	
Course requirements: During the semester, the student will be evaluated by a continuous test for 15 points and at the end of the semester by a final test for 30 points of theoretical knowledge and problem solving aimed at understanding and interpreting special pedagogical diagnostic phenomena and processes. During the semester, the student will process 3 partial tasks according to the assignment for 15 points. At the end of the semester, the student submits and presents a semester work for 40 points. The semester work will focus on the issue of special pedagogical diagnostics, which will be beneficial and innovative in relation to the development of the scientific discipline of special pedagogical diagnostics. By elaborating and presenting a semester project, the student will prove that he/she is able to independently process the given issue on the basis of deep knowledge at the level of evaluation as well as is able to design, verify and implement new diagnostic procedures. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. Credits will not be awarded to a student who obtains less than 59 points for the entire semester. 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), the student has excellent knowledge of deep knowledge and has a systematic understanding of new trends in complex special pedagogical diagnostics and can interpret them correctly and clearly. The student is able to design and verify their own diagnostic	

procedures at an excellent professional level; he solves tasks in a creative way, he can react promptly and spontaneously during lectures. The student is proactive, asks questions in the context of the problem. He is active in seminars. He brings his own experience and observations from practice into teaching. His oral and written speech is correct, citationally correct, grammatically flawless.

B (90-81%, very good - above average standard), the student masters deep knowledge and has a systematic understanding of new trends in complex special pedagogical diagnostics and can interpret them correctly and clearly with minor shortcomings. The student is able to design and verify their own diagnostic procedures at the professional level. Can respond promptly to lecturer's challenges during lectures. The student is proactive and asks questions in the context of the problem. His written expression in the seminar paper is correct, grammatically flawless and creative. He brings his own experience and observations from practice into teaching. The results of its activities are of good quality, with minor shortcomings.

C (80-73%, good - normal reliable work), the student masters deep knowledge and has a systematic understanding of new trends in complex special pedagogical diagnostics and can interpret them at an average, good level. The student is able to design and verify their own diagnostic procedures at the average professional level. The student is able to respond to the teacher's challenges. He himself is not proactive, he does not ask questions in the context of the problem. His communication style is not disturbing, but he is not sure of his answer and his speech does not have significant disruptive elements. He transmits practical experience with problems. His grammatical expression is of lower quality.

D (72-66%, satisfactory - acceptable results), the student masters the knowledge and has a systematic understanding of new trends in complex special pedagogical diagnostics and can interpret them at a satisfactory level. The student is unable to design and verify their own diagnostic procedures. He is less active during teaching, does not bring new solutions, he plays the role of a passive observer. Memorization is more prevalent in the student, as opposed to critical thinking. Practical analysis is less constructive. His written speech has certain inaccuracies and even more serious shortcomings.

E (65-60%, sufficient - the results meet the minimum criteria), the student masters the knowledge and has some understanding of new trends in complex special pedagogical diagnostics and can interpret them at a low level. The student is unable to design and verify their own diagnostic procedures. The student himself is not proactive and does not ask questions in the context of the problem. He applies theoretical knowledge with considerable problems, on a practical level he 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 teaching. The student is not creative, he relies on numerous quotations without his own opinion. His grammatical expression is not flawless and stylistically correct.

Fx (59-0%, insufficient - additional work required), the student does not have acquired knowledge and skills to such an extent that would allow him to meet at least the minimum criteria for a successful evaluation.

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

Learning outcomes:

Students will gain a systematic, comprehensive and comprehensive set of deep knowledge and systematic understanding of new trends in comprehensive special pedagogical diagnostics. They will acquire knowledge and skills with the use of testing methods in special pedagogical diagnostics, at different developmental levels at different types and degrees of disability, disruption and threat. They will acquire knowledge and skills used for adequate processing of diagnostic results and their application in the examined individual. Students are able to creatively use relevant knowledge of special pedagogical diagnostics, including the latest methods for identifying, analyzing and solving problem situations related to the educational and comprehensive rehabilitation of the disabled and

the disabled. Students reflect current changes in the counseling system and their transfer to the field of special pedagogical diagnostics. In the field of special pedagogical diagnostics, students are qualified to design and verify their own diagnostic procedures.

Other skills: communication skills, organizational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.

Class syllabus:

The content of the course is designed as a systematic, comprehensive and comprehensive set of deep knowledge and systematic understanding of knowledge in the field of special pedagogical diagnostics, including knowledge and understanding of relations to related fields - especially within the complex diagnostics (psychological, medical, social, pedagogical, medical pedagogical, speech therapy) and inclusive diagnostics as well as special pedagogical counseling).

Main theses of the course: New trends in special pedagogical diagnostics. Utilization of new diagnostic trends within complex interdisciplinary special pedagogical diagnostics. Application of new trends in motor diagnostics, cognition development, perception, self-service, school skills, speech, communication. Application of new methods in the process of special pedagogical diagnostics. Competences of a special pedagogue in the diagnosis of the disabled at an early and school age, in adulthood. Problems of measuring and determining complex special pedagogical diagnostics. Application and use of the results of complex special pedagogical diagnostics in practice. Changes in the counseling system and their transfer to the field of special pedagogical diagnostics - diagnostics implemented in five stages of the counseling system. New standards of provided consulting services with regard to content and performance standards of professional activities from the point of view of diagnostic activity.

Recommended literature:

Main literature:

BIŠČO KASTELOVÁ, Alexandra, Németh, Ondrej (2017) Špeciálnopedagogický poradenský proces. - 1. vyd. - Bratislava : Iris, 2017. 310 s. Lit. 310 zázn. ISBN 978-80-8200-007-1

BIŠČO KASTELOVÁ, Alexandra (2014) Diagnostika v špeciálnopedagogickom poradenstve. 1. vyd. - Bratislava : Iris, 2014. 380 s. Lit. 239 zázn. ISBN 978-80-89726-09-7

BIŠČO KASTELOVÁ, Alexandra, Vančová, Alica (2016) The support of early care and early intervention for children with disabilities and some diagnostic possibilities - research findings related to Slovakia. Lit. 41 zázn. In: Špeciálne vzdelávacie potreby : jubilejná časť konferenčného cyklu. - Ružomberok : VERBUM - vydavateľstvo KU, 2016. p. 142-159. - ISBN 978-80-561-0372-2

BIŠČO KASTELOVÁ, Alexandra (2013) Special - educational diagnostic tools for early and preschool age of a child In: Paedagogica specialis 27. - Praha : Knihy nejen pro bohaté, 2013. p. 138-163. - ISBN 978-80-86499-09-3

BIŠČO KASTELOVÁ, Alexandra (2015) Výskum analýzy oficiálnych textových dokumentov špeciálnopedagogickej diagnostiky v špeciálnopedagogickom poradenskom procese, [Research analysis of the official diagnostic text documents in the special counselling process]. In: Multidimenzionalita východisko rozvoja súčasnej špeciálnej pedagogiky. - Bratislava : Iris, 2015. s. 217-233. - ISBN 978-80-89726-38-7

Recommended literature:

BARKKLEY, R. A. (2006) Attention Deficit Hyperactivity Disorder. A handbook for diagnosis and treatment (Third edition). New York: The Guilford Press.2006.

BIŠČO KASTELOVÁ, Alexandra (2012) Charakteristika vybraných diagnostických nástrojov pre jednotlivcov so špecifickými poruchami učenia. Lit. 17 zázn. In: Paedagogica specialis 26. - Bratislava : Iris, 2012. - S. 352-379. - ISBN 978-80-223-3287-3

- BIŠČO KASTELOVÁ, Alexandra (2016) Špeciálnopedagogická diagnostika vo svetle desaťročí. Lit. 36 záz. In: Reflexie vývoja a trendy rozvoja špeciálnej pedagogiky na Slovensku v medzinárodných kontextoch. - Bratislava : Iris, 2016. - S. 93-103. - ISBN 978-80-89726-79-0
- BIŠČO KASTELOVÁ, Alexandra, Košarišťan, František (2019) Skriningový program na diagnostiku zrakovej percepcie žiakov mladšieho školského veku. Lit.: 10 záz. In: Paedagogica specialis 33. - Bratislava : Univerzita Komenského v Bratislave, 2019. - S. 107-121. - ISBN 978-80-223-4852-2
- BIŠČO KASTELOVÁ, Alexandra, Lucká, Ivana (2014) Aplikácia diagnostických nástrojov pre jednotlivcov s ADHD v centrách špeciálnopedagogického poradenstva. Lit. 14 záz. In: Poruchy učenia ako edukačný fenomén [elektronický zdroj]. - Bratislava : Iris, 2014. - S. 41-54 [CD-ROM]. - ISBN 978-80-89726-15-8
- BIŠČO KASTELOVÁ, Alexandra, Németh, Ondrej (2020) Základy špeciálnopedagogickej diagnostiky a špeciálnopedagogického poradenstva. - 1. vyd. - Bratislava : IRIS - Vydavateľstvo a tlač, 2020. - 299 s. Lit.: 149 záz. ISBN 978-80-8200-056-9
- BIŠČO KASTELOVÁ, Alexandra, Németh, Ondrej (2015) Aktuálne otázky špeciálnopedagogickej diagnostiky v ranom a predškolskom veku. Lit. 32 záz. In: Paedagogica specialis 29. - Bratislava : Univerzita Komenského v Bratislave, 2015. - S. 107-118. - ISBN 978-80-223-4010-6
- BRICKER, Diane a kol. (2002) Assessment, Evaluation, and Programming System for Infants and Children (AEPS®), Second Edition, 4-Volume Set. Oregon. 1504 p. ISBN 978-1-55766-561-4
- ČADILOVÁ, V., ŽAMPACHOVÁ, Z. (2008) Strukturované učení. Vzdělávání dětí s autismem a jinými vývojovými poruchami. 1. vyd. Praha : Portál, 2008. 408 s. ISBN 978- 80-7367-475-5.
- DAVIDO, R. (2001) Kresba jako nástroj poznání dítěte: dětská kresba z pohledu psychologie. Praha : Portál. ISBN 80-7178-449-4.
- DUPAUL, George J., POWER, Thomas J., ANASTOPOULOS, Arthur D., REID, Robert (1998) ADHD Rating Scale - IV. New York : The Guilford Press. ISBN 1-57230-423-5.
- EKKENS, Ida E. (2004) In Sight. Manuál. Koninklijk Instituut tot Onderwijs van Slechtzienden en Blind: Amsterdam.
- HARISON, H., KOSITSKY, A. (2003) The Premature Baby Book: A Parent's Guide to Coping and Caring in the First Years. St. Martin's Griffin, 2003. 320 p. ISBN 978- 0312636494.
- KAPALKOVÁ, Svetlana a kol. (2010) Hodnotenie komunikačných schopností detí v ranom veku. Bratislava: Slovenská asociácia logopédov 2010. 110 s. ISBN 978-80-89113-83-5
- LAWSON, K., RUFF, H. A. (2004) Early focused attention predicts outcome for children born prematurely. In Journal of Developmental & Behavioral Pediatrics. ISSN 0196- 206X, 2004, vol. 25, no. 6, p. 399-406.
- LINDER, Toni W. a kol. (2008) Transdisciplinary Play-Based Assessment, Second Edition (TPBA2). Denver, Colorado. 464 p. ISBN 978-1-55766-871-4
- MIKULAJOVÁ, Marína (2009) Metódy diagnostiky dyslexie. Učebné texty. Bratislava : Mabag 2009, 60 s. ISBN 978-89113-73-6. (elektronický optický disk, CD-ROM).
- MIKULAJOVÁ, Marína a kol. (2012) Čítanie, písanie a dyslexia. Bratislava : Slovenská asociácia logopédov, Mabag. 2012. 296 s. ISBN 978-80-89113-94-1
- PŘINOSILOVÁ, D. Diagnostika v speciální pedagogice. Brno: Paido, 2007. ISBN 978-80-7315-157-7.
- REIFF, M.I. et al. (2004) ADHD. A complete and Authoritative Guide, American Academy of Pediatrics. 2004. 355 p. ISBN 978-1581101218
- SCHALOCK, Robert L.; et al. (2002) Mental Retardation: Definition, Classification, and System of Supports (Tenth Edition). Washington : American Association on Mental Retardation. ISBN 0-940898-82-9.

SCHALOCK, Robert L.; et al. (2010) Intellectual Disability: Definition, Classification, and System of Supports (Eleventh Edition). Washington : American Association on Intellectual and Developmental Disabilities. 259 p. ISBN 978-1-935304-04-3.

SVOBODA, Mojmir; KREJČÍŘOVÁ, Dana; VÁGNEROVÁ, Marie (2001) Psychodiagnostika dětí a dospívajících. Praha : Portál. 791 s. ISBN 80-7178-545-8.

THOMPSON, James R.; et al. (2004) Supports Intensity Scale (Manual and 25 forms). Washington : American Association on Intellectual and Developmental Disabilities. 128 p.

TICHÁ, E. Základy speciálnopedagogickej diagnostiky. Bratislava: MABAG, 2008. ISBN 978-80-89113-60-6.

ULRICH, D., ULRICH, K. & MARTEN, M. (2009). Schulentwicklung bei Kindern mit schweren sprachentwicklungsstörungen. Nachbeobachtung bis zu 15 Jahre nach Entlassung aus Sprachheilkindergärten. Laryngo-Rhino-Otologie 88, 1-6. A social-cognitive analysis of life review.

VANČOVÁ, Alica, BIŠČO KASTELOVÁ, Alexandra (2016) The current research view on the issue of special educational diagnostics, special educational counselling and early intervention for children with disabilities in Slovakia. In: INTE 2016 : Proceedings book, Vol. 4 [elektronický zdroj]. - Vol. 4 (2016), p. 604- 613 [online]. - ISSN 2146-7358

VÁŠEK, Š. (2004) Speciálnopedagogická diagnostika. Bratislava: Sapientia, 2004. ISBN 80-969112-0-1.

WARD, S. (1999). An investigation into the effectiveness of an early intervention method for delayed language development in young children. International Journal of Language and Communication Disorders, 34, 243-265.

ZELINKOVÁ, O. (2001) Pedagogická diagnostika a individuální vzdělávací program. Praha: Portál, 2001. ISBN 80-7178-544-X.

Current valid legislation in relation to the issue of special pedagogical diagnostics

Languages necessary to complete the course:

Slovak language and Czech language and English language or German language

Notes:

Past grade distribution

Total number of evaluated students: 3

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

Lecturers: doc. PhDr. Alexandra Biščo Kastelová, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex001/22	Course title: Innovative trends in special-educational diagnostics
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours in the form of a lecture per semester, full-time or part-time method (mostly full-time method) Student workload: 3 x 4 hours of direct instruction = 12 hours; 40 hours of self-study (including processing of partial assignments as assigned during the semester); 50 hours preparation of semester work; 30 hours preparation for the midterm test; 48 hours preparation for the final exam (test). A total of 180 hours of student work. Teaching methods: lecture, discussion on the topic; small group work; problem solving of tasks, guided self-study - processing of partial tasks according to the assignment during the semester	
Number of credits: 6	
Recommended semester: 3., 5.	
Educational level: III.	
Prerequisites:	
Course requirements: During the semester, the student will be evaluated by a continuous test for 15 points and at the end of the semester by a final test for 30 points of theoretical knowledge and problem solving aimed at understanding and interpreting special pedagogical diagnostic phenomena and processes. During the semester, the student will process 3 partial tasks according to the assignment for 15 points. At the end of the semester, the student submits and presents a semester work for 40 points. The semester work will focus on the issue of special pedagogical diagnostics, which will be beneficial and innovative in relation to the development of the scientific discipline of special pedagogical diagnostics. By elaborating and presenting a semester project, the student will prove that he/she is able to independently process the given issue on the basis of deep knowledge at the level of evaluation as well as is able to design, verify and implement new diagnostic procedures. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. Credits will not be awarded to a student who obtains less than 59 points for the entire semester. 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), the student has excellent knowledge of deep knowledge and has a systematic understanding of new trends in complex special pedagogical diagnostics and can interpret them correctly and clearly. The student is able to design and verify their own diagnostic	

procedures at an excellent professional level; he solves tasks in a creative way, he can react promptly and spontaneously during lectures. The student is proactive, asks questions in the context of the problem. He is active in seminars. He brings his own experience and observations from practice into teaching. His oral and written speech is correct, citationally correct, grammatically flawless.

B (90-81%, very good - above average standard), the student masters deep knowledge and has a systematic understanding of new trends in complex special pedagogical diagnostics and can interpret them correctly and clearly with minor shortcomings. The student is able to design and verify their own diagnostic procedures at the professional level. Can respond promptly to lecturer's challenges during lectures. The student is proactive and asks questions in the context of the problem. His written expression in the seminar paper is correct, grammatically flawless and creative. He brings his own experience and observations from practice into teaching. The results of its activities are of good quality, with minor shortcomings.

C (80-73%, good - normal reliable work), the student masters deep knowledge and has a systematic understanding of new trends in complex special pedagogical diagnostics and can interpret them at an average, good level. The student is able to design and verify their own diagnostic procedures at the average professional level. The student is able to respond to the teacher's challenges. He himself is not proactive, he does not ask questions in the context of the problem. His communication style is not disturbing, but he is not sure of his answer and his speech does not have significant disruptive elements. He transmits practical experience with problems. His grammatical expression is of lower quality.

D (72-66%, satisfactory - acceptable results), the student masters the knowledge and has a systematic understanding of new trends in complex special pedagogical diagnostics and can interpret them at a satisfactory level. The student is unable to design and verify their own diagnostic procedures. He is less active during teaching, does not bring new solutions, he plays the role of a passive observer. Memorization is more prevalent in the student, as opposed to critical thinking. Practical analysis is less constructive. His written speech has certain inaccuracies and even more serious shortcomings.

E (65-60%, sufficient - the results meet the minimum criteria), the student masters the knowledge and has some understanding of new trends in complex special pedagogical diagnostics and can interpret them at a low level. The student is unable to design and verify their own diagnostic procedures. The student himself is not proactive and does not ask questions in the context of the problem. He applies theoretical knowledge with considerable problems, on a practical level he 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 teaching. The student is not creative, he relies on numerous quotations without his own opinion. His grammatical expression is not flawless and stylistically correct.

Fx (59-0%, insufficient - additional work required), the student does not have acquired knowledge and skills to such an extent that would allow him to meet at least the minimum criteria for a successful evaluation.

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

Learning outcomes:

Students will gain a systematic, comprehensive and comprehensive set of deep knowledge and systematic understanding of new trends in comprehensive special pedagogical diagnostics. They will acquire knowledge and skills with the use of testing methods in special pedagogical diagnostics, at different developmental levels at different types and degrees of disability, disruption and threat. They will acquire knowledge and skills used for adequate processing of diagnostic results and their application in the examined individual. Students are able to creatively use relevant knowledge of special pedagogical diagnostics, including the latest methods for identifying, analyzing and solving problem situations related to the educational and comprehensive rehabilitation of the disabled and

the disabled. Students reflect current changes in the counseling system and their transfer to the field of special pedagogical diagnostics. In the field of special pedagogical diagnostics, students are qualified to design and verify their own diagnostic procedures.

Other skills: communication skills, organizational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.

Class syllabus:

The content of the course is designed as a systematic, comprehensive and comprehensive set of deep knowledge and systematic understanding of knowledge in the field of special pedagogical diagnostics, including knowledge and understanding of relations to related fields - especially within the complex diagnostics (psychological, medical, social, pedagogical, medical pedagogical, speech therapy) and inclusive diagnostics as well as special pedagogical counseling).

Main theses of the course: New trends in special pedagogical diagnostics. Utilization of new diagnostic trends within complex interdisciplinary special pedagogical diagnostics. Application of new trends in motor diagnostics, cognition development, perception, self-service, school skills, speech, communication. Application of new methods in the process of special pedagogical diagnostics. Competences of a special pedagogue in the diagnosis of the disabled at an early and school age, in adulthood. Problems of measuring and determining complex special pedagogical diagnostics. Application and use of the results of complex special pedagogical diagnostics in practice. Changes in the counseling system and their transfer to the field of special pedagogical diagnostics - diagnostics implemented in five stages of the counseling system. New standards of provided consulting services with regard to content and performance standards of professional activities from the point of view of diagnostic activity.

Recommended literature:

Main literature:

BIŠČO KASTELOVÁ, Alexandra, Németh, Ondrej (2017) Špeciálnopedagogický poradenský proces. - 1. vyd. - Bratislava : Iris, 2017. 310 s. Lit. 310 záz. ISBN 978-80-8200-007-1

BIŠČO KASTELOVÁ, Alexandra (2014) Diagnostika v špeciálnopedagogickom poradenstve. 1. vyd. - Bratislava : Iris, 2014. 380 s. Lit. 239 záz. ISBN 978-80-89726-09-7

BIŠČO KASTELOVÁ, Alexandra, Vančová, Alica (2016) The support of early care and early intervention for children with disabilities and some diagnostic possibilities - research findings related to Slovakia. Lit. 41 záz. In: Špeciálne vzdelávacie potreby : jubilejná časť konferenčného cyklu. - Ružomberok : VERBUM - vydavateľstvo KU, 2016. p. 142-159. - ISBN 978-80-561-0372-2

BIŠČO KASTELOVÁ, Alexandra (2013) Special - educational diagnostic tools for early and preschool age of a child In: Paedagogica specialis 27. - Praha : Knihy nejen pro bohaté, 2013. p. 138-163. - ISBN 978-80-86499-09-3

BIŠČO KASTELOVÁ, Alexandra (2015) Výskum analýzy oficiálnych textových dokumentov špeciálnopedagogickej diagnostiky v špeciálnopedagogickom poradenskom procese, [Research analysis of the official diagnostic text documents in the special counselling process]. In: Multidimenzionalita východisko rozvoja súčasnej špeciálnej pedagogiky. - Bratislava : Iris, 2015. s. 217-233. - ISBN 978-80-89726-38-7

Recommended literature:

BARKKLEY, R. A. (2006) Attention Deficit Hyperactivity Disorder. A handbook for diagnosis and treatment (Third edition). New York: The Guilford Press.2006.

BIŠČO KASTELOVÁ, Alexandra (2012) Charakteristika vybraných diagnostických nástrojov pre jednotlivcov so špecifickými poruchami učenia. Lit. 17 záz. In: Paedagogica specialis 26. - Bratislava : Iris, 2012. - S. 352-379. - ISBN 978-80-223-3287-3

- BIŠČO KASTELOVÁ, Alexandra (2016) Špeciálnopedagogická diagnostika vo svetle desaťročí. Lit. 36 záz. In: Reflexie vývoja a trendy rozvoja špeciálnej pedagogiky na Slovensku v medzinárodných kontextoch. - Bratislava : Iris, 2016. - S. 93-103. - ISBN 978-80-89726-79-0
- BIŠČO KASTELOVÁ, Alexandra, Košarišťan, František (2019) Skriningový program na diagnostiku zrakovej percepcie žiakov mladšieho školského veku. Lit.: 10 záz. In: Paedagogica specialis 33. - Bratislava : Univerzita Komenského v Bratislave, 2019. - S. 107-121. - ISBN 978-80-223-4852-2
- BIŠČO KASTELOVÁ, Alexandra, Lucká, Ivana (2014) Aplikácia diagnostických nástrojov pre jednotlivcov s ADHD v centrách špeciálnopedagogického poradenstva. Lit. 14 záz. In: Poruchy učenia ako edukačný fenomén [elektronický zdroj]. - Bratislava : Iris, 2014. - S. 41-54 [CD-ROM]. - ISBN 978-80-89726-15-8
- BIŠČO KASTELOVÁ, Alexandra, Németh, Ondrej (2020) Základy špeciálnopedagogickej diagnostiky a špeciálnopedagogického poradenstva. - 1. vyd. - Bratislava : IRIS - Vydavateľstvo a tlač, 2020. - 299 s. Lit.: 149 záz. ISBN 978-80-8200-056-9
- BIŠČO KASTELOVÁ, Alexandra, Németh, Ondrej (2015) Aktuálne otázky špeciálnopedagogickej diagnostiky v ranom a predškolskom veku. Lit. 32 záz. In: Paedagogica specialis 29. - Bratislava : Univerzita Komenského v Bratislave, 2015. - S. 107-118. - ISBN 978-80-223-4010-6
- BRICKER, Diane a kol. (2002) Assessment, Evaluation, and Programming System for Infants and Children (AEPS®), Second Edition, 4-Volume Set. Oregon. 1504 p. ISBN 978-1-55766-561-4
- ČADILOVÁ, V., ŽAMPACHOVÁ, Z. (2008) Strukturované učení. Vzdělávání dětí s autismem a jinými vývojovými poruchami. 1. vyd. Praha : Portál, 2008. 408 s. ISBN 978- 80-7367-475-5.
- DAVIDO, R. (2001) Kresba jako nástroj poznání dítěte: dětská kresba z pohledu psychologie. Praha : Portál. ISBN 80-7178-449-4.
- DUPAUL, George J., POWER, Thomas J., ANASTOPOULOS, Arthur D., REID, Robert (1998) ADHD Rating Scale - IV. New York : The Guilford Press. ISBN 1-57230-423-5.
- EKKENS, Ida E. (2004) In Sight. Manuál. Koninklijk Instituut tot Onderwijs van Slechtzienden en Blind: Amsterdam.
- HARISON, H., KOSITSKY, A. (2003) The Premature Baby Book: A Parent's Guide to Coping and Caring in the First Years. St. Martin's Griffin, 2003. 320 p. ISBN 978- 0312636494.
- KAPALKOVÁ, Svetlana a kol. (2010) Hodnotenie komunikačných schopností detí v ranom veku. Bratislava: Slovenská asociácia logopédov 2010. 110 s. ISBN 978-80-89113-83-5
- LAWSON, K., RUFF, H. A. (2004) Early focused attention predicts outcome for children born prematurely. In Journal of Developmental & Behavioral Pediatrics. ISSN 0196- 206X, 2004, vol. 25, no. 6, p. 399-406.
- LINDER, Toni W. a kol. (2008) Transdisciplinary Play-Based Assessment, Second Edition (TPBA2). Denver, Colorado. 464 p. ISBN 978-1-55766-871-4
- MIKULAJOVÁ, Marína (2009) Metódy diagnostiky dyslexie. Učebné texty. Bratislava : Mabag 2009, 60 s. ISBN 978-89113-73-6. (elektronický optický disk, CD-ROM).
- MIKULAJOVÁ, Marína a kol. (2012) Čítanie, písanie a dyslexia. Bratislava : Slovenská asociácia logopédov, Mabag. 2012. 296 s. ISBN 978-80-89113-94-1
- PŘINOSILOVÁ, D. Diagnostika v speciální pedagogice. Brno: Paido, 2007. ISBN 978-80-7315-157-7.
- REIFF, M.I. et al. (2004) ADHD. A complete and Authoritative Guide, American Academy of Pediatrics. 2004. 355 p. ISBN 978-1581101218
- SCHALOCK, Robert L.; et al. (2002) Mental Retardation: Definition, Classification, and System of Supports (Tenth Edition). Washington : American Association on Mental Retardation. ISBN 0-940898-82-9.

SCHALOCK, Robert L.; et al. (2010) Intellectual Disability: Definition, Classification, and System of Supports (Eleventh Edition). Washington : American Association on Intellectual and Developmental Disabilities. 259 p. ISBN 978-1-935304-04-3.

SVOBODA, Mojmir; KREJČÍŘOVÁ, Dana; VÁGNEROVÁ, Marie (2001) Psychodiagnostika dětí a dospívajících. Praha : Portál. 791 s. ISBN 80-7178-545-8.

THOMPSON, James R.; et al. (2004) Supports Intensity Scale (Manual and 25 forms). Washington : American Association on Intellectual and Developmental Disabilities. 128 p.

TICHÁ, E. Základy speciálnopedagogickej diagnostiky. Bratislava: MABAG, 2008. ISBN 978-80-89113-60-6.

ULRICH, D., ULRICH, K. & MARTEN, M. (2009). Schulentwicklung bei Kindern mit schweren sprachentwicklungsstörungen. Nachbeobachtung bis zu 15 Jahre nach Entlassung aus Sprachheilkindergärten. Laryngo-Rhino-Otologie 88, 1-6. A social-cognitive analysis of life review.

VANČOVÁ, Alica, BIŠČO KASTELOVÁ, Alexandra (2016) The current research view on the issue of special educational diagnostics, special educational counselling and early intervention for children with disabilities in Slovakia. In: INTE 2016 : Proceedings book, Vol. 4 [elektronický zdroj]. - Vol. 4 (2016), p. 604- 613 [online]. - ISSN 2146-7358

VÁŠEK, Š. (2004) Speciálnopedagogická diagnostika. Bratislava: Sapientia, 2004. ISBN 80-969112-0-1.

WARD, S. (1999). An investigation into the effectiveness of an early intervention method for delayed language development in young children. International Journal of Language and Communication Disorders, 34, 243-265.

ZELINKOVÁ, O. (2001) Pedagogická diagnostika a individuální vzdělávací program. Praha: Portál, 2001. ISBN 80-7178-544-X.

Current valid legislation in relation to the issue of special pedagogical diagnostics

Languages necessary to complete the course:

Slovak language and Czech language and English language or German language

Notes:

Past grade distribution

Total number of evaluated students: 3

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

Lecturers: doc. PhDr. Alexandra Biščo Kastelová, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex020/22	Course title: Internship abroad
Educational activities: Type of activities: internship Number of hours: per week: per level/semester: 40s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Min. 40 hours. Student workload: 40 hours of stay in a foreign institution, division of duties and hours based on the conditions in the project / stay, which the student completes Training methods: Self-study of pedagogical and legislative materials, analysis of examples of good practice realized abroad from the student's areas of interest, critical consideration of the choice of suitable methods of presentation, application of critical thinking in assessing the situation abroad.	
Number of credits: 4	
Recommended semester: 4., 6.	
Educational level: III.	
Prerequisites:	
Course requirements: To obtain credits for a given subject, the student will obtain a stay at a higher education institution with at least 40 working hours through various options. For obtaining and completing the stay abroad, the student will receive (50 points) will then present the results of their stay, which will describe in detail the workplace where he was staying (10 points). The second task will be to present the results of your self-study, research, which are linked to some of the parts presented in the syllabus (40 points). At least 91 points must be obtained for the final evaluation A, at least 81 points to obtain the evaluation B, at least 73 points for the evaluation C, at least 66 points for the evaluation D and at least 60 points for the evaluation E. 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 knows / masters / creates / critically evaluates and can apply the knowledge from the internship abroad, B-excellent performance, the student knows / masters but fails to critically evaluate all the acquired knowledge and implement it in their work, C-good	

performance, the student knows / has learned, but is only partially able to apply in theory, practice and his research activities, D-acceptable performance, the student has acquired basic knowledge at a sufficient level but can not apply them adequately, E-minimum acceptable performance, the student gained internship knowledge only at a minimal level but can not apply it at all, FX - unacceptable performance, the student did not meet the conditions for the specified criteria, did not complete an internship abroad or did not provide feedback from abroad.

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

Learning outcomes:

Through an internship abroad, the student will expand his knowledge in the field of special pedagogy in the context of an international comparison of various areas of special and inclusive pedagogy. Subsequently, apply this knowledge to current practice in the conditions of the Slovak Republic, respectively. to his dissertation.

By completing the course, the student will expand their theoretical knowledge about social communication and barriers to communication for children, students and adults with disabilities. He knows and will be able to research to evaluate communication competence and communication barriers of different groups of children / students / adults with disabilities. He / she can incorporate the acquired knowledge into therapy, education, stimulation of children and pupils with disabilities, into diagnostics and counseling activities for various types of disabilities and also implement them into his research, pedagogical, counseling activities.

The following internships are also developed within the course Internship Abroad: communication skills in a foreign language, organizational competencies, ability to think abstractly and critically and in context, ability to analyze and compare, ability to implement knowledge into their research work and theoretical background.

Class syllabus:

- The host country's school system and their framework in the relevant legislative and conceptual contexts.
- Inclusive dimension of education in the host country.
- Context of special educational needs and inclusive support in education in the host country.
- Training of pedagogical and professional staff in the field of children and pupils with SEN.

Recommended literature:

Main literature:

EVERY CHILD MATTERS: (2004) Change for Children in Schools. Ref. DfES/1089/2004, Nottingham: DfES Publications,.

OECD. (2009) Education Today: The OECD Perspective. PARIS: OECD PUBLISHING.

OECD. (2005) Guidelines for Inclusion: Ensuring Access to Education for All. PARIS: OECD PUBLISHING.

OECD. (2007) Students with Disabilities, Learning Difficulties and Disadvantages. PARIS: OECD PUBLISHING.

OECD (2011) Education at a Glance 2011: OECD Indicators, OECD Publishing. Paris:

OECD (2012) Equity and Quality in Education: Supporting Disadvantaged Students and Schools, OECD Publishing. Paris:

UNESCO: (2008) Education for All by 2015. Will we make it? UNESCO: Oxford.

UNESCO: The Salamanca Statement and Framework for Action on Special Needs Education, World Conference on Special Needs Education: Access and Equality, New York, 1994.

UNICEF: (2004) The State of the World's Children.

WHO, (2002) Towards a Common Language for Functioning. Disability and Health ICF, Geneva:

Languages necessary to complete the course: Slovak language and Czech language and English language						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: prof. PaedDr. Darina Tarcsiová, PhD.						
Last change: 10.11.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex020/22	Course title: Internship abroad
Educational activities: Type of activities: internship Number of hours: per week: per level/semester: 40s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Min. 40 hours. Student workload: 40 hours of stay in a foreign institution, division of duties and hours based on the conditions in the project / stay, which the student completes Training methods: Self-study of pedagogical and legislative materials, analysis of examples of good practice realized abroad from the student's areas of interest, critical consideration of the choice of suitable methods of presentation, application of critical thinking in assessing the situation abroad.	
Number of credits: 4	
Recommended semester: 3., 5.	
Educational level: III.	
Prerequisites:	
Course requirements: To obtain credits for a given subject, the student will obtain a stay at a higher education institution with at least 40 working hours through various options. For obtaining and completing the stay abroad, the student will receive (50 points) will then present the results of their stay, which will describe in detail the workplace where he was staying (10 points). The second task will be to present the results of your self-study, research, which are linked to some of the parts presented in the syllabus (40 points). At least 91 points must be obtained for the final evaluation A, at least 81 points to obtain the evaluation B, at least 73 points for the evaluation C, at least 66 points for the evaluation D and at least 60 points for the evaluation E. 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 knows / masters / creates / critically evaluates and can apply the knowledge from the internship abroad, B-excellent performance, the student knows / masters but fails to critically evaluate all the acquired knowledge and implement it in their work, C-good	

performance, the student knows / has learned, but is only partially able to apply in theory, practice and his research activities, D-acceptable performance, the student has acquired basic knowledge at a sufficient level but can not apply them adequately, E-minimum acceptable performance, the student gained internship knowledge only at a minimal level but can not apply it at all, FX - unacceptable performance, the student did not meet the conditions for the specified criteria, did not complete an internship abroad or did not provide feedback from abroad.

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

Learning outcomes:

Through an internship abroad, the student will expand his knowledge in the field of special pedagogy in the context of an international comparison of various areas of special and inclusive pedagogy. Subsequently, apply this knowledge to current practice in the conditions of the Slovak Republic, respectively. to his dissertation.

By completing the course, the student will expand their theoretical knowledge about social communication and barriers to communication for children, students and adults with disabilities. He knows and will be able to research to evaluate communication competence and communication barriers of different groups of children / students / adults with disabilities. He / she can incorporate the acquired knowledge into therapy, education, stimulation of children and pupils with disabilities, into diagnostics and counseling activities for various types of disabilities and also implement them into his research, pedagogical, counseling activities.

The following internships are also developed within the course Internship Abroad: communication skills in a foreign language, organizational competencies, ability to think abstractly and critically and in context, ability to analyze and compare, ability to implement knowledge into their research work and theoretical background.

Class syllabus:

- The host country's school system and their framework in the relevant legislative and conceptual contexts.
- Inclusive dimension of education in the host country.
- Context of special educational needs and inclusive support in education in the host country.
- Training of pedagogical and professional staff in the field of children and pupils with SEN.

Recommended literature:

Main literature:

EVERY CHILD MATTERS: (2004) Change for Children in Schools. Ref. DfES/1089/2004, Nottingham: DfES Publications,.

OECD. (2009) Education Today: The OECD Perspective. PARIS: OECD PUBLISHING.

OECD. (2005) Guidelines for Inclusion: Ensuring Access to Education for All. PARIS: OECD PUBLISHING.

OECD. (2007) Students with Disabilities, Learning Difficulties and Disadvantages. PARIS: OECD PUBLISHING.

OECD (2011) Education at a Glance 2011: OECD Indicators, OECD Publishing. Paris:

OECD (2012) Equity and Quality in Education: Supporting Disadvantaged Students and Schools, OECD Publishing. Paris:

UNESCO: (2008) Education for All by 2015. Will we make it? UNESCO: Oxford.

UNESCO: The Salamanca Statement and Framework for Action on Special Needs Education, World Conference on Special Needs Education: Access and Equality, New York, 1994.

UNICEF: (2004) The State of the World's Children.

WHO, (2002) Towards a Common Language for Functioning. Disability and Health ICF, Geneva:

Languages necessary to complete the course: Slovak language and Czech language and English language						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: prof. PaedDr. Darina Tarcsiová, PhD.						
Last change: 10.11.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex018/22	Course title: Mathematical and statistical methods I
Educational activities: Type of activities: lecture + seminar Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type of instruction: lecture + seminar Extent of teaching: 12 hours of lectures and seminars per semester (6sP + 6sS), combined form; (primarily attendance). LMS MOODLE will be used within blended learning. Student workload: 12 hours of direct instruction; 48 hours preparation of ongoing tasks; 80 hours of seminar work preparation and 40 hours of final test preparation. A total of 180 hours of student work. Training methods: lecture, discussion on 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.	
Number of credits: 4	
Recommended semester: 2., 4.	
Educational level: III.	
Prerequisites:	
Course requirements: The student will be evaluated by a final test for 30 points of theoretical knowledge and problem solving aimed at understanding and interpretation of 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 a separate statistical processing and interpretation of quantitative research (own or taken over data from diploma, rigorous or doctoral 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 the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the 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 points. The rating is given on a scale:	

A (100-91%, excellent - excellent 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 is active in seminars. He brings his own experience and observations from practice into teaching. His oral and written speech is correct, citationally correct, grammatically flawless.

B (90-81%, very good - above average standard), the student masters the theoretical knowledge of 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 problem. His written expression in the seminar paper is correct, grammatically flawless and creative. He brings his own experience and observations from practice into teaching. The results of its activities are of good quality, with minor shortcomings.

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

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

E (65-60%, sufficient - the results meet 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 is not proactive and does not ask questions in the context of the problem. He applies theoretical knowledge with considerable problems, on a practical level he 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 relies on numerous quotations without his own opinion. His grammatical expression is not flawless and stylistically correct.

Fx (59-0%, insufficient - additional work required) this assessment is given to the student if he 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 to meet at least the minimum criteria for a successful evaluation.

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

Learning outcomes:

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. They 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:

Basic theory of statistics. Variables in statistics and research. Basics of creating descriptive file statistics in MS Excel and JASP. Basics of testing statistical hypotheses using parametric and non-parametric tests. Analysis of variance - ANOVA. Correlation and regression analysis.

1. Data collection, sorting and organization - introduction and basic data
2. Descriptive statistics - introduction, description of the statistical file, data visualization
3. Correlation and regression analysis - basic information
4. Probability, probability theories
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:

Main literature:

COHEN, B. H., LEA, R. B. Essentials of Statistics for the Social and Behavioral Sciences. Hoboken: John Wiley and Sons, 2004. ISBN 0-471-22031-0.

PAGANO, R. R. Understanding Statistics in the Behavioral Sciences. 9th ed. Belmont: Wadsworth, 2009. ISBN 978-0-495-59652-3.

GRAVATTER, F. J., WALLNAU, L. B. Statistics for the Behavioral Sciences. Belmont: Wadsworth, 2009. ISBN 9-780-495-602200.

MARKECHOVÁ, D., TIRPÁKOVÁ, A., STEHLÍKOVÁ, B. Základy štatistiky pre pedagógov. Nitra: UKF, 2011. ISBN 978-80-8094.

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

Neubauer, J., Sedlačík, M., Kříž, O. Základy štatistiky. Praha, Grada, 2016

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

Languages necessary to complete the course:

Slovak language, English language - study of foreign literature

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: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex018/22	Course title: Mathematical and statistical methods I
Educational activities: Type of activities: lecture + seminar Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type of instruction: lecture + seminar Extent of teaching: 12 hours of lectures and seminars per semester (6sP + 6sS), combined form; (primarily attendance). LMS MOODLE will be used within blended learning. Student workload: 12 hours of direct instruction; 48 hours preparation of ongoing tasks; 80 hours of seminar work preparation and 40 hours of final test preparation. A total of 180 hours of student work. Training methods: lecture, discussion on 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.	
Number of credits: 4	
Recommended semester: 1., 3.	
Educational level: III.	
Prerequisites:	
Course requirements: The student will be evaluated by a final test for 30 points of theoretical knowledge and problem solving aimed at understanding and interpretation of 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 a separate statistical processing and interpretation of quantitative research (own or taken over data from diploma, rigorous or doctoral 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 the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the 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 points. The rating is given on a scale:	

A (100-91%, excellent - excellent 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 is active in seminars. He brings his own experience and observations from practice into teaching. His oral and written speech is correct, citationally correct, grammatically flawless.

B (90-81%, very good - above average standard), the student masters the theoretical knowledge of 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 problem. His written expression in the seminar paper is correct, grammatically flawless and creative. He brings his own experience and observations from practice into teaching. The results of its activities are of good quality, with minor shortcomings.

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

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

E (65-60%, sufficient - the results meet 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 is not proactive and does not ask questions in the context of the problem. He applies theoretical knowledge with considerable problems, on a practical level he 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 relies on numerous quotations without his own opinion. His grammatical expression is not flawless and stylistically correct.

Fx (59-0%, insufficient - additional work required) this assessment is given to the student if he 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 to meet at least the minimum criteria for a successful evaluation.

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

Learning outcomes:

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. They 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:

Basic theory of statistics. Variables in statistics and research. Basics of creating descriptive file statistics in MS Excel and JASP. Basics of testing statistical hypotheses using parametric and non-parametric tests. Analysis of variance - ANOVA. Correlation and regression analysis.

1. Data collection, sorting and organization - introduction and basic data
2. Descriptive statistics - introduction, description of the statistical file, data visualization
3. Correlation and regression analysis - basic information
4. Probability, probability theories
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:

Main literature:

COHEN, B. H., LEA, R. B. Essentials of Statistics for the Social and Behavioral Sciences. Hoboken: John Wiley and Sons, 2004. ISBN 0-471-22031-0.

PAGANO, R. R. Understanding Statistics in the Behavioral Sciences. 9th ed. Belmont: Wadsworth, 2009. ISBN 978-0-495-59652-3.

GRAVATTER, F. J., WALLNAU, L. B. Statistics for the Behavioral Sciences. Belmont: Wadsworth, 2009. ISBN 9-780-495-602200.

MARKECHOVÁ, D., TIRPÁKOVÁ, A., STEHLÍKOVÁ, B. Základy štatistiky pre pedagógov. Nitra: UKF, 2011. ISBN 978-80-8094.

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

Neubauer, J., Sedlačík, M., Kříž, O. Základy štatistiky. Praha, Grada, 2016

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

Languages necessary to complete the course:

Slovak language, English language - study of foreign literature

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: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex019/22	Course title: Mathematical and statistical methods II
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours of lectures and seminars per semester, combined form; (primarily attendance). LMS MOODLE will be used within blended learning Student workload: 12 hours of direct instruction; 48 hours preparation of ongoing tasks; 80 hours of seminar work preparation and 40 hours of final test preparation. A total of 180 hours of student work. Methods of mediating the content of education lecture, discussion on 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.	
Number of credits: 4	
Recommended semester: 3.	
Educational level: III.	
Prerequisites:	
Course requirements: The student will be evaluated by a final test for 30 points of theoretical knowledge and problem solving aimed at understanding and interpretation of 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 a separate statistical processing and interpretation of quantitative research (own or taken over data from diploma, rigorous or doctoral 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 the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the 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 points. The rating is given on a scale: A (100-91%, excellent - excellent 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 is active in seminars. He brings his own experience and observations from practice into teaching. His oral and written speech is correct, citationally correct, grammatically flawless.

B (90-81%, very good - above average standard), the student masters the theoretical knowledge of 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 problem. His written expression in the seminar paper is correct, grammatically flawless and creative. He brings his own experience and observations from practice into teaching. The results of its activities are of good quality, with minor shortcomings.

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

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

E (65-60%, sufficient - the results meet 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 is not proactive and does not ask questions in the context of the problem. He applies theoretical knowledge with considerable problems, on a practical level he 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 relies on numerous quotations without his own opinion. His grammatical expression is not flawless and stylistically correct.

Fx (59-0%, insufficient - additional work required) this assessment is given to the student if he 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 to meet at least the minimum criteria for a successful evaluation.

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

Learning outcomes:

Objectives and outcomes of the course unit: 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. They 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 surveyOdhady charakteristík základného súboru
7. Hypothesis testing - one-sample hypothesis tests
8. Hypothesis testing - two-sample hypothesis tests
9. Hypothesis testing - nonparametric tests
10. - 12. Presentation of the semester project

Recommended literature:

Main literature:

COHEN, B. H., LEA, R. B. 2004. Essentials of Statistics for the Social and Behavioral Sciences. Hoboken: John Wiley and Sons, 2004. ISBN 0-471-22031-0.

PAGANO, R. R. 2009. Understanding Statistics in the Behavioral Sciences. 9th ed. Belmont: Wadsworth, 2009. ISBN 978-0-495-59652-3.

GRAVATTER, F. J., WALLNAU, L. B. 2009. Statistics for the Behavioral Sciences. Belmont: Wadsworth, 2009. ISBN 9-780-495-602200.

MARKECHOVÁ, D., TIRPÁKOVÁ, A., STEHLÍKOVÁ, B. 2011. Základy štatistiky pre pedagógov. Nitra: UKF, 2011. ISBN 978-80-8094.

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

NEUBAUER, J., SEDLAČÍK, M., KRÍŽ, O. 2016. Základy štatistiky. Praha, Grada, 2016

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

Languages necessary to complete the course:

Slovak and English language

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: doc. PaedDr. Lilla Koreňová, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex019/22	Course title: Mathematical and statistical methods II
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours of lectures and seminars per semester, combined form; (primarily attendance). LMS MOODLE will be used within blended learning Student workload: 12 hours of direct instruction; 48 hours preparation of ongoing tasks; 80 hours of seminar work preparation and 40 hours of final test preparation. A total of 180 hours of student work. Methods of mediating the content of education lecture, discussion on 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.	
Number of credits: 4	
Recommended semester: 4.	
Educational level: III.	
Prerequisites:	
Course requirements: The student will be evaluated by a final test for 30 points of theoretical knowledge and problem solving aimed at understanding and interpretation of 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 a separate statistical processing and interpretation of quantitative research (own or taken over data from diploma, rigorous or doctoral 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 the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the 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 points. The rating is given on a scale: A (100-91%, excellent - excellent 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 is active in seminars. He brings his own experience and observations from practice into teaching. His oral and written speech is correct, citationally correct, grammatically flawless.

B (90-81%, very good - above average standard), the student masters the theoretical knowledge of 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 problem. His written expression in the seminar paper is correct, grammatically flawless and creative. He brings his own experience and observations from practice into teaching. The results of its activities are of good quality, with minor shortcomings.

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

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

E (65-60%, sufficient - the results meet 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 is not proactive and does not ask questions in the context of the problem. He applies theoretical knowledge with considerable problems, on a practical level he 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 relies on numerous quotations without his own opinion. His grammatical expression is not flawless and stylistically correct.

Fx (59-0%, insufficient - additional work required) this assessment is given to the student if he 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 to meet at least the minimum criteria for a successful evaluation.

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

Learning outcomes:

Objectives and outcomes of the course unit: 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. They 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 surveyOdhady charakteristik základného súboru
7. Hypothesis testing - one-sample hypothesis tests
8. Hypothesis testing - two-sample hypothesis tests
9. Hypothesis testing - nonparametric tests
10. - 12. Presentation of the semester project

Recommended literature:

Main literature:

COHEN, B. H., LEA, R. B. 2004. Essentials of Statistics for the Social and Behavioral Sciences. Hoboken: John Wiley and Sons, 2004. ISBN 0-471-22031-0.

PAGANO, R. R. 2009. Understanding Statistics in the Behavioral Sciences. 9th ed. Belmont: Wadsworth, 2009. ISBN 978-0-495-59652-3.

GRAVATTER, F. J., WALLNAU, L. B. 2009. Statistics for the Behavioral Sciences. Belmont: Wadsworth, 2009. ISBN 9-780-495-602200.

MARKECHOVÁ, D., TIRPÁKOVÁ, A., STEHLÍKOVÁ, B. 2011. Základy štatistiky pre pedagógov. Nitra: UKF, 2011. ISBN 978-80-8094.

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

NEUBAUER, J., SEDLAČÍK, M., KRÍŽ, O. 2016. Základy štatistiky. Praha, Grada, 2016

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

Languages necessary to complete the course:

Slovak and English language

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: doc. PaedDr. Lilla Koreňová, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex011/22	Course title: Methodology of qualitative research
Educational activities: Type of activities: lecture + seminar Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours of lectures and seminars per semester, combined form; (primarily attendance). Student's workload: a total of 12 VH - 6 credits = 180 hours of workload 12 hours of direct instruction, 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 (design, implementation of research probes in collaboration with entities, evidence gathering, interpretation, self / reflection portfolio management, self-evaluation). 38 hours of preparation for the exam in the form of e / portfolio defence. Training methods: Active-productive teaching methodology: • Research and discovery, open practice, elaboration of information. • Interactive-productive teaching methodology: • Induction of principles, conceptualization of scientific knowledge. • Argumentation discourse at an appropriate level of intellectual complexity of doctoral studies. • Form: • Presence • Combined • Distance	
Number of credits: 6	
Recommended semester: 1., 3.	
Educational level: III.	
Prerequisites:	
Course requirements: The ongoing evaluation includes: 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 conceptualizing knowledge. Argumentation discourses will always be thematic to construct socially shared knowledge by students. Final rating:	

The course ends with a defence - co / evaluation of an e-portfolio related to the course in the form of an oral exam. During the semester, the student maintains an e / portfolio related to the subject, which will contain carefully selected evidence of how the student develops scientific knowledge and competencies related to the design of research as a tool of science. The E / portfolio concept is a testament to autonomy, competence, scientific integrity, student identity, creativity, and self-presentation.

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

1. An overview of the student's selected research problem at a general level and why he / she defines it as an important challenge, including some recommendations on what the student has done to solve it - this homepage should be engaging in the use of photographs, graphics and possibly video or audio introduction from the student.
2. A description of the problem the student is investigating and the action to be taken.
3. Detailed description of the student's area of activity (context of activity).
4. Literature review as part of the process of planning one's own research (research context) and references to authorities.
5. Research question (s) at the level of structures typical for designing research questions.
6. Briefly but concisely described research process (its sequence of steps).
7. Records of the organization, course, conditions of the student's research, which document the activity within several steps of his / her research procedure, including the details of the collected data and the performed analysis.
8. The student's final consideration ("How I become a researcher") about what he / she has learned / acquired in the individual steps, namely about oneself, one's own actions, context and the research process performed.
9. A collection of any artifacts: images, concept maps, records, interpretations, notes, forms of self / reflections and videos, or other recordings or research blogs that the student wants to include in the e / portfolio.
10. Professional curriculum vitae of the student focused on highlighting practical experience related to the position and achieved competencies.

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

It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. 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): the student presents an excellent overview of understanding and applying the principles of qualitative methodology, can analyse and think critically, is active in teaching, engages in discussions with scientific arguments, asking questions and logical considerations, his knowledge is at an excellent level. Overall (including e / portfolio management and defence) demonstrates expertise at the level of control and management.

B (90-81%, very good - above average standard): the student presents a very good overview in understanding and applying the principles of qualitative methodology, can analyse and think critically, is active in teaching, engages in discussions with professional arguments, providing answers and logical considerations, his knowledge is at a very good level. Overall (including e / portfolio management and defence) demonstrates professional competence at the level of control and management.

C (80-73%, good - normal reliable work): the student presents an adequate overview of the understanding and application of the principles of qualitative methodology, is sporadically active in teaching, engages in discussions with professional considerations, his knowledge is at an average level. Overall (including e / portfolio management and defence), it demonstrates reduced competence at the level of control and management.

D (72-66%, satisfactory - acceptable results): the student presents a satisfactory overview in the field of understanding and application of the principles of qualitative methodology, presents presentations only on request, participates in discussions only occasionally, is less active in teaching, his knowledge is satisfactory level, which corresponds to his standard answers. Overall (including e / portfolio management and advocacy), it demonstrates limited competence at the level of control and management.

E (65-60%, sufficient - the results meet the minimum criteria): the student has the minimum necessary overview of understanding and applying the principles of qualitative methodology, does not involve passive in teaching, presents previously learned answers. Overall (including e / portfolio management and defence) demonstrates competence of control and management at the lowest level of acceptability.

Fx (59-0%, insufficient - additional work required): The student demonstrates a significantly unsatisfactory level in all evaluated items. This evaluation is obtained by a student who obtains less than 60 points out of the total number of points.

Defence of the subject portfolio 50%, active participation in thematic argumentation discourses 20%, ongoing tasks related to practical activities 20%, content, terminological, stylistic, graphic and grammatical structure of the scientific text of the written speech 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. The feedback will include recommendations and guidelines for providing feedback.

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

Learning 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 readiness not only to design, manage, evaluate qualitatively conceived research, but also to consider and evaluate (evaluate and assess) the suitability of its use in teaching and pedagogical sciences.

Student after completing the course:

- Has a relevant overview of the principles of qualitative methodology and their application based on an understanding of theoretical background.
- Can identify the importance, regularities, conditions of application of qualitative research when considering its use. He 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 position on the application of terminology of science methodology (qualitative methodology). Within it, he will be able to lead a discussion and argumentation in a reasonable atmosphere of scientific demands.
- Will be able to take a competent position on the rationale for its research.

The course is primarily focused on emerging transferable competencies that are consistent with both the research methodology and other complementary courses taught within the SP.

1. Specified transferable competencies (Level of expert control and management):

- Ability to master the methodology 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 conceived research (research) within an adequate strategy, selected genre (type), with appropriate tools, methods, data acquisition techniques and elaboration of research material.
 - 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 (evaluate and assess).
2. Scientific knowledge (Level of expert knowledge).
 - Research methodology - qualitative methodology
 3. Attitudes (Level of expert attitude).
 - Taking a competent attitude
 4. Values (Level of expert ethical conduct).
 - Ethical conduct of a researcher in teaching and pedagogical sciences.

Class syllabus:

1. Construct qualitative methodology. Qualitative methodology and its principles. Construct qualitative research. Reflection on the implementation of qualitative research.
2. Qualitatively understood 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:

Main 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. (vyjde v I. Q. 2022).

Languages necessary to complete the course:

Slovak, Czech language

Notes:

Past grade distribution

Total number of evaluated students: 4

A	B	C	D	E	FX
25,0	25,0	0,0	0,0	0,0	50,0

Lecturers: prof. PaedDr. Dušan Kostrub, PhD.

Last change: 10.11.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex011/22	Course title: Methodology of qualitative research
Educational activities: Type of activities: lecture + seminar Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours of lectures and seminars per semester, combined form; (primarily attendance). Student's workload: a total of 12 VH - 6 credits = 180 hours of workload 12 hours of direct instruction, 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 (design, implementation of research probes in collaboration with entities, evidence gathering, interpretation, self / reflection portfolio management, self-evaluation). 38 hours of preparation for the exam in the form of e / portfolio defence. Training methods: Active-productive teaching methodology: • Research and discovery, open practice, elaboration of information. • Interactive-productive teaching methodology: • Induction of principles, conceptualization of scientific knowledge. • Argumentation discourse at an appropriate level of intellectual complexity of doctoral studies. • Form: • Presence • Combined • Distance	
Number of credits: 6	
Recommended semester: 2., 4.	
Educational level: III.	
Prerequisites:	
Course requirements: The ongoing evaluation includes: 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 conceptualizing knowledge. Argumentation discourses will always be thematic to construct socially shared knowledge by students. Final rating:	

The course ends with a defence - co / evaluation of an e-portfolio related to the course in the form of an oral exam. During the semester, the student maintains an e / portfolio related to the subject, which will contain carefully selected evidence of how the student develops scientific knowledge and competencies related to the design of research as a tool of science. The E / portfolio concept is a testament to autonomy, competence, scientific integrity, student identity, creativity, and self-presentation.

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

1. An overview of the student's selected research problem at a general level and why he / she defines it as an important challenge, including some recommendations on what the student has done to solve it - this homepage should be engaging in the use of photographs, graphics and possibly video or audio introduction from the student.
2. A description of the problem the student is investigating and the action to be taken.
3. Detailed description of the student's area of activity (context of activity).
4. Literature review as part of the process of planning one's own research (research context) and references to authorities.
5. Research question (s) at the level of structures typical for designing research questions.
6. Briefly but concisely described research process (its sequence of steps).
7. Records of the organization, course, conditions of the student's research, which document the activity within several steps of his / her research procedure, including the details of the collected data and the performed analysis.
8. The student's final consideration ("How I become a researcher") about what he / she has learned / acquired in the individual steps, namely about oneself, one's own actions, context and the research process performed.
9. A collection of any artifacts: images, concept maps, records, interpretations, notes, forms of self / reflections and videos, or other recordings or research blogs that the student wants to include in the e / portfolio.
10. Professional curriculum vitae of the student focused on highlighting practical experience related to the position and achieved competencies.

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

It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. 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): the student presents an excellent overview of understanding and applying the principles of qualitative methodology, can analyse and think critically, is active in teaching, engages in discussions with scientific arguments, asking questions and logical considerations, his knowledge is at an excellent level. Overall (including e / portfolio management and defence) demonstrates expertise at the level of control and management.

B (90-81%, very good - above average standard): the student presents a very good overview in understanding and applying the principles of qualitative methodology, can analyse and think critically, is active in teaching, engages in discussions with professional arguments, providing answers and logical considerations, his knowledge is at a very good level. Overall (including e / portfolio management and defence) demonstrates professional competence at the level of control and management.

C (80-73%, good - normal reliable work): the student presents an adequate overview of the understanding and application of the principles of qualitative methodology, is sporadically active in teaching, engages in discussions with professional considerations, his knowledge is at an average level. Overall (including e / portfolio management and defence), it demonstrates reduced competence at the level of control and management.

D (72-66%, satisfactory - acceptable results): the student presents a satisfactory overview in the field of understanding and application of the principles of qualitative methodology, presents presentations only on request, participates in discussions only occasionally, is less active in teaching, his knowledge is satisfactory level, which corresponds to his standard answers. Overall (including e / portfolio management and advocacy), it demonstrates limited competence at the level of control and management.

E (65-60%, sufficient - the results meet the minimum criteria): the student has the minimum necessary overview of understanding and applying the principles of qualitative methodology, does not involve passive in teaching, presents previously learned answers. Overall (including e / portfolio management and defence) demonstrates competence of control and management at the lowest level of acceptability.

Fx (59-0%, insufficient - additional work required): The student demonstrates a significantly unsatisfactory level in all evaluated items. This evaluation is obtained by a student who obtains less than 60 points out of the total number of points.

Defence of the subject portfolio 50%, active participation in thematic argumentation discourses 20%, ongoing tasks related to practical activities 20%, content, terminological, stylistic, graphic and grammatical structure of the scientific text of the written speech 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. The feedback will include recommendations and guidelines for providing feedback.

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

Learning 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 readiness not only to design, manage, evaluate qualitatively conceived research, but also to consider and evaluate (evaluate and assess) the suitability of its use in teaching and pedagogical sciences.

Student after completing the course:

- Has a relevant overview of the principles of qualitative methodology and their application based on an understanding of theoretical background.
- Can identify the importance, regularities, conditions of application of qualitative research when considering its use. He 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 position on the application of terminology of science methodology (qualitative methodology). Within it, he will be able to lead a discussion and argumentation in a reasonable atmosphere of scientific demands.
- Will be able to take a competent position on the rationale for its research.

The course is primarily focused on emerging transferable competencies that are consistent with both the research methodology and other complementary courses taught within the SP.

1. Specified transferable competencies (Level of expert control and management):

- Ability to master the methodology 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 conceived research (research) within an adequate strategy, selected genre (type), with appropriate tools, methods, data acquisition techniques and elaboration of research material.
 - 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 (evaluate and assess).
2. Scientific knowledge (Level of expert knowledge).
 - Research methodology - qualitative methodology
 3. Attitudes (Level of expert attitude).
 - Taking a competent attitude
 4. Values (Level of expert ethical conduct).
 - Ethical conduct of a researcher in teaching and pedagogical sciences.

Class syllabus:

1. Construct qualitative methodology. Qualitative methodology and its principles. Construct qualitative research. Reflection on the implementation of qualitative research.
2. Qualitatively understood 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:

Main 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. (vyjde v I. Q. 2022).

Languages necessary to complete the course:

Slovak, Czech language

Notes:

Past grade distribution

Total number of evaluated students: 4

A	B	C	D	E	FX
25,0	25,0	0,0	0,0	0,0	50,0

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

Last change: 10.11.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex012/22	Course title: Methodology of quantitative research
Educational activities: Type of activities: lecture + seminar Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type of instruction: lecture + seminar Extent of teaching: 4 hours 3 times per semester, a total of 12 hours of teaching by the combined method. Student workload: 12 hours of teaching; 48 hours self-study, 30 hours preparation of seminar work, 30 hours elaboration of research plan. 30 hours preparation for the final test. A total of 150 hours. Training methods: interpretation of individual topics with discussion of the topic, demonstration of examples of current research paradigms, modelling of research plans, modelling of examples of application of research methods, discussion of current problems and open questions of quantitative research, critical consideration of research tools, exploitation of original research design solutions, application of critical methodological thinking in evaluating the advantages and disadvantages of research plans.	
Number of credits: 6	
Recommended semester: 1., 3.	
Educational level: III.	
Prerequisites:	
Course requirements: 50% of the interim evaluation + 50% of the final evaluation Interim evaluation includes the elaboration of a seminar paper - a written overview of the use of quantitatively oriented research in relation to the topic of the dissertation (25% of evaluation) and the elaboration of a plan for the use of quantitative research design relevant to the topic of the dissertation (25% of evaluation). The final evaluation includes a final test (50% of the evaluation). 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 - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required) A (excellent - excellent results). During the course, the student has gained an exceptional level of knowledge in the methodology of quantitative research, at an excellent level is familiar with research methods of quantitative research, is familiar with research paradigms close to the topic	

of the dissertation, can create and defend a quantitative research plan, can critically evaluate quantitative limits, is able to transfer the acquired knowledge to the research carried out within the dissertation.

B (very good - above average standard). During the course, the student has gained an above-average level of knowledge in the methodology of quantitative research, at an above-average level he is familiar with research methods of quantitative research, has a solid overview of current research and research paradigms relevant to the topic of the dissertation.

C (good - normal reliable work). above average standard). During the study of the subject, the student acquired an average level of knowledge from the methodology of quantitative research, at the average level he is familiar with research methods and research paradigms in relation to the topic of the dissertation.

D (satisfactory - acceptable results), The student meets the basic requirements for completing the course, has basic knowledge of the methodology of quantitatively oriented research and research methods, has created an overview of current research and research paradigms relevant to the topic of the dissertation.

E (sufficient - results meet minimum criteria). During the course, the student gained the minimum accepted level of knowledge in the methodology of quantitative research, at the elementary level he is familiar with research methods of quantitative oriented research, he has a basic idea of research paradigms close to the topic of the dissertation, at the low level he has gained an overview of current quantitative research. Can only apply the knowledge of quantitative research methodology at the elementary level in creating a research plan.

Fx (insufficient - additional work required), The student does not meet the minimum requirements for passing the course, does not have basic knowledge of the methodology of quantitative research and research methods, did not create an overview of current research and research paradigms. He is unable to use the knowledge from the subject in creating a research plan for the dissertation.

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

Learning outcomes:

The aim is to acquire knowledge about the methodology of quantitative research at the postgraduate level, to gain an overview of more advanced research methods used in the social sciences, to understand demanding research design and to acquire the ability to create research plans of quantitative research in the context of a dissertation.

After completing the course, the student understands the paradigm of quantitatively oriented research in relation to the current knowledge of the basic scientific discipline. The student understands different types of research methods in quantitatively oriented research, knows the principles of their selection and requirements for their application, can orient in descriptive, experimental and correlation studies, understands the possibilities and difficulties 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 quantitative oriented methodology. Can analyse the methodology used in individual research published in scientific journals, justify their use. He can critically reflect on the methodology of quantitatively oriented research, its advantages, and conceptual and interpretive shortcomings. It will gain the competence to plan, implement, and evaluate research and increase its level of methodological awareness.

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 the acquisition of 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 several quantification methods and techniques.

- Requirements, tools, 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. He can do it in the process of creating a research plan to adapt to the requirements of basic, applied research. He can use it adequately various research methods and tools (observation, questionnaire, assessment scales, test tools, experiment and combine them appropriately. Can assess the degree of reliability and validity of research tools, applies the required conditions for their adaptation to Slovak language.

- Research plan structure. Formulation of research intentions, goals, hypotheses. Specifics of research samples. Low abundance research samples.

The student masters the creation of a research plan, understands its content and structure, understands the activities associated with the various stages of research, can correctly formulate research questions, research objectives and research hypotheses. Adequate to the research plan can create a research sample, aware of the limits of selection of subjects. He can create a suitable research design even with a small number of subjects.

- Quantitative tools in experimental and correlation studies, possibilities of data processing in experimental plans, variables in research and their causal and interference relations. Mathematical and statistical data processing and interpretation of research results.

The student is familiar with the methods of mathematical-statistical processing of research data, is aware of the relationship between the nature of data and the possibilities (limits) of their mathematical-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. Masters and can use methods of descriptive data processing, understands the selection and rules of using appropriate tools of inferential statistics and appropriate statistical tests to verify the validity of research hypotheses.

- Conceptual and interpretive shortcomings of quantitative research plans.

The student can assess the advantages and disadvantages of the limits of quantitative methodology, can compare the advantages and disadvantages of quantitative research methodology in relation to qualitative research, can use appropriate quantitative research in mixed research design.

Recommended literature:

Main literature:

TOMŠÍK, R. 2017. Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: Univerzita Konštantína Filozofa v Nitre, Pedagogická fakulta.
CSÁMPAI, O. 2013. Elementárium kvantitatívneho výskumu. Trnava: Oliva.

Recommended literature:

COHEN, L., MANION, L., MORRISON, K. 2007. Research Methods in Education. Routledge.
BAČÍKOVÁ, M., JANOVSÁ, M. 2018. Základy metodológie pedagogicko-psychologického výskumu. Prešov: Šafárik Press.

PROKŠA, M., HELD, E. a kol. 2008. Metodológia pedagogického výskumu a jeho aplikácia v didaktikách prírodných vied. Bratislava: Univerzita Komenského v Bratislave.

GAVORA, P. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online]. Univerzita Komenského v Bratislave. <http://www.e-metodologia.fedu.uniba.sk/>

GAVORA, P. 2008. Úvod do pedagogického výskumu. Bratislava: Univerzita Komenského.

IŠVEC, Š. 1998. Metodológia vied o výchove. Bratislava: IRIS.

Languages necessary to complete the course:

Slovak, Czech and English language

Notes:					
Past grade distribution					
Total number of evaluated students: 4					
A	B	C	D	E	FX
50,0	0,0	0,0	50,0	0,0	0,0
Lecturers: doc. PhDr. Marian Groma, PhD.					
Last change: 10.11.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex012/22	Course title: Methodology of quantitative research
Educational activities: Type of activities: lecture + seminar Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type of instruction: lecture + seminar Extent of teaching: 4 hours 3 times per semester, a total of 12 hours of teaching by the combined method. Student workload: 12 hours of teaching; 48 hours self-study, 30 hours preparation of seminar work, 30 hours elaboration of research plan. 30 hours preparation for the final test. A total of 150 hours. Training methods: interpretation of individual topics with discussion of the topic, demonstration of examples of current research paradigms, modelling of research plans, modelling of examples of application of research methods, discussion of current problems and open questions of quantitative research, critical consideration of research tools, exploitation of original research design solutions, application of critical methodological thinking in evaluating the advantages and disadvantages of research plans.	
Number of credits: 6	
Recommended semester: 2., 4.	
Educational level: III.	
Prerequisites:	
Course requirements: 50% of the interim evaluation + 50% of the final evaluation Interim evaluation includes the elaboration of a seminar paper - a written overview of the use of quantitatively oriented research in relation to the topic of the dissertation (25% of evaluation) and the elaboration of a plan for the use of quantitative research design relevant to the topic of the dissertation (25% of evaluation). The final evaluation includes a final test (50% of the evaluation). 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 - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required) A (excellent - excellent results). During the course, the student has gained an exceptional level of knowledge in the methodology of quantitative research, at an excellent level is familiar with research methods of quantitative research, is familiar with research paradigms close to the topic	

of the dissertation, can create and defend a quantitative research plan, can critically evaluate quantitative limits, is able to transfer the acquired knowledge to the research carried out within the dissertation.

B (very good - above average standard). During the course, the student has gained an above-average level of knowledge in the methodology of quantitative research, at an above-average level he is familiar with research methods of quantitative research, has a solid overview of current research and research paradigms relevant to the topic of the dissertation.

C (good - normal reliable work). above average standard). During the study of the subject, the student acquired an average level of knowledge from the methodology of quantitative research, at the average level he is familiar with research methods and research paradigms in relation to the topic of the dissertation.

D (satisfactory - acceptable results), The student meets the basic requirements for completing the course, has basic knowledge of the methodology of quantitatively oriented research and research methods, has created an overview of current research and research paradigms relevant to the topic of the dissertation.

E (sufficient - results meet minimum criteria). During the course, the student gained the minimum accepted level of knowledge in the methodology of quantitative research, at the elementary level he is familiar with research methods of quantitative oriented research, he has a basic idea of research paradigms close to the topic of the dissertation, at the low level he has gained an overview of current quantitative research. Can only apply the knowledge of quantitative research methodology at the elementary level in creating a research plan.

Fx (insufficient - additional work required), The student does not meet the minimum requirements for passing the course, does not have basic knowledge of the methodology of quantitative research and research methods, did not create an overview of current research and research paradigms. He is unable to use the knowledge from the subject in creating a research plan for the dissertation.

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

Learning outcomes:

The aim is to acquire knowledge about the methodology of quantitative research at the postgraduate level, to gain an overview of more advanced research methods used in the social sciences, to understand demanding research design and to acquire the ability to create research plans of quantitative research in the context of a dissertation.

After completing the course, the student understands the paradigm of quantitatively oriented research in relation to the current knowledge of the basic scientific discipline. The student understands different types of research methods in quantitatively oriented research, knows the principles of their selection and requirements for their application, can orient in descriptive, experimental and correlation studies, understands the possibilities and difficulties 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 quantitative oriented methodology. Can analyse the methodology used in individual research published in scientific journals, justify their use. He can critically reflect on the methodology of quantitatively oriented research, its advantages, and conceptual and interpretive shortcomings. It will gain the competence to plan, implement, and evaluate research and increase its level of methodological awareness.

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 the acquisition of 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 several quantification methods and techniques.

- Requirements, tools, 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. He can do it in the process of creating a research plan to adapt to the requirements of basic, applied research. He can use it adequately various research methods and tools (observation, questionnaire, assessment scales, test tools, experiment and combine them appropriately. Can assess the degree of reliability and validity of research tools, applies the required conditions for their adaptation to Slovak language.

- Research plan structure. Formulation of research intentions, goals, hypotheses. Specifics of research samples. Low abundance research samples.

The student masters the creation of a research plan, understands its content and structure, understands the activities associated with the various stages of research, can correctly formulate research questions, research objectives and research hypotheses. Adequate to the research plan can create a research sample, aware of the limits of selection of subjects. He can create a suitable research design even with a small number of subjects.

- Quantitative tools in experimental and correlation studies, possibilities of data processing in experimental plans, variables in research and their causal and interference relations. Mathematical and statistical data processing and interpretation of research results.

The student is familiar with the methods of mathematical-statistical processing of research data, is aware of the relationship between the nature of data and the possibilities (limits) of their mathematical-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. Masters and can use methods of descriptive data processing, understands the selection and rules of using appropriate tools of inferential statistics and appropriate statistical tests to verify the validity of research hypotheses.

- Conceptual and interpretive shortcomings of quantitative research plans.

The student can assess the advantages and disadvantages of the limits of quantitative methodology, can compare the advantages and disadvantages of quantitative research methodology in relation to qualitative research, can use appropriate quantitative research in mixed research design.

Recommended literature:

Main literature:

TOMŠÍK, R. 2017. Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: Univerzita Konštantína Filozofa v Nitre, Pedagogická fakulta.
CSÁMPAI, O. 2013. Elementárium kvantitatívneho výskumu. Trnava: Oliva.

Recommended literature:

COHEN, L., MANION, L., MORRISON, K. 2007. Research Methods in Education. Routledge.
BAČÍKOVÁ, M., JANOVSÁ, M. 2018. Základy metodológie pedagogicko-psychologického výskumu. Prešov: Šafárik Press.
PROKŠA, M., HELD, E. a kol. 2008. Metodológia pedagogického výskumu a jeho aplikácia v didaktikách prírodných vied. Bratislava: Univerzita Komenského v Bratislave.
GAVORA, P. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online]. Univerzita Komenského v Bratislave. <http://www.e-metodologia.fedu.uniba.sk/>
GAVORA, P. 2008. Úvod do pedagogického výskumu. Bratislava: Univerzita Komenského.
IŠVEC, Š. 1998. Metodológia vied o výchove. Bratislava: IRIS.

Languages necessary to complete the course:

Slovak, Czech and English language

Notes:					
Past grade distribution					
Total number of evaluated students: 4					
A	B	C	D	E	FX
50,0	0,0	0,0	50,0	0,0	0,0
Lecturers: doc. PhDr. Marian Groma, PhD.					
Last change: 10.11.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex008/22	Course title: Multimedia in educational rehabilitation
Educational activities: Type of activities: lecture + seminar Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours per semester in the form of a lecture combined with a seminar, combined form, primarily full-time Student workload: 12 hours of direct instruction; 40 hours preparation of multimedia educational output according to the assignment. 60 hours of study of professional literature for the final written test and self-study. TOTAL: 112 hours. Methods of mediating the content of education: lecture, interpretation of the curriculum using illustrative methods, discussion, group work, methods of practical activities, work with DT / AT.	
Number of credits: 4	
Recommended semester: 2., 4., 6.	
Educational level: III.	
Prerequisites:	
Course requirements: The doctoral student will develop a practical multimedia output using current modern digital, or assistive technologies and multimedia facilities, in which, in addition to the educational component (selected educational content), it will incorporate mainly video, sound, animation and interactive elements, while respecting the specifics of working with individuals with selected disabilities. He will present his output publicly and communicate professionally. He can get 40 points (min. 30 points) for the completed work. For the final written test, the doctoral student can obtain max. 60 points. Criteria for assessing audio-visual output - topic and method (digital complexity) of its processing in the given area, method of processing, complexity of processing, compactness of processing, quality of processing and application of digital competencies of the student, informative value, applicability in special education / comprehensive rehabilitation. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. To successfully complete the course, it is necessary to obtain at least 60% of points. A - excellent performance, the student has mastered the knowledge at the required level and to a sufficient extent, can critically evaluate it, combines previously acquired knowledge with new, systematizes them, created a multimedia output at the required level, the output meets all specified criteria, and the acquired knowledge is transferred to it.	

B - excellent performance, the student has mastered the knowledge and the required level with slight deviations, critical thinking is at a high level but with minor shortcomings in systematizing knowledge, created a multimedia output with minor shortcomings, which do not hinder its applicability in special education / education / comprehensive rehabilitation.

C - good performance, the student has mastered the required knowledge at an average level, critical thinking and evaluation is weakened, can analyse the acquired knowledge, problems appear in the synthesis and interconnection of knowledge from several disciplines, created multimedia output with significant shortcomings, but the output is still usable in special education / education / comprehensive rehabilitation.

D - acceptable performance, the student has mastered and acquired knowledge in the subject area at a reduced level, critical thinking is significantly weakened, there is no interconnection of the learned, multimedia output has significant shortcomings, the acquired knowledge is not transferred to it to a sufficient extent.

E - minimally acceptable performance, the student has acquired knowledge at a very low level, critical thinking fails, there is no more advanced level of synthesis and generalization, the tool and / or multimedia output have serious shortcomings, they do not present the acquired knowledge of the subject, outputs are not applicable in special education.

Fx - unacceptable performance, the student did not meet the conditions specified by the teacher during the semester.

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

Learning outcomes:

After completing the course, the doctoral student has extended theoretical knowledge in the use of multimedia, digital and assistive technologies (DT / AT / MM) in the education of individuals with disabilities. He will gain new knowledge about innovations in the field of DT and AT. He has extensive knowledge of the principles of creation and use of DT and AT in education, of innovations in the field. He has acquired knowledge about the effective use of DT, AT, and MM in the education of the disabled and in pedagogical research. The content of the course will support the creative abilities of the doctoral student, especially in the creation of digital educational content, respectively. skills for online disability education. The doctoral student has acquired competencies in the field of didactic use of DT and AT, in the field of creation of teaching materials and control of teaching systems and design of online courses. Doctoral students have an overview of pedagogical research in the use of DT, AT, and MM in education, they have acquired the ability to search for empirical data on DT / AT / MM at an advanced level. The graduate of the course can identify, critically evaluate, and synthesize key issues of implementation of DT / AT / MM in the education of the disabled, can describe and communicate / interpret the concepts of the use of DT / AT / MM and relevant educational policies.

After completing the course, the doctoral student will also be able to identify and summarize important criteria for the selection and use of DT / AT / MM; identify and describe factors (inhibitors, facilitators) influencing the selection and use of DT / AT / MM; understand the ethical rules when working with DT / AT / MM; plan and implement special pedagogical interventions through DT / ATT / MM.

After completing the course, the doctoral student has acquired skills at the level of an advanced user and the ability to process and use multimedia outputs for the field of educational rehabilitation of the disabled about the type and degree of disability. It has expanded and consolidated its digital competencies and digital literacy.

Class syllabus:

The content of the course is divided into several thematic areas and relevant sub-topics to ensure the achievement of the set objectives. The content structure is designed so that the doctoral student

builds on the knowledge, skills and competencies acquired at lower levels of education, especially developing their theoretical and practical digital and didactic-technological competencies and at the same time strengthening their training in the subject area.

Terminological definition of DT / AT / MM in special pedagogy. DT / A / MM categorization. The importance of modern DT / AT / MM and their use in the educational process and comprehensive rehabilitation of the disabled. Multimedia literacy of a special pedagogue. Strategies for the correct handling of different types of DT / AT / MM and their products. Innovation in DT / AT / MM. Students will acquire knowledge expanding the knowledge acquired at lower levels of education. They will learn the scientific language and current terminology in the field, understand the importance of DT / AT / MM in the comprehensive rehabilitation of the disabled. They will consolidate their digital literacy and competencies for the performance of their future profession (special pedagogue, researcher, researcher. They will learn ethical standards and principles of working with DT / AT / MM and their outputs.

DT / AT and MM as a means of supporting individuals with disabilities, touch technologies, cloud storage, open-source space, tablets, iPads, interactive whiteboards, applications, and software usable by educators in the education of the disabled. Students will gain the ability to use Android applications in the creation of educational and support programs, to use the Open-Source environment in the creation of specific multimedia programs. Students will expand their knowledge of applications and software usable in the field of reference of special pedagogy. They will gain skills in digital, multimedia, and interactive information processing, the use of interactive whiteboards. They will understand the application and use of multimedia information in the educational process of students with disabilities. Creation of digital teaching materials (also in the cloud). Students will consolidate and expand analytical and synthetic thinking in the creation of multimedia programs - they will know at an advanced level the principles, procedures, principles, and ethics of creating digital learning materials. Students will learn the procedures and methodology of creating multimedia outputs for individuals with disabilities. They will learn the procedures for creating methodologies for teaching materials and can interpret multimedia information at a professional level. They will understand the importance and progress of the application and use of multimedia information in the educational rehabilitation of disadvantaged individuals. They will control video, graphics, work with text, image, images and sound. They will get acquainted with the creation of multimedia programs in the Open Source environment.

Didactics and design of online education. Online learning environment. Students will learn professional-didactic procedures of introducing DT / AT / MM into the education of the disabled. They will be able to create an education design as such as well as an online education design using technology and multimedia outputs.

Digital technologies in pedagogical research. Students will learn procedures and ways to obtain information, knowledge, data and metadata for their pedagogical research. They will acquire the ability to process data obtained in pedagogical research through digital technologies.

Recommended literature:

Main literature:

LOPÚCHOVÁ, J., KRAJČÍ, P. 2014. Teória a výskum digitálnych a asistenčných technológií v inkluzívnej špeciálnej pedagogike. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. 199 s. ISBN 978-80-7464-675-1

LOPÚCHOVÁ, J. 2016. Pomôcky a technológie v procese edukácie žiakov so sluchovým postihnutím In: Teória edukácie žiakov so sluchovým postihnutím 2. Bratislava : Iris, 2016. S. 306-335. ISBN 978-80-89726-87-5

LOPÚCHOVÁ, J. 2013. Tvorba multimediálnych PC programov pre deti so zrakovým postihnutím. In: Výchovná a komplexná rehabilitácia postihnutých v ponímaní špeciálnej pedagogiky. Bratislava : Iris, 2013. - S. 219-233. ISBN 978-80-89256-93-8

- LOPÚCHOVÁ, J. 2012. Moderné informačno-komunikačné technológie a ich používanie z pohľadu pedagógov žiakov so zrakovým postihnutím. In: Paedagogica specialis 26. Bratislava : Iris, 2012. S. 221-238. - ISBN 978-80-223-3287-3
- LOPÚCHOVÁ, J. 2012. Uplatnenie počítačových programov a pomôcok na jednoduchšie ovládanie počítača v špeciálno-pedagogickom poradenskom procese. In: Paedagogica specialis 26. Bratislava : Iris, 2012. - S. 239-249. ISBN 978-80-223-3287-3
- BATES, A.W. 2019. Teaching in a Digital Age – Second Edition. Vancouver, B.C.: Tony Bates. Associates Ltd. Retrieved from <https://pressbooks.bccampus.ca/teachinginadigitalagev2/>
- WOLF, M.A. 2010. Innovate to educate: System [re]design for personalized learning (pp. 21). Partoyan, E., Schneiderman, & Seltz, J. (Eds.), A Report from the 2010 Symposium. ACSD. Retrieved July 28, 2014, from <http://siia.net/pli/presentations/PerLearnPaper.pdf>
- ČERNÝ M. 2019. Digitální kompetence v transdisciplinárním nahlédnutí: mezi filosofií, sociologií, pedagogikou a informační vědou. Brno: Masarykova univerzita, 2019. ISBN 978-80-210-9331-7.
- MANĚNOVÁ, M. 2012. Vliv ICT na práci učitele 1. stupně základní školy. ExtraSYSTEM Praha. ISBN 978-80-87570-09-8. [Elektronická kopie monografie online]. Dostupné z: <http://www.extrasystem.com/9788087570098.pdf> [cit. 2020-01-22].
- MANĚNOVÁ, M., Círus, L. 2016. Dotykové technologie na prvním stupni základní školy. Media4u Magazine 2/2016, s. 66–69. [online]. Dostupné z: <http://www.media4u.cz/> [cit. 2020-01-22].
- Evropský rámec digitálních kompetencí pedagogů: DigCompEdu [online]. Praha: NÚV, 2018. ISBN: 978-80-7481-214-9. Dostupné z <https://rvp.cz/>.
- REDECKER, Ch., CROUCHLEY, L., RŮŽIČKOVÁ, D., BRDIČKA, B., NEUMAJER PUNIE, O. 2018. Evropský rámec digitálních kompetencí pedagogů: DigCompEdu [online]. 2018 [cit. 2020-07-02]. ISBN 978- 92-79-73494-6.
- Recommended literature:
- LOPÚCHOVÁ, J. 2010. Informačno-komunikačné technológie (IKT) vo vzdelávaní jednotlivcov so zdravotným znevýhodnením. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. - Bratislava : Iris, 2010. - S. 467-502. ISBN 978-80-89238-37-8
- LOPÚCHOVÁ, J. 2015. Internetové poradenstvo a cloudové technológie v špeciálnej pedagogike. In: Perspektivy špeciálnej pedagogiky - potreby, možnosti a výzvy [elektronický zdroj]. Olomouc : Univerzita Palackého, 2015. - S. 149-156 [online]. ISBN 978-80-244-4907-4
- LOPÚCHOVÁ, J. 2012. Počítačový program ako inovatívna alternatíva na podporu zraku k tradičným reedukačným metódam. In: Sborník textů z 12. mezinárodní konference k problematice osob se specifickými potřebami a 7. mezinárodní dramaterapeutická konference [elektronický zdroj]. - Olomouc : Univerzita Palackého, 2012. S. 493-521 [CD-ROM]. ISBN 978-80-244-2966-3
- LOPÚCHOVÁ, J., Mangová, L. 2009. Vzdelávanie žiakov so zrakovým postihnutím prostredníctvom nových informačných a komunikačných technológií s akcentom na využitie PC so špeciálnymi periférnymi zariadeniami. In: Komplexná rehabilitácia viacnásobne postihnutých : niektoré nové metodiky a programy. Bratislava : Mabag, 2009. S. 206-217. ISBN 978-80-89113-43-9
- LOPÚCHOVÁ, J. 2009. Gramotnosť učiteľov vzdelávajúcich žiakov na základných školách so zrakovým postihnutím v oblasti moderných IKT. In: Aktuálne otázky špeciálnej pedagogiky na Slovensku [elektronický zdroj]. Senec : Slovenská únia mediátorov, 2009. S. 90-103 [CD-ROM]. ISBN 978-80-970251-2-0
- ZIKL, P. 2011. Využití ICT u dětí se speciálními potřebami. Praha: Grada, 2011. ISBN 978-80-247-7709-2.

- CAPMAN, G. 2016. Digitálne deti – výchova vo svetle displejov. Bratislava: Porta libri, 2016. ISBN 978-80-8156-070-5.
- KONTRÍKOVÁ, V., ČERNÍKOVÁ, M., ŠMAHEL, D. 2015. Byl jednou jeden tablet: Děti (0–8) a digitální technologie. Národní report – Česká republika. Brno: Masarykova Univerzita, Fakulta sociálních studií. [online]. Dostupné z: https://webcentrum.muni.cz/media/3081365/0-8__national_report_final_cz.pdf [cit. 2020-01-22].
- KRAJČÍ, P. 2013. Informačno-komunikačné technológie v edukácii žiakov s detskou mozgovou obrnou. In Osoby so zdravotným znevýhodnením v kontexte súčasnej špeciálnej pedagogiky a súvzťažných vied (zborník z medzinárodnej konferencie). Bratislava: Iris, 2013. s. 77-93. ISBN 978-80-89238-87-3.
- KRAJČÍ, P., LOPÚCHOVÁ, J. 2012. Uplatnenie interaktívnej tabule v edukácii detí s mentálnym postihnutím v predmete vecné učenie. In Špeciálna pedagogika na Slovensku v kontexte rokov 1967-2012. Bratislava: Iris, 2012. s. 742-750.
- GREGUŠOVÁ, H., LOPÚCHOVÁ, J. 2007. Niektoré technologické inovácie v špeciálnej pedagogike. Bratislava: Sapientia, 2007. ISBN 978-80-89229-10-9.
- LECKÝ, P. 2011. Kompenzačné pomôcky a asistenčné technológie pre študentov so zdravotným postihnutím Bratislava: Univerzita Komenského: Centrum podpory študentov so špecifickými potrebami, 2011. ISBN 978-80-223-3039-8.
- WAN NG. 2015. New Digital Technology in Education. Conceptualizing Professional Learning for Educators. Springer Nature Switzerland AG. ISBN: 978-3-319-05822-1.
- MILIBAND, D. 2004. Personalised learning: Building a new relationship with schools. In Speech by the Minister of State for School Standards to the North of England Education Conference. 2014. from http://schools.cbe.ab.ca/b352/pdfs/PersonalizedLearning_Building.pdf
- MINGES, M. 2012. World Bank report 2012. Overview. Information and communications for development 2012: Maximizing mobile (pp. 11–30). Washington, DC: World Bank. 2014, from <http://www.worldbank.org/ict/IC4D2012>
- ATKINS, D. E., BROWN, J. S., HAMMOND, A. L. 2007. A review of the open educational resources (OER) movement: Achievements, challenges and new opportunities. 2014. from <http://www.hewlett.org/uploads/files/ReviewoftheOERMovement.pdf>
- DUNN, L. 2013. Teaching in higher education: Can social media enhance the learning experience? 2014. from http://www.gla.ac.uk/media/media_276225_en.pdf
- HIGGINS, S., XIAO, Z., & KATSIPATAKI, M. 2012. The impact of digital technology on learning: A summary for the Education Endowment Foundation. 2014. from [http://educationendowmentfoundation.org.uk/uploads/pdf/The_Impact_of_Digital_Technologies_on_Learning_\(2012\).pdf](http://educationendowmentfoundation.org.uk/uploads/pdf/The_Impact_of_Digital_Technologies_on_Learning_(2012).pdf)
- GARZÓN ARTACHO, TOMÁS, E., MARTÍNEZ, S., ORTEGA MARTÍN, J. L., MARÍN, J. A., GÓMEZ GARCÍA, G. 2020. Teacher Training in Lifelong Learning—The Importance of Digital Competence in the Encouragement of Tea-ching Innovation. Sustainability [online]. 2020, 12(7) [cit. 2020-07-11]. DOI: 10.3390/su12072852. ISSN 2071-1050. Dostupné z: <https://www.mdpi.com/2071-1050/12/7/2852>

Languages necessary to complete the course:

Slovak, English and Czech

Notes:

Past grade distribution

Total number of evaluated students: 3

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

Lecturers: doc. PaedDr. Jana Lopúchová, PhD.
Last change: 10.11.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex008/22	Course title: Multimedia in educational rehabilitation
Educational activities: Type of activities: lecture + seminar Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours per semester in the form of a lecture combined with a seminar, combined form, primarily full-time Student workload: 12 hours of direct instruction; 40 hours preparation of multimedia educational output according to the assignment. 60 hours of study of professional literature for the final written test and self-study. TOTAL: 112 hours. Methods of mediating the content of education: lecture, interpretation of the curriculum using illustrative methods, discussion, group work, methods of practical activities, work with DT / AT.	
Number of credits: 4	
Recommended semester: 1., 3., 5.	
Educational level: III.	
Prerequisites:	
Course requirements: The doctoral student will develop a practical multimedia output using current modern digital, or assistive technologies and multimedia facilities, in which, in addition to the educational component (selected educational content), it will incorporate mainly video, sound, animation and interactive elements, while respecting the specifics of working with individuals with selected disabilities. He will present his output publicly and communicate professionally. He can get 40 points (min. 30 points) for the completed work. For the final written test, the doctoral student can obtain max. 60 points. Criteria for assessing audio-visual output - topic and method (digital complexity) of its processing in the given area, method of processing, complexity of processing, compactness of processing, quality of processing and application of digital competencies of the student, informative value, applicability in special education / comprehensive rehabilitation. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. To successfully complete the course, it is necessary to obtain at least 60% of points. A - excellent performance, the student has mastered the knowledge at the required level and to a sufficient extent, can critically evaluate it, combines previously acquired knowledge with new, systematizes them, created a multimedia output at the required level, the output meets all specified criteria, and the acquired knowledge is transferred to it.	

B - excellent performance, the student has mastered the knowledge and the required level with slight deviations, critical thinking is at a high level but with minor shortcomings in systematizing knowledge, created a multimedia output with minor shortcomings, which do not hinder its applicability in special education / education / comprehensive rehabilitation.

C - good performance, the student has mastered the required knowledge at an average level, critical thinking and evaluation is weakened, can analyse the acquired knowledge, problems appear in the synthesis and interconnection of knowledge from several disciplines, created multimedia output with significant shortcomings, but the output is still usable in special education / education / comprehensive rehabilitation.

D - acceptable performance, the student has mastered and acquired knowledge in the subject area at a reduced level, critical thinking is significantly weakened, there is no interconnection of the learned, multimedia output has significant shortcomings, the acquired knowledge is not transferred to it to a sufficient extent.

E - minimally acceptable performance, the student has acquired knowledge at a very low level, critical thinking fails, there is no more advanced level of synthesis and generalization, the tool and / or multimedia output have serious shortcomings, they do not present the acquired knowledge of the subject, outputs are not applicable in special education.

Fx - unacceptable performance, the student did not meet the conditions specified by the teacher during the semester.

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

Learning outcomes:

After completing the course, the doctoral student has extended theoretical knowledge in the use of multimedia, digital and assistive technologies (DT / AT / MM) in the education of individuals with disabilities. He will gain new knowledge about innovations in the field of DT and AT. He has extensive knowledge of the principles of creation and use of DT and AT in education, of innovations in the field. He has acquired knowledge about the effective use of DT, AT, and MM in the education of the disabled and in pedagogical research. The content of the course will support the creative abilities of the doctoral student, especially in the creation of digital educational content, respectively. skills for online disability education. The doctoral student has acquired competencies in the field of didactic use of DT and AT, in the field of creation of teaching materials and control of teaching systems and design of online courses. Doctoral students have an overview of pedagogical research in the use of DT, AT, and MM in education, they have acquired the ability to search for empirical data on DT / AT / MM at an advanced level. The graduate of the course can identify, critically evaluate, and synthesize key issues of implementation of DT / AT / MM in the education of the disabled, can describe and communicate / interpret the concepts of the use of DT / AT / MM and relevant educational policies.

After completing the course, the doctoral student will also be able to identify and summarize important criteria for the selection and use of DT / AT / MM; identify and describe factors (inhibitors, facilitators) influencing the selection and use of DT / AT / MM; understand the ethical rules when working with DT / AT / MM; plan and implement special pedagogical interventions through DT / ATT / MM.

After completing the course, the doctoral student has acquired skills at the level of an advanced user and the ability to process and use multimedia outputs for the field of educational rehabilitation of the disabled about the type and degree of disability. It has expanded and consolidated its digital competencies and digital literacy.

Class syllabus:

The content of the course is divided into several thematic areas and relevant sub-topics to ensure the achievement of the set objectives. The content structure is designed so that the doctoral student

builds on the knowledge, skills and competencies acquired at lower levels of education, especially developing their theoretical and practical digital and didactic-technological competencies and at the same time strengthening their training in the subject area.

Terminological definition of DT / AT / MM in special pedagogy. DT / A / MM categorization. The importance of modern DT / AT / MM and their use in the educational process and comprehensive rehabilitation of the disabled. Multimedia literacy of a special pedagogue. Strategies for the correct handling of different types of DT / AT / MM and their products. Innovation in DT / AT / MM. Students will acquire knowledge expanding the knowledge acquired at lower levels of education. They will learn the scientific language and current terminology in the field, understand the importance of DT / AT / MM in the comprehensive rehabilitation of the disabled. They will consolidate their digital literacy and competencies for the performance of their future profession (special pedagogue, researcher, researcher. They will learn ethical standards and principles of working with DT / AT / MM and their outputs.

DT / AT and MM as a means of supporting individuals with disabilities, touch technologies, cloud storage, open-source space, tablets, iPads, interactive whiteboards, applications, and software usable by educators in the education of the disabled. Students will gain the ability to use Android applications in the creation of educational and support programs, to use the Open-Source environment in the creation of specific multimedia programs. Students will expand their knowledge of applications and software usable in the field of reference of special pedagogy. They will gain skills in digital, multimedia, and interactive information processing, the use of interactive whiteboards. They will understand the application and use of multimedia information in the educational process of students with disabilities. Creation of digital teaching materials (also in the cloud). Students will consolidate and expand analytical and synthetic thinking in the creation of multimedia programs - they will know at an advanced level the principles, procedures, principles, and ethics of creating digital learning materials. Students will learn the procedures and methodology of creating multimedia outputs for individuals with disabilities. They will learn the procedures for creating methodologies for teaching materials and can interpret multimedia information at a professional level. They will understand the importance and progress of the application and use of multimedia information in the educational rehabilitation of disadvantaged individuals. They will control video, graphics, work with text, image, images and sound. They will get acquainted with the creation of multimedia programs in the Open Source environment.

Didactics and design of online education. Online learning environment. Students will learn professional-didactic procedures of introducing DT / AT / MM into the education of the disabled. They will be able to create an education design as such as well as an online education design using technology and multimedia outputs.

Digital technologies in pedagogical research. Students will learn procedures and ways to obtain information, knowledge, data and metadata for their pedagogical research. They will acquire the ability to process data obtained in pedagogical research through digital technologies.

Recommended literature:

Main literature:

LOPÚCHOVÁ, J., KRAJČÍ, P. 2014. Teória a výskum digitálnych a asistenčných technológií v inkluzívnej špeciálnej pedagogike. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. 199 s. ISBN 978-80-7464-675-1

LOPÚCHOVÁ, J. 2016. Pomôcky a technológie v procese edukácie žiakov so sluchovým postihnutím In: Teória edukácie žiakov so sluchovým postihnutím 2. Bratislava : Iris, 2016. S. 306-335. ISBN 978-80-89726-87-5

LOPÚCHOVÁ, J. 2013. Tvorba multimediálnych PC programov pre deti so zrakovým postihnutím. In: Výchovná a komplexná rehabilitácia postihnutých v ponímaní špeciálnej pedagogiky. Bratislava : Iris, 2013. - S. 219-233. ISBN 978-80-89256-93-8

- LOPÚCHOVÁ, J. 2012. Moderné informačno-komunikačné technológie a ich používanie z pohľadu pedagógov žiakov so zrakovým postihnutím. In: Paedagogica specialis 26. Bratislava : Iris, 2012. S. 221-238. - ISBN 978-80-223-3287-3
- LOPÚCHOVÁ, J. 2012. Uplatnenie počítačových programov a pomôcok na jednoduchšie ovládanie počítača v špeciálno-pedagogickom poradenskom procese. In: Paedagogica specialis 26. Bratislava : Iris, 2012. - S. 239-249. ISBN 978-80-223-3287-3
- BATES, A.W. 2019. Teaching in a Digital Age – Second Edition. Vancouver, B.C.: Tony Bates. Associates Ltd. Retrieved from <https://pressbooks.bccampus.ca/teachinginadigitalagev2/>
- WOLF, M.A. 2010. Innovate to educate: System [re]design for personalized learning (pp. 21). Partoyan, E., Schneiderman, & Seltz, J. (Eds.), A Report from the 2010 Symposium. ACSD. Retrieved July 28, 2014, from <http://siia.net/pli/presentations/PerLearnPaper.pdf>
- ČERNÝ M. 2019. Digitální kompetence v transdisciplinárním nahlédnutí: mezi filosofií, sociologií, pedagogikou a informační vědou. Brno: Masarykova univerzita, 2019. ISBN 978-80-210-9331-7.
- MANĚNOVÁ, M. 2012. Vliv ICT na práci učitele 1. stupně základní školy. ExtraSYSTEM Praha. ISBN 978-80-87570-09-8. [Elektronická kopie monografie online]. Dostupné z: <http://www.extrasystem.com/9788087570098.pdf> [cit. 2020-01-22].
- MANĚNOVÁ, M., Círus, L. 2016. Dotykové technologie na prvním stupni základní školy. Media4u Magazine 2/2016, s. 66–69. [online]. Dostupné z: <http://www.media4u.cz/> [cit. 2020-01-22].
- Evropský rámec digitálních kompetencí pedagogů: DigCompEdu [online]. Praha: NÚV, 2018. ISBN: 978-80-7481-214-9. Dostupné z <https://rvp.cz/>.
- REDECKER, Ch., CROUCHLEY, L., RŮŽIČKOVÁ, D., BRDIČKA, B., NEUMAJER PUNIE, O. 2018. Evropský rámec digitálních kompetencí pedagogů: DigCompEdu [online]. 2018 [cit. 2020-07-02]. ISBN 978- 92-79-73494-6.
- Recommended literature:
- LOPÚCHOVÁ, J. 2010. Informačno-komunikačné technológie (IKT) vo vzdelávaní jednotlivcov so zdravotným znevýhodnením. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. - Bratislava : Iris, 2010. - S. 467-502. ISBN 978-80-89238-37-8
- LOPÚCHOVÁ, J. 2015. Internetové poradenstvo a cloudové technológie v špeciálnej pedagogike. In: Perspektivy špeciálnej pedagogiky - potreby, možnosti a výzvy [elektronický zdroj]. Olomouc : Univerzita Palackého, 2015. - S. 149-156 [online]. ISBN 978-80-244-4907-4
- LOPÚCHOVÁ, J. 2012. Počítačový program ako inovatívna alternatíva na podporu zraku k tradičným reedukačným metódam. In: Sborník textů z 12. mezinárodní konference k problematice osob se specifickými potřebami a 7. mezinárodní dramaterapeutická konference [elektronický zdroj]. - Olomouc : Univerzita Palackého, 2012. S. 493-521 [CD-ROM]. ISBN 978-80-244-2966-3
- LOPÚCHOVÁ, J., Mangová, L. 2009. Vzdelávanie žiakov so zrakovým postihnutím prostredníctvom nových informačných a komunikačných technológií s akcentom na využitie PC so špeciálnymi periférnymi zariadeniami. In: Komplexná rehabilitácia viacnásobne postihnutých : niektoré nové metodiky a programy. Bratislava : Mabag, 2009. S. 206-217. ISBN 978-80-89113-43-9
- LOPÚCHOVÁ, J. 2009. Gramotnosť učiteľov vzdelávajúcich žiakov na základných školách so zrakovým postihnutím v oblasti moderných IKT. In: Aktuálne otázky špeciálnej pedagogiky na Slovensku [elektronický zdroj]. Senec : Slovenská únia mediátorov, 2009. S. 90-103 [CD-ROM]. ISBN 978-80-970251-2-0
- ZIKL, P. 2011. Využití ICT u dětí se speciálními potřebami. Praha: Grada, 2011. ISBN 978-80-247-7709-2.

- CAPMAN, G. 2016. Digitálne deti – výchova vo svetle displejov. Bratislava: Porta libri, 2016. ISBN 978-80-8156-070-5.
- KONTRÍKOVÁ, V., ČERNÍKOVÁ, M., ŠMAHEL, D. 2015. Byl jednou jeden tablet: Děti (0–8) a digitální technologie. Národní report – Česká republika. Brno: Masarykova Univerzita, Fakulta sociálních studií. [online]. Dostupné z: https://webcentrum.muni.cz/media/3081365/0-8__national_report_final_cz.pdf [cit. 2020-01-22].
- KRAJČÍ, P. 2013. Informačno-komunikačné technológie v edukácii žiakov s detskou mozgovou obrnou. In Osoby so zdravotným znevýhodnením v kontexte súčasnej špeciálnej pedagogiky a súvzťažných vied (zborník z medzinárodnej konferencie). Bratislava: Iris, 2013. s. 77-93. ISBN 978-80-89238-87-3.
- KRAJČÍ, P., LOPÚCHOVÁ, J. 2012. Uplatnenie interaktívnej tabule v edukácii detí s mentálnym postihnutím v predmete vecné učenie. In Špeciálna pedagogika na Slovensku v kontexte rokov 1967-2012. Bratislava: Iris, 2012. s. 742-750.
- GREGUŠOVÁ, H., LOPÚCHOVÁ, J. 2007. Niektoré technologické inovácie v špeciálnej pedagogike. Bratislava: Sapientia, 2007. ISBN 978-80-89229-10-9.
- LECKÝ, P. 2011. Kompenzačné pomôcky a asistenčné technológie pre študentov so zdravotným postihnutím Bratislava: Univerzita Komenského: Centrum podpory študentov so špecifickými potrebami, 2011. ISBN 978-80-223-3039-8.
- WAN NG. 2015. New Digital Technology in Education. Conceptualizing Professional Learning for Educators. Springer Nature Switzerland AG. ISBN: 978-3-319-05822-1.
- MILIBAND, D. 2004. Personalised learning: Building a new relationship with schools. In Speech by the Minister of State for School Standards to the North of England Education Conference. 2014. from http://schools.cbe.ab.ca/b352/pdfs/PersonalizedLearning_Building.pdf
- MINGES, M. 2012. World Bank report 2012. Overview. Information and communications for development 2012: Maximizing mobile (pp. 11–30). Washington, DC: World Bank. 2014, from <http://www.worldbank.org/ict/IC4D2012>
- ATKINS, D. E., BROWN, J. S., HAMMOND, A. L. 2007. A review of the open educational resources (OER) movement: Achievements, challenges and new opportunities. 2014. from <http://www.hewlett.org/uploads/files/ReviewoftheOERMovement.pdf>
- DUNN, L. 2013. Teaching in higher education: Can social media enhance the learning experience? 2014. from http://www.gla.ac.uk/media/media_276225_en.pdf
- HIGGINS, S., XIAO, Z., & KATSIPATAKI, M. 2012. The impact of digital technology on learning: A summary for the Education Endowment Foundation. 2014. from [http://educationendowmentfoundation.org.uk/uploads/pdf/The_Impact_of_Digital_Technologies_on_Learning_\(2012\).pdf](http://educationendowmentfoundation.org.uk/uploads/pdf/The_Impact_of_Digital_Technologies_on_Learning_(2012).pdf)
- GARZÓN ARTACHO, TOMÁS, E., MARTÍNEZ, S., ORTEGA MARTÍN, J. L., MARÍN, J. A., GÓMEZ GARCÍA, G. 2020. Teacher Training in Lifelong Learning—The Importance of Digital Competence in the Encouragement of Tea-ching Innovation. Sustainability [online]. 2020, 12(7) [cit. 2020-07-11]. DOI: 10.3390/su12072852. ISSN 2071-1050. Dostupné z: <https://www.mdpi.com/2071-1050/12/7/2852>

Languages necessary to complete the course:

Slovak, English and Czech

Notes:

Past grade distribution

Total number of evaluated students: 3

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

Lecturers: doc. PaedDr. Jana Lopúchová, PhD.
Last change: 10.11.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex014/22	Course title: New trends in adult education
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information seminar, 12 hours of teaching in blocks, combined (primary full-time). Student workload: 180 hours (12 hours of teaching, 78 hours of self-study and solution of distance tasks, 88 hours of self-study, creation of an educational project and its presentation, 2 hours of colloquium exam). Methods of mediating the content of education: lecture, interview, individual work, presentation, discussion and defense of one's own solutions to distance tasks and one's own course project.	
Number of credits: 6	
Recommended semester: 1., 3., 5.	
Educational level: III.	
Prerequisites:	
Course requirements: The overall evaluation of the course consists of a continuous evaluation (50% of evaluation) and a colloquial exam (50% of evaluation). Interim evaluation consists of the evaluation of 3 continuously assigned tasks and their presentation at the seminar, while the solution of each task is evaluated on a point scale of 5-0 according to the specific criteria set for each task. The maximum possible number of points obtained in the interim evaluation is 15. The colloquial exam consists of defending a project of one's own course in a selected area of adult education, while the maximum possible number of points obtained for defending a project is 15. To successfully complete the course, it is necessary to obtain at least 60% of the total score. To obtain a final rating of A (excellent - excellent results) it is necessary to obtain at least 28 points, to obtain a rating of B (very good - above average standard) at least 25 points, to obtain a rating of C (good - normal reliable work) at least 22 points, to obtain a D (satisfactory - acceptable results) at least 20 points and for evaluation E (sufficient - results meet the minimum criteria) at least 18 points. The FX rating (insufficient - additional work required) will be awarded to students who score 17 points or less. Scale of assessment (preliminary/final): 50/50	
Learning outcomes: After completing the course, students are able to define the subject and system of andragogy, use professional andragogy terminology, characterize and explain selected views of important personalities in andragogy, current theories, concepts, current research results and innovation trends	

in adult education, critically evaluate and identify their impact on the current adult education practice.

Students will be able to think critically and discuss the goals, content, resources and ethical issues of adult education, the position and roles of adult education subjects, identify their own individual concept of adult education and prepare and defend their own course project in a selected area of adult education.

Students will develop their analytical and critical thinking, communication, teaching and metacognitive skills in solving, presenting and discussing the results of continuously assigned tasks and their own course project.

Students will be able to use the acquired knowledge and skills creatively in their further study of pedagogical disciplines and in their future pedagogical practice.

Class syllabus:

Subject, terminology and system of andragogy. Theories and concepts of adult education and their representatives. Research methods in andragogy. Adult education functions. EU and OECD education policy in adult education. Objectives and means of formal education, non - formal education and informal adult learning. Recognition of results non - formal education and informal learning. Regularities of the processes of design, implementation and evaluation of adult education. Theoretical background and specifics of adult learning. Curriculum development in adult education. Analysis of adult educational needs. Motivation and barriers to adult learning. Objectives, content, methods and organizational forms of adult education. Peculiarities of pedagogical communication in adult education. Position and roles of adult education subjects. Self-directed learning in adult education. Adult learning styles. Andragogue's personality, his pedagogical ability and individual conception of adult education. Self-diagnosis and self-reflection andragogy. Current issues and challenges in adult education.

Recommended literature:

Main literature:

- BENEŠ, M. 2014. Andragogika. Praha: Grada Publishing 2014.
- DVOŘÁKOVÁ, M., ŠERÁK, M. 2016. Andragogika a vzdělávání dospělých: vybrané kapitoly. Praha: Filozofická fakulta Univerzity Karlovy 2016.
- FRK, V., PIROHOVÁ, I. 2016. Profesijní andragogika I. Prešov: Prešovská univerzita 2016.
- LANGER, T. 2016. Moderní lektor: průvodce úspěšného vzdělavatele dospělých. Praha: Grada Publishing 2016.
- MATULČÍK, J. 2004. Teórie výchovy a vzdelávania dospelých v zahraničí. Bratislava: Gerlach Print 2004.
- MUŽÍK, J. 2011. Řízení vzdělávacího procesu: Andragogická didaktika. Praha: Wolters Kluwer 2011.
- PRŮCHA, J. 2014. Andragogický výzkum. Praha: Grada Publishing 2014.
- PRŮCHA, J., VETEŠKA, J. 2014. Andragogický slovník. Praha: Grada Publishing 2014.
- VETEŠKA, J. 2016. Přehled andragogiky: úvod do studia vzdělávání a učení se dospělých. Praha: Portál 2016.
- VETEŠKA, J. a kol. 2009. Nové paradigma v kurikulu vzdělávání dospělých. Praha: EDUCA Service 2009.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution					
Total number of evaluated students: 6					
A	B	C	D	E	FX
83,33	0,0	16,67	0,0	0,0	0,0
Lecturers: Ing. Mgr. Jozef Strakoš, PhD.					
Last change: 10.11.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex014/22	Course title: New trends in adult education
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information seminar, 12 hours of teaching in blocks, combined (primary full-time). Student workload: 180 hours (12 hours of teaching, 78 hours of self-study and solution of distance tasks, 88 hours of self-study, creation of an educational project and its presentation, 2 hours of colloquium exam). Methods of mediating the content of education: lecture, interview, individual work, presentation, discussion and defense of one's own solutions to distance tasks and one's own course project.	
Number of credits: 6	
Recommended semester: 2., 4., 6.	
Educational level: III.	
Prerequisites:	
Course requirements: The overall evaluation of the course consists of a continuous evaluation (50% of evaluation) and a colloquial exam (50% of evaluation). Interim evaluation consists of the evaluation of 3 continuously assigned tasks and their presentation at the seminar, while the solution of each task is evaluated on a point scale of 5-0 according to the specific criteria set for each task. The maximum possible number of points obtained in the interim evaluation is 15. The colloquial exam consists of defending a project of one's own course in a selected area of adult education, while the maximum possible number of points obtained for defending a project is 15. To successfully complete the course, it is necessary to obtain at least 60% of the total score. To obtain a final rating of A (excellent - excellent results) it is necessary to obtain at least 28 points, to obtain a rating of B (very good - above average standard) at least 25 points, to obtain a rating of C (good - normal reliable work) at least 22 points, to obtain a D (satisfactory - acceptable results) at least 20 points and for evaluation E (sufficient - results meet the minimum criteria) at least 18 points. The FX rating (insufficient - additional work required) will be awarded to students who score 17 points or less. Scale of assessment (preliminary/final): 50/50	
Learning outcomes: After completing the course, students are able to define the subject and system of andragogy, use professional andragogy terminology, characterize and explain selected views of important personalities in andragogy, current theories, concepts, current research results and innovation trends	

in adult education, critically evaluate and identify their impact on the current adult education practice.

Students will be able to think critically and discuss the goals, content, resources and ethical issues of adult education, the position and roles of adult education subjects, identify their own individual concept of adult education and prepare and defend their own course project in a selected area of adult education.

Students will develop their analytical and critical thinking, communication, teaching and metacognitive skills in solving, presenting and discussing the results of continuously assigned tasks and their own course project.

Students will be able to use the acquired knowledge and skills creatively in their further study of pedagogical disciplines and in their future pedagogical practice.

Class syllabus:

Subject, terminology and system of andragogy. Theories and concepts of adult education and their representatives. Research methods in andragogy. Adult education functions. EU and OECD education policy in adult education. Objectives and means of formal education, non - formal education and informal adult learning. Recognition of results non - formal education and informal learning. Regularities of the processes of design, implementation and evaluation of adult education. Theoretical background and specifics of adult learning. Curriculum development in adult education. Analysis of adult educational needs. Motivation and barriers to adult learning. Objectives, content, methods and organizational forms of adult education. Peculiarities of pedagogical communication in adult education. Position and roles of adult education subjects. Self-directed learning in adult education. Adult learning styles. Andragogue's personality, his pedagogical ability and individual conception of adult education. Self-diagnosis and self-reflection andragogy. Current issues and challenges in adult education.

Recommended literature:

Main literature:

- BENEŠ, M. 2014. Andragogika. Praha: Grada Publishing 2014.
- DVOŘÁKOVÁ, M., ŠERÁK, M. 2016. Andragogika a vzdělávání dospělých: vybrané kapitoly. Praha: Filozofická fakulta Univerzity Karlovy 2016.
- FRK, V., PIROHOVÁ, I. 2016. Profesijní andragogika I. Prešov: Prešovská univerzita 2016.
- LANGER, T. 2016. Moderní lektor: průvodce úspěšného vzdělavatele dospělých. Praha: Grada Publishing 2016.
- MATULČÍK, J. 2004. Teórie výchovy a vzdelávania dospelých v zahraničí. Bratislava: Gerlach Print 2004.
- MUŽÍK, J. 2011. Řízení vzdělávacího procesu: Andragogická didaktika. Praha: Wolters Kluwer 2011.
- PRŮCHA, J. 2014. Andragogický výzkum. Praha: Grada Publishing 2014.
- PRŮCHA, J., VETEŠKA, J. 2014. Andragogický slovník. Praha: Grada Publishing 2014.
- VETEŠKA, J. 2016. Přehled andragogiky: úvod do studia vzdělávání a učení se dospělých. Praha: Portál 2016.
- VETEŠKA, J. a kol. 2009. Nové paradigma v kurikulu vzdělávání dospělých. Praha: EDUCA Service 2009.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution					
Total number of evaluated students: 6					
A	B	C	D	E	FX
83,33	0,0	16,67	0,0	0,0	0,0
Lecturers: Ing. Mgr. Jozef Strakoš, PhD.					
Last change: 10.11.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex009/22	Course title: New trends in psychological theory and practice
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours of lectures per semester, combined form (primary full-time) Student workload: 12 hours of direct instruction; continuous preparation for teaching (24 hours); supervised self-study - work with professional literature (36 hours); creation of a written work of a scientific nature in the range of min. ½ author's sheet (40 hours); preparation and realization of video presentation (40 hours). A total of 152 hours. Teaching methods: Lecture, group discussion, interview, guided discussion, problem solving, heuristic method, creation of conceptual maps, guided self-study, work with information sources, critical analysis of research studies in psychology.	
Number of credits: 6	
Recommended semester: 1., 3.	
Educational level: III.	
Prerequisites:	
Course requirements: 100% continuous evaluation. Interim evaluation includes the fulfillment of ongoing tasks according to the assignment: creation and presentation of selected research studies on a selected topic (50% of evaluation), written form of the semester work after incorporation of comments (50% of evaluation). To successfully complete the course, it is necessary to obtain at least 60% of the total score. 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 - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required). Assessment A: students excellently, correctly and actively critically and creatively reflect and communicate the acquired knowledge of psychology with emphasis on new approaches, theories, research methods, including their meaningful integration with knowledge of other disciplines with an emphasis on multidisciplinary approach and relevant relationship to science and thematic focus of their dissertation.	

Assessment B: students are able to above-average level of independent study and appropriate critical comparison of professional texts in psychology, integrate psychological knowledge with knowledge of other disciplines, are able to practically apply theoretical knowledge to develop assigned tasks; including their meaningful integration with the knowledge of other disciplines with an emphasis on a multidisciplinary approach and a relevant relationship to the scientific field and the thematic focus of their dissertation.

Assessment C: students are able to study independently and critically compare professional texts in psychology at a good level, achieve a good level of theoretical knowledge of the subject and the ability to practically apply theoretical knowledge to develop assigned tasks and present them meaningfully and in logical contexts.

Assessment D: students are able to study independently and critically compare professional texts in psychology, but have difficulty fully processing the more complex contents of the latest scientific research, the ability to practically apply theoretical knowledge to develop assigned tasks is satisfactory.

Assessment E: students fail in some assigned tasks, they need support in creating a comprehensive view of the complex theoretical foundations of psychology and research; they have shortcomings in theoretical and methodological knowledge, they fail in the practical application of theoretical knowledge to the elaboration of assigned tasks.

The Fx assessment means that students need additional, better study in addition to gaining the necessary knowledge and skills.

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

Learning outcomes:

The aim is to know the trends in psychological scientific theory and practice with an emphasis on new trends in the field.

Students after completing the course they know:

- clarify the theoretical basis of psychological approaches,
- differentiate current trends in social psychology,
- understand correctly the methods of personality psychology research;

mean:

- the complexity of health, mental health and disability psychology,
- knowledge of neurosciences, cognitive sciences and their application by contemporary psychology in the conditions of education and in helping professions;

are able to:

- integrate current knowledge of psychological science into related research concepts scientific disciplines, especially the department and the focus of their dissertation,
- integrate current knowledge of psychological approaches into a holistic understanding of the personality and its development,
- critically analyze and compare information in domestic and foreign scientific literature.

Class syllabus:

1. Current development of scientific conceptualization and research of health and mental health (operationalization, constructs; diagnostics, intervention and prevention).

2. Current trends and research in psychology (pathopsychology) in people with different types of disabilities.

3. New approaches in psychology and related sciences with the integration of current knowledge and research in neurosciences and cognitive sciences (basic and applied research in psychology and pedagogical sciences).

4. Current issues of applied social psychology with emphasis on media psychology, digitization, psychology of violence and consumer psychology.

5. Current domestic and foreign research in the field of applied behavioral analysis.
6. Current domestic and foreign research in the field of interpersonal interaction and emotional regulation.

Recommended literature:

Main literature:

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

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. (s. 7-32)

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

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 parts)

Recommended literature:

Monographs

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. (s. 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 parts)

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

Periodicals 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 a iné.

Languages necessary to complete the course:

Slovak language and Czech language and English language

Notes:

Past grade distribution

Total number of evaluated students: 3

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

Lecturers: doc. PhDr. Marian Groma, PhD., doc. PhDr. Mária Glasová, PhD., doc. Mgr. Zlatica Zacharová, PhD.
Last change: 10.11.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex009/22	Course title: New trends in psychological theory and practice
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours of lectures per semester, combined form (primary full-time) Student workload: 12 hours of direct instruction; continuous preparation for teaching (24 hours); supervised self-study - work with professional literature (36 hours); creation of a written work of a scientific nature in the range of min. ½ author's sheet (40 hours); preparation and realization of video presentation (40 hours). A total of 152 hours. Teaching methods: Lecture, group discussion, interview, guided discussion, problem solving, heuristic method, creation of conceptual maps, guided self-study, work with information sources, critical analysis of research studies in psychology.	
Number of credits: 6	
Recommended semester: 2., 4.	
Educational level: III.	
Prerequisites:	
Course requirements: 100% continuous evaluation. Interim evaluation includes the fulfillment of ongoing tasks according to the assignment: creation and presentation of selected research studies on a selected topic (50% of evaluation), written form of the semester work after incorporation of comments (50% of evaluation). To successfully complete the course, it is necessary to obtain at least 60% of the total score. 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 - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required). Assessment A: students excellently, correctly and actively critically and creatively reflect and communicate the acquired knowledge of psychology with emphasis on new approaches, theories, research methods, including their meaningful integration with knowledge of other disciplines with an emphasis on multidisciplinary approach and relevant relationship to science and thematic focus of their dissertation.	

Assessment B: students are able to above-average level of independent study and appropriate critical comparison of professional texts in psychology, integrate psychological knowledge with knowledge of other disciplines, are able to practically apply theoretical knowledge to develop assigned tasks; including their meaningful integration with the knowledge of other disciplines with an emphasis on a multidisciplinary approach and a relevant relationship to the scientific field and the thematic focus of their dissertation.

Assessment C: students are able to study independently and critically compare professional texts in psychology at a good level, achieve a good level of theoretical knowledge of the subject and the ability to practically apply theoretical knowledge to develop assigned tasks and present them meaningfully and in logical contexts.

Assessment D: students are able to study independently and critically compare professional texts in psychology, but have difficulty fully processing the more complex contents of the latest scientific research, the ability to practically apply theoretical knowledge to develop assigned tasks is satisfactory.

Assessment E: students fail in some assigned tasks, they need support in creating a comprehensive view of the complex theoretical foundations of psychology and research; they have shortcomings in theoretical and methodological knowledge, they fail in the practical application of theoretical knowledge to the elaboration of assigned tasks.

The Fx assessment means that students need additional, better study in addition to gaining the necessary knowledge and skills.

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

Learning outcomes:

The aim is to know the trends in psychological scientific theory and practice with an emphasis on new trends in the field.

Students after completing the course they know:

- clarify the theoretical basis of psychological approaches,
- differentiate current trends in social psychology,
- understand correctly the methods of personality psychology research;

mean:

- the complexity of health, mental health and disability psychology,
- knowledge of neurosciences, cognitive sciences and their application by contemporary psychology in the conditions of education and in helping professions;

are able to:

- integrate current knowledge of psychological science into related research concepts scientific disciplines, especially the department and the focus of their dissertation,
- integrate current knowledge of psychological approaches into a holistic understanding of the personality and its development,
- critically analyze and compare information in domestic and foreign scientific literature.

Class syllabus:

1. Current development of scientific conceptualization and research of health and mental health (operationalization, constructs; diagnostics, intervention and prevention).
2. Current trends and research in psychology (pathopsychology) in people with different types of disabilities.
3. New approaches in psychology and related sciences with the integration of current knowledge and research in neurosciences and cognitive sciences (basic and applied research in psychology and pedagogical sciences).
4. Current issues of applied social psychology with emphasis on media psychology, digitization, psychology of violence and consumer psychology.

5. Current domestic and foreign research in the field of applied behavioral analysis.
6. Current domestic and foreign research in the field of interpersonal interaction and emotional regulation.

Recommended literature:

Main literature:

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

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. (s. 7-32)

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

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 parts)

Recommended literature:

Monographs

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. (s. 57-96)

Jursová Zacharová, Z. (2013). Osvojovanie si materinského jazyka. In Jursová Zacharová, & Z., Sokolová L. Na ceste za dvojjazyčnosťou: 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 parts)

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

Periodicals 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 a iné.

Languages necessary to complete the course:

Slovak language and Czech language and English language

Notes:

Past grade distribution

Total number of evaluated students: 3

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

Lecturers: doc. PhDr. Marian Groma, PhD., doc. PhDr. Mária Glasová, PhD.
Last change: 10.11.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex010/22	Course title: New trends in school management
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours per semester, lecture, combined form (mostly full-time). Student workload: 12 S (6 credits): 3 x 4 hours of direct teaching - 12 hours, study of literature and individual preparation 38 hours, preparation for continuous assessment 70 hours, preparation for final evaluation 60 hours, a total of 180 hours. Teaching methods: dialogical methods - interview, group discussion, debate, controversy, problem methods - brainwriting, brainstorming, monological methods - lecture, briefing, project methods, guided self-study - work with text, solving tasks and assignments, e-learning.	
Number of credits: 6	
Recommended semester: 2., 4.	
Educational level: III.	
Prerequisites:	
Course requirements: consists of continuous and final evaluation (50 + 50, a total of 100 points). The course ends with an exam. Active participation in lessons is expected to complete the course. Rating includes: Interim evaluation: consists of a critical analysis of foreign and domestic studies - 20 points and the formulation of partial parts of the case study - 30 points. Final evaluation: consists of the elaboration of a complete case study proposal according to the established structure and its oral presentation in 50 b. 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) - the student masters the issue at an excellent level, demonstrates independent analytical and critical thinking, can independently create a case study at an excellent level, demonstrates metacognitive skills. B (90-81%, very good - above average standard) - the student masters the issue at an excellent level (only with minor inaccuracies), demonstrates independent analytical and critical thinking, can independently create a case study at an excellent level, demonstrates evaluative and procedural cognitive skills.	

C (80-73%, good - normal reliable work) - the student masters the issue at a good level (with several errors or inaccuracies), demonstrates independent analytical and critical thinking, can independently create a case study at a good level, can apply the procedures of scientific work in project creation.

D (72-66%, satisfactory - acceptable results) - the student masters the issue at the average level (with significant errors), can independently create a case study at the average level, demonstrates conceptual knowledge and the ability to think analytically, can argue at the average level.

E (65-60%, sufficient - the results meet the minimum criteria) - the student masters the issue at an acceptable level (with more fundamental errors), can independently create a case study, the quality of which is low but acceptable level, demonstrates conceptual knowledge, demonstrates argumentation skills at a low level.

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

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

Learning outcomes:

By completing the course New Trends in School Management, the student should:

- The graduate of this course should obtain information and have a reliable orientation in the issues of current trends in education management in the Slovak Republic with an emphasis on the management of educational institutions at the macro, meso and especially micro level.
- The graduate of this course should obtain information about current trends in school management in an international context.
- The graduate of this course should know the basic legal documents and be able to correctly interpret the meanings given in these legal documents, which regulate the activities of kindergartens, primary schools, secondary schools, and universities in the Slovak Republic, with an emphasis on the needs of teaching staff and in the context of the topic. dissertation work.
- Students will be able to use the acquired knowledge and competencies creatively in their creation own case study according to predetermined requirements in accordance with the focus of the dissertation.

Transferable skills: the student consolidates skills such as critical thinking, active listening, communication, persuasion, argumentation, presentation, writing, the ability to collaborate and plan activities related to the creation of a case study, the ability to think in context, metacognitive abilities and demonstrates self-education ability.

Class syllabus:

- Theory of school management and its relation to pedagogical sciences. Definition of basic concepts from a historical aspect and from the point of view of contemporary requirements. Functions and tasks of school management in the Slovak Republic and abroad. Theoretical models of school management. The current system of education management in the Slovak Republic and current trends in school management abroad. Legislation that regulates the activities of educational institutions at the macro, meso and especially the micro level. Personality of the leading pedagogical employee - legal and personal requirements.

The student knows the theory of school management and its relationship to pedagogical sciences, understands terminology and can actively use it in communication not only in the context of the topic of the dissertation. He knows the functions, tasks of school management in Slovakia and abroad, has a theoretical overview of school management models, knows the current system of education management in the Slovak Republic and current trends in school management abroad.

The student knows the basic legal documents and can correctly interpret the meanings given in

these legal documents, which regulate the activities of kindergartens, primary schools, high schools, and universities in the Slovak Republic, with an emphasis on the needs of teaching staff and in the context of the dissertation. The student can characterize the personality of the leading pedagogical employee in terms of legislation and personality requirements.

- School internal management system in the context of managerial functions: Planning process in the school organization with emphasis on strategic planning. Decision making (phases and methods of decision making). Organizing (creation of organizational structures, principles of self-regulation). People management (leadership styles, teamwork, delegation, coaching, managerial ethics). Trends in the application of motivational theories and strategies. Managerial communication (internal and external). External and internal control. Significant differences in the concepts of evaluation, evaluation, and self-evaluation of the school organization. Marketing and marketing mix.

The student knows the system of internal management of the school in the context of managerial functions planning, decision making, organizing, leading people and control. The student understands the issues of marketing in the school environment, knows the marketing mix - a set of tools that can be used to create the characteristics of educational services that educational institutions offer to their customers.

- The structure of the case study and its components (identify and define research questions, select cases, and determine data collection and analysis methods, prepare for data collection, field data collection, analysis and evaluation, report preparation).

The student can identify and define research questions and can determine how many cases he / she will research and what procedures and tools should be used in the selection of specific cases. The student can listen, ask questions, interpret answers, be able to find connections, reveal evidence from what is hidden between the lines. The student can obtain and store as many resources as possible, which will be subsequently processed, is able to prepare various databases, auxiliary sorting, etc. He knows the methods of data processing and understands them in context, can select them to overcome them using understands the importance of interpreting the results and objectifying them. The student can approach the research problem itself, the research procedure, it must also include a justification for the choice of case and then can describe the whole case in the form of a written report.

Recommended literature:

Main literature:

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

https://www.fedu.uniba.sk/uploads/media/Skolsky_manazment.pdf

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

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

Ďalší študijný text bude študentom dostupný a v pravidelných intervaloch sprístupňovaný v elektronickej podobe prostredníctvom univerzitného LMS Moodle – kurz s názvom: Nové trendy v školskom manažmente.

Ústava Slovenskej republiky.

Aktuálne legislatívne normy týkajúce sa zriaďovania a činnosti, materských škôl, základných škôl, stredných škôl a vysokých škôl v Slovenskej republike.

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

Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov

Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov
 Zákon č. 597/2003 Z. z. o financovaní základných škôl, stredných škôl a školských zariadení
 Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov.
 Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

Languages necessary to complete the course:

Slovak and Czech

Notes:

Past grade distribution

Total number of evaluated students: 4

A	B	C	D	E	FX
50,0	0,0	0,0	0,0	0,0	50,0

Lecturers: prof. PaedDr. Dušan Kostrub, PhD., Mgr. Adriana Poliaková, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex010/22	Course title: New trends in school management
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours per semester, lecture, combined form (mostly full-time). Student workload: 12 S (6 credits): 3 x 4 hours of direct teaching - 12 hours, study of literature and individual preparation 38 hours, preparation for continuous assessment 70 hours, preparation for final evaluation 60 hours, a total of 180 hours. Teaching methods: dialogical methods - interview, group discussion, debate, controversy, problem methods - brainwriting, brainstorming, monological methods - lecture, briefing, project methods, guided self-study - work with text, solving tasks and assignments, e-learning.	
Number of credits: 6	
Recommended semester: 1., 3.	
Educational level: III.	
Prerequisites:	
Course requirements: consists of continuous and final evaluation (50 + 50, a total of 100 points). The course ends with an exam. Active participation in lessons is expected to complete the course. Rating includes: Interim evaluation: consists of a critical analysis of foreign and domestic studies - 20 points and the formulation of partial parts of the case study - 30 points. Final evaluation: consists of the elaboration of a complete case study proposal according to the established structure and its oral presentation in 50 b. 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) - the student masters the issue at an excellent level, demonstrates independent analytical and critical thinking, can independently create a case study at an excellent level, demonstrates metacognitive skills. B (90-81%, very good - above average standard) - the student masters the issue at an excellent level (only with minor inaccuracies), demonstrates independent analytical and critical thinking, can independently create a case study at an excellent level, demonstrates evaluative and procedural cognitive skills.	

C (80-73%, good - normal reliable work) - the student masters the issue at a good level (with several errors or inaccuracies), demonstrates independent analytical and critical thinking, can independently create a case study at a good level, can apply the procedures of scientific work in project creation.

D (72-66%, satisfactory - acceptable results) - the student masters the issue at the average level (with significant errors), can independently create a case study at the average level, demonstrates conceptual knowledge and the ability to think analytically, can argue at the average level.

E (65-60%, sufficient - the results meet the minimum criteria) - the student masters the issue at an acceptable level (with more fundamental errors), can independently create a case study, the quality of which is low but acceptable level, demonstrates conceptual knowledge, demonstrates argumentation skills at a low level.

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

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

Learning outcomes:

By completing the course New Trends in School Management, the student should:

- The graduate of this course should obtain information and have a reliable orientation in the issues of current trends in education management in the Slovak Republic with an emphasis on the management of educational institutions at the macro, meso and especially micro level.
- The graduate of this course should obtain information about current trends in school management in an international context.
- The graduate of this course should know the basic legal documents and be able to correctly interpret the meanings given in these legal documents, which regulate the activities of kindergartens, primary schools, secondary schools, and universities in the Slovak Republic, with an emphasis on the needs of teaching staff and in the context of the topic. dissertation work.
- Students will be able to use the acquired knowledge and competencies creatively in their creation own case study according to predetermined requirements in accordance with the focus of the dissertation.

Transferable skills: the student consolidates skills such as critical thinking, active listening, communication, persuasion, argumentation, presentation, writing, the ability to collaborate and plan activities related to the creation of a case study, the ability to think in context, metacognitive abilities and demonstrates self-education ability.

Class syllabus:

- Theory of school management and its relation to pedagogical sciences. Definition of basic concepts from a historical aspect and from the point of view of contemporary requirements. Functions and tasks of school management in the Slovak Republic and abroad. Theoretical models of school management. The current system of education management in the Slovak Republic and current trends in school management abroad. Legislation that regulates the activities of educational institutions at the macro, meso and especially the micro level. Personality of the leading pedagogical employee - legal and personal requirements.

The student knows the theory of school management and its relationship to pedagogical sciences, understands terminology and can actively use it in communication not only in the context of the topic of the dissertation. He knows the functions, tasks of school management in Slovakia and abroad, has a theoretical overview of school management models, knows the current system of education management in the Slovak Republic and current trends in school management abroad.

The student knows the basic legal documents and can correctly interpret the meanings given in

these legal documents, which regulate the activities of kindergartens, primary schools, high schools, and universities in the Slovak Republic, with an emphasis on the needs of teaching staff and in the context of the dissertation. The student can characterize the personality of the leading pedagogical employee in terms of legislation and personality requirements.

- School internal management system in the context of managerial functions: Planning process in the school organization with emphasis on strategic planning. Decision making (phases and methods of decision making). Organizing (creation of organizational structures, principles of self-regulation). People management (leadership styles, teamwork, delegation, coaching, managerial ethics). Trends in the application of motivational theories and strategies. Managerial communication (internal and external). External and internal control. Significant differences in the concepts of evaluation, evaluation, and self-evaluation of the school organization. Marketing and marketing mix.

The student knows the system of internal management of the school in the context of managerial functions planning, decision making, organizing, leading people and control. The student understands the issues of marketing in the school environment, knows the marketing mix - a set of tools that can be used to create the characteristics of educational services that educational institutions offer to their customers.

- The structure of the case study and its components (identify and define research questions, select cases, and determine data collection and analysis methods, prepare for data collection, field data collection, analysis and evaluation, report preparation).

The student can identify and define research questions and can determine how many cases he / she will research and what procedures and tools should be used in the selection of specific cases. The student can listen, ask questions, interpret answers, be able to find connections, reveal evidence from what is hidden between the lines. The student can obtain and store as many resources as possible, which will be subsequently processed, is able to prepare various databases, auxiliary sorting, etc. He knows the methods of data processing and understands them in context, can select them to overcome them using understands the importance of interpreting the results and objectifying them. The student can approach the research problem itself, the research procedure, it must also include a justification for the choice of case and then can describe the whole case in the form of a written report.

Recommended literature:

Main literature:

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

https://www.fedu.uniba.sk/uploads/media/Skolsky_manazment.pdf

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

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

Ďalší študijný text bude študentom dostupný a v pravidelných intervaloch sprístupňovaný v elektronickej podobe prostredníctvom univerzitného LMS Moodle – kurz s názvom: Nové trendy v školskom manažmente.

Ústava Slovenskej republiky.

Aktuálne legislatívne normy týkajúce sa zriaďovania a činnosti, materských škôl, základných škôl, stredných škôl a vysokých škôl v Slovenskej republike.

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

Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov

Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov
 Zákon č. 597/2003 Z. z. o financovaní základných škôl, stredných škôl a školských zariadení
 Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov.
 Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

Languages necessary to complete the course:

Slovak and Czech

Notes:

Past grade distribution

Total number of evaluated students: 4

A	B	C	D	E	FX
50,0	0,0	0,0	0,0	0,0	50,0

Lecturers: prof. PaedDr. Dušan Kostrub, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex021/22	Course title: Philosophy of special and inclusive education - selected state
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours per semester in the form of a lecture, combined form, primarily full-time Student workload: 12 hours of direct instruction; 25 hours preparation of semester work; 17 hours preparation for mid-term evaluation; 32 hours preparation for the final evaluation; TOTAL: 86 hours. Methods of mediating the content of education: curriculum interpretation, lecture, discussion, work in small groups, self-study, problem solving and model situations.	
Number of credits: 4	
Recommended semester: 1., 3., 5.	
Educational level: III.	
Prerequisites:	
Course requirements: During the semester, the student prepares a semester work on a topic assigned by the teacher, from which he can obtain a maximum of 20 points. During the semester, there will be one continuous written examination, from which the student can obtain a maximum of 20 points. A student who does not obtain at least 20 points or does not meet one of the evaluation criteria will not be admitted to the final evaluation. In the final written test, the student can get a maximum 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). It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. Credits will not be awarded to a student who obtains less than 50% of any of the assignments. To successfully complete the course, it is necessary to obtain at least 60% of points. A - excellent performance, the student masters the basic concepts of pre-primary education, learned to apply in a theoretical level to practice; the semester work meets all the set criteria; critically evaluates.	

B - excellent performance, the student masters the basic concepts, but in the application of knowledge in practice there are observable slight shortcomings - solving model situations solves with minor hesitations; slight shortcomings are observable in the semester work; critical thinking is borderline. C - good performance, the student has mastered the knowledge, but can learn to apply in practice only partially; has problems with complex problem solving, semester work has shortcomings. D - acceptable performance, the student has mastered the knowledge only partially, the issue has significant shortcomings, learned cannot apply in practice, solves problems with model situations; his term paper meets the minimum criteria. E - minimally acceptable performance, the student has mastered the knowledge minimally, is unable to adequately transfer it into practice. Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or. did not meet the conditions specified by the teacher during the semester. Scale of assessment (preliminary/final): 50/50
Learning outcomes: Students will acquire adequate theoretical knowledge in the field of historiography of special pedagogy as well as the historical development of the attitude of the majority towards the minority of the disabled. The main emphasis will be on the development of philosophical thinking in the context of education and the social status of people with "otherness". He knows the system of sciences and its development as well as research problems on the border of pedagogy and other disciplines, he will be led to understand and be able to more closely connect knowledge from the philosophy of education with knowledge from pedagogy, psychology, and special pedagogy. They will acquire the ability to plan an inclusive educational process within pre-primary and primary education and the ability to plan educational activities. They will develop knowledge in the field of special pedagogy with a focus on inclusion, inclusive education, and social inclusion, they will master the scope of their pedagogical field and pedagogy as a whole, both in historical and current broader contexts and at the current state of knowledge. Gain an overview of basic documents and documentation related to inclusive education. During the semester, the student develops communication competencies, creativity, critical thinking, thinking in context.
Class syllabus: Man as a historical being - society as a historical culture. Philosophy as part of education. Philosophy of education in the work of J. A Komenský. Renaissance philosophy in relation to education. Paradigmatic transformation in the field of special pedagogy. Special pedagogy in the contexts of individual philosophical directions. Declaration of the rights of the disabled in relation to issues of the enculturation process. Components of inclusive education. Philosophical determinants of inclusive pedagogy. Inclusive education versus inclusive culture. Inclusion index - inclusive policy, inclusive culture, inclusive practice. Individual support for students, reflection on their learning progress Support for inclusion through digital technologies. Actors of school inclusion.
Recommended literature: Main literature: ARISTOTELES. 2009. Etika Nikomachova. Praha: Rezek, 2009. ISBN 978-80-86027-29-6 AINSCOW, M., BOOTH, T., DYSON, A. 2006. Improving schools, developing inclusion. New York: Routledge.2006 BARTOŇOVÁ, M. 2017. Inkluzivní didaktika v základní škole se zřetelem na edukaci žáků s lehkým mentálním postižením. Brno: MU.2017. BARTOŇOVÁ, M. (2014) Approaches to Students with Learning Disorders in Inclusive School Environment. Brno: MU.

BARTOŇOVÁ, M., VÍTKOVÁ, M. 2013. Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. Brno: MU.

BOOTH, T., AINSWORTH, M. 2000. The Index for Inclusion. Developing Learning and Participation in Schools. Bristol. CSIE. 2000.

FRANKL, V. 2006. Lékařská péče o duši. Základy logoterapie a existenciální analýzy. Brno: Cesta, 2006. ISBN 80-7295-085-1

HORŇÁK, L., KOLLÁROVÁ, E., MATUŠKA, O. 2002. Dejiny špeciálnej pedagogiky. Prešov: PU, 2002. ISBN 80-8068-122-8.

JANKOVSKÝ, J. 2003. Etika pomáhající profese. Praha: triton, 2003. ISBN 80-7254-329-6

JANOTOVÁ, H., SCHELLE, K., SCHELLEOVÁ, I. 2005. Profesní etika. Praha: Eurolex Bohemia, 2005. ISBN 80-86861-42-2.

KUDLÁČKOVÁ, B., Filozofia inkluzivnej edukácie. EFETA, roč. XXI, 2011, č. 1. s. 4 -9.

LECHTA, V. ed. 2016. Základy inkluzivní pedagogiky. Vydání první. Praha : Portál, s.r.o., 2016. s. 435. ISBN 978-80-7367-679-7.

PALOUŠ, R. 2009. Paradoxy výchovy. Vyd. 1. V Praze: Karolinum, 2009. 111 s. ISBN 9788024616506.

STARK, S. 2006. Filozofie výchovy jako filosofie lidské aktivity a dialogu. 1. vyd. Plzeň: Vydavatelství a nakladatelství Aleš Čeněk, 2006. 183 s. ISBN 8073800128

VAŠEK, Š. 1995. Špeciálna pedagogika. Bratislava: SPN, 1995.

VAŠEK, Š. 2011. Základy špeciálnej pedagogiky. Bratislava: Sapiencia, 2011. ISBN 978-80-89229-21-5.

Recommended literature:

BARTOŇOVÁ, M. 2014. Students with Intellectual Disability in Inclusive Education Settings. Brno: MU.

NIETZSCHE, FRIEDRICH. 2000. Mimo dobro a zlo. Praha: Aurora, 2000. ISBN 80-7299-067-5.

PELCOVÁ, N. 2000. Filozofická a pedagogická antropologie. Vyd. 1. V Praze: Karolinum, 2000. 201 s. ISBN 8024600765.

OECD: Knowledge and Skills for Life. First Results from PISA 2000. Paris: 2001.

ROUSSEAU, J. J. (1967) Rousseau a jeho pedagogický odkaz. Výběr z pedagogického díla. Praha.

WINZER, M. 1993. History of special education. USA: Gallaudet University Press. 1993. ISBN 1563680181

ZELINA, M. 2000. Alternatívne školstvo. Bratislava: IRIS, 2000. ISBN 80-88778-98-0.

ZELINA, M. 2004. Teórie výchovy alebo Hľadanie dobra. Bratislava: SPN, 2004. ISBN 80-10-00456.

Languages necessary to complete the course:

Slovak, Czech and English language

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: prof. PaedDr. Miroslava Bartoňová, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex021/22	Course title: Philosophy of special and inclusive education - selected state
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours per semester in the form of a lecture, combined form, primarily full-time Student workload: 12 hours of direct instruction; 25 hours preparation of semester work; 17 hours preparation for mid-term evaluation; 32 hours preparation for the final evaluation; TOTAL: 86 hours. Methods of mediating the content of education: curriculum interpretation, lecture, discussion, work in small groups, self-study, problem solving and model situations.	
Number of credits: 4	
Recommended semester: 2., 4., 6.	
Educational level: III.	
Prerequisites:	
Course requirements: During the semester, the student prepares a semester work on a topic assigned by the teacher, from which he can obtain a maximum of 20 points. During the semester, there will be one continuous written examination, from which the student can obtain a maximum of 20 points. A student who does not obtain at least 20 points or does not meet one of the evaluation criteria will not be admitted to the final evaluation. In the final written test, the student can get a maximum 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). It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. Credits will not be awarded to a student who obtains less than 50% of any of the assignments. To successfully complete the course, it is necessary to obtain at least 60% of points. A - excellent performance, the student masters the basic concepts of pre-primary education, learned to apply in a theoretical level to practice; the semester work meets all the set criteria; critically evaluates.	

B - excellent performance, the student masters the basic concepts, but in the application of knowledge in practice there are observable slight shortcomings - solving model situations solves with minor hesitations; slight shortcomings are observable in the semester work; critical thinking is borderline. C - good performance, the student has mastered the knowledge, but can learn to apply in practice only partially; has problems with complex problem solving, semester work has shortcomings. D - acceptable performance, the student has mastered the knowledge only partially, the issue has significant shortcomings, learned cannot apply in practice, solves problems with model situations; his term paper meets the minimum criteria. E - minimally acceptable performance, the student has mastered the knowledge minimally, is unable to adequately transfer it into practice. Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or. did not meet the conditions specified by the teacher during the semester. Scale of assessment (preliminary/final): 50/50
Learning outcomes: Students will acquire adequate theoretical knowledge in the field of historiography of special pedagogy as well as the historical development of the attitude of the majority towards the minority of the disabled. The main emphasis will be on the development of philosophical thinking in the context of education and the social status of people with "otherness". He knows the system of sciences and its development as well as research problems on the border of pedagogy and other disciplines, he will be led to understand and be able to more closely connect knowledge from the philosophy of education with knowledge from pedagogy, psychology, and special pedagogy. They will acquire the ability to plan an inclusive educational process within pre-primary and primary education and the ability to plan educational activities. They will develop knowledge in the field of special pedagogy with a focus on inclusion, inclusive education, and social inclusion, they will master the scope of their pedagogical field and pedagogy as a whole, both in historical and current broader contexts and at the current state of knowledge. Gain an overview of basic documents and documentation related to inclusive education. During the semester, the student develops communication competencies, creativity, critical thinking, thinking in context.
Class syllabus: Man as a historical being - society as a historical culture. Philosophy as part of education. Philosophy of education in the work of J. A Komenský. Renaissance philosophy in relation to education. Paradigmatic transformation in the field of special pedagogy. Special pedagogy in the contexts of individual philosophical directions. Declaration of the rights of the disabled in relation to issues of the enculturation process. Components of inclusive education. Philosophical determinants of inclusive pedagogy. Inclusive education versus inclusive culture. Inclusion index - inclusive policy, inclusive culture, inclusive practice. Individual support for students, reflection on their learning progress Support for inclusion through digital technologies. Actors of school inclusion.
Recommended literature: Main literature: ARISTOTELES. 2009. Etika Nikomachova. Praha: Rezek, 2009. ISBN 978-80-86027-29-6 AINSCOW, M., BOOTH, T., DYSON, A. 2006. Improving schools, developing inclusion. New York: Routledge.2006 BARTOŇOVÁ, M. 2017. Inkluzivní didaktika v základní škole se zřetelem na edukaci žáků s lehkým mentálním postižením. Brno: MU.2017. BARTOŇOVÁ, M. (2014) Approaches to Students with Learning Disorders in Inclusive School Environment. Brno: MU.

BARTOŇOVÁ, M., VÍTKOVÁ, M. 2013. Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. Brno: MU.

BOOTH, T., AINSWORTH, M. 2000. The Index for Inclusion. Developing Learning and Participation in Schools. Bristol. CSIE. 2000.

FRANKL, V. 2006. Lékařská péče o duši. Základy logoterapie a existenciální analýzy. Brno: Cesta, 2006. ISBN 80-7295-085-1

HORŇÁK, L., KOLLÁROVÁ, E., MATUŠKA, O. 2002. Dejiny špeciálnej pedagogiky. Prešov: PU, 2002. ISBN 80-8068-122-8.

JANKOVSKÝ, J. 2003. Etika pomáhající profese. Praha: triton, 2003. ISBN 80-7254-329-6

JANOTOVÁ, H., SCHELLE, K., SCHELLEOVÁ, I. 2005. Profesní etika. Praha: Eurolex Bohemia, 2005. ISBN 80-86861-42-2.

KUDLÁČKOVÁ, B., Filozofia inkluzivnej edukácie. EFETA, roč. XXI, 2011, č. 1. s. 4 -9.

LECHTA, V. ed. 2016. Základy inkluzivní pedagogiky. Vydání první. Praha : Portál, s.r.o., 2016. s. 435. ISBN 978-80-7367-679-7.

PALOUŠ, R. 2009. Paradoxy výchovy. Vyd. 1. V Praze: Karolinum, 2009. 111 s. ISBN 9788024616506.

STARK, S. 2006. Filozofie výchovy jako filosofie lidské aktivity a dialogu. 1. vyd. Plzeň: Vydavatelství a nakladatelství Aleš Čeněk, 2006. 183 s. ISBN 8073800128

VAŠEK, Š. 1995. Špeciálna pedagogika. Bratislava: SPN, 1995.

VAŠEK, Š. 2011. Základy špeciálnej pedagogiky. Bratislava: Sapiencia, 2011. ISBN 978-80-89229-21-5.

Recommended literature:

BARTOŇOVÁ, M. 2014. Students with Intellectual Disability in Inclusive Education Settings. Brno: MU.

NIETZSCHE, FRIEDRICH. 2000. Mimo dobro a zlo. Praha: Aurora, 2000. ISBN 80-7299-067-5.

PELCOVÁ, N. 2000. Filozofická a pedagogická antropologie. Vyd. 1. V Praze: Karolinum, 2000. 201 s. ISBN 8024600765.

OECD: Knowledge and Skills for Life. First Results from PISA 2000. Paris: 2001.

ROUSSEAU, J. J. (1967) Rousseau a jeho pedagogický odkaz. Výběr z pedagogického díla. Praha.

WINZER, M. 1993. History of special education. USA: Gallaudet University Press. 1993. ISBN 1563680181

ZELINA, M. 2000. Alternatívne školstvo. Bratislava: IRIS, 2000. ISBN 80-88778-98-0.

ZELINA, M. 2004. Teórie výchovy alebo Hľadanie dobra. Bratislava: SPN, 2004. ISBN 80-10-00456.

Languages necessary to complete the course:

Slovak, Czech and English language

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: prof. PaedDr. Miroslava Bartoňová, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex004/22	Course title: Selected state from comparative special pedagogy
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours in the form of a lecture per semester, full-time or part-time method (mostly full-time method) Student workload: 3 x 4 hours of direct instruction = 12 hours; 40 hours of self-study (including processing of partial assignments as assigned during the semester); 50 hours preparation of semester work; 30 hours preparation for the midterm test; 48 hours preparation for the final exam (test). A total of 180 hours of student work. Training methods: lecture, discussion on the topic; small group work; problem solving of tasks, guided self-study - processing of partial tasks according to the assignment during the semester	
Number of credits: 6	
Recommended semester: 3., 5.	
Educational level: III.	
Prerequisites:	
Course requirements: During the semester, the student will be evaluated by a continuous test for 15 points and at the end of the semester by a final test for 30 points of theoretical knowledge and problem solving aimed at understanding and interpreting phenomena and processes in the field of comparative special pedagogy. During the semester, the student will process 3 partial tasks according to the assignment for 15 points. At the end of the semester, the student submits and presents a semester work for 40 points. The semester work will focus on the issue of comparative special pedagogy, which will be beneficial and innovative in relation to the development of this field of science. By elaborating and presenting a semester project, the student demonstrates that he can independently process the issue on the basis of in-depth knowledge at the evaluation level as well as design, project and analyse new comparative analyses and also implement (at least in the form of proposals) the results of these analyses. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. Credits will not be awarded to a student who obtains less than 59 points for the entire semester. To successfully complete the course, it is necessary to obtain at least 60% of points. The rating is given on a scale:	

And (100-91%, excellent - excellent results), the student has excellent knowledge of deep knowledge and has a systematic understanding of the issues of comparative special pedagogy and can interpret this knowledge correctly and clearly. The student can design, design, analyse and verify their own comparative procedures at an excellent professional level. He solves tasks in a creative way, he can react promptly and spontaneously during lectures. The student is proactive, asks questions in the context of the problem. He is active in seminars. He brings his own experience and observations from practice into teaching. His oral and written speech is correct, citational correct, grammatically flawless.

B (90-81%, very good - above average standard), the student master's deep knowledge and has a systematic understanding of the issues of comparative special pedagogy and can interpret this knowledge. The student can design, design, analyse and verify their own comparative procedures at the professional level. Can respond promptly to lecturer's challenges during lectures. The student is proactive and asks questions in the context of the problem. His written expression in the seminar paper is correct, grammatically flawless, and creative. He brings his own experience and observations from practice into teaching. The results of its activities are of good quality, with minor shortcomings.

C (80-73%, good - normal reliable work), the student master's deep knowledge and has a systematic understanding of the issues of comparative special pedagogy and can interpret this knowledge at an average, good level. The student can design, design, analyse and verify their own comparative procedures at the average professional level. The student can respond to the teacher's challenges. He himself is not proactive, he does not ask questions in the context of the problem. His communication style is not disturbing, but he is not sure of his answer and his speech does not have significant disruptive elements. He transmits practical experience with problems. His grammatical expression is of lower quality.

D (72-66%, satisfactory - acceptable results), the student masters the knowledge and has a systematic understanding of the issues of comparative special pedagogy and can interpret this knowledge at a satisfactory level. The student is unable to design, suggest, analyse, and verify their own comparative procedures. He is less active during teaching, does not bring new solutions, he plays the role of a passive observer. Memorization is more prevalent in the student, as opposed to critical thinking. Practical analysis is less constructive. His written speech has certain inaccuracies and even more serious shortcomings.

E (65-60%, sufficient - the results meet the minimum criteria), the student masters the knowledge and has some understanding of the issues of comparative special pedagogy and can interpret this knowledge at a low level. The student is unable to design, suggest, analyse, and verify their own comparative procedures. The student himself is not proactive and does not ask questions in the context of the problem. He applies theoretical knowledge with considerable problems, on a practical level he 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 teaching. The student is not creative, he relies on numerous quotations without his own opinion. His grammatical expression is not flawless and stylistically correct.

Fx (59-0%, insufficient - additional work required), the student does not have acquired knowledge and skills to such an extent that would allow him to meet at least the minimum criteria for a successful evaluation.

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

Learning outcomes:

Students will gain a systematic, comprehensive, and comprehensive set of deep knowledge and systematic understanding of the issues of comparative special pedagogy. Students will expand their knowledge of comparing different conceptual, thought directions of special pedagogy, different school systems and within them systems of special schools and facilities. They will understand the

connections between philosophical concepts and school-political concepts. They will gain detailed knowledge about the factors affecting the system of organizational systems, schools, and facilities, by comparing concepts and systems they will come to critical thinking. They will expand their knowledge about the system of special pedagogy abroad. They will learn detailed information about alternative special pedagogical directions.

Other skills: communication skills, organizational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.

Class syllabus:

The content of the course is designed as a systematic, comprehensive, and comprehensive set of deep knowledge and systematic understanding in the field of comparative special pedagogy, including knowledge and understanding of relations to related scientific disciplines - comparative pedagogy, alternative pedagogy, inclusive pedagogy, international pedagogy.

Main theses of the course:

Understanding and subject of comparative pedagogy and comparative special pedagogy from the aspect of the theory of special pedagogy. Theory and methodology of comparative pedagogy and comparative special pedagogy. Quantitative and qualitative methodology in comparative special pedagogy. International Standard Classification of Education ISCED - 1978, 1997, 2011 (mutual comparison of versions) and its application in the system of education of individuals with SEN. Scientific societies, centres for comparative pedagogy, information sources, documentation centres and professional journals for comparative pedagogy. Educational system in the Slovak Republic. System of special schools and facilities in the Slovak Republic - current legislative regulations. Comparison of education systems for pupils with different types of disabilities in European countries. Special versus integrated / inclusive education in Slovakia in comparison with selected countries. Comparison of university training of special pedagogues at the national and international level. Comparison of different theoretical concepts of special pedagogy in Europe about new trends in general pedagogy and special pedagogy. Inclusive pedagogy and its application in European conditions. Alternative directions in special pedagogy. Traditional versus alternative education of children / pupils with SEN.

Recommended literature:

Main literature:

Bazalová, B. 2006. Vzdělávání žáku se speciálními vzdělávacími potřebami v zemích Evropské unie a v dalších vybraných zemích. Brno : Masarykova Univerzita

Biščo Kastelová, Alexandra (2007) Vysokoškolské systémy vzdelávania špeciálnych pedagógov na Slovensku a v niektorých európskych krajinách : Slovensko, Česká republika, Maďarsko a Poľsko. In: Retrospektíva a perspektívy poslania Pedagogickej fakulty Univerzity Komenského v Bratislave. - Bratislava : Univerzita Komenského, Pedagogická fakulta, 2007. - S. 475-479. - ISBN 978-80-223-2412-0

Biščo Kastelová, Alexandra (2010) Konceptia edukácie žiakov so špeciálnymi edukačnými potrebami v Rakúsku. Lit. 9 záz. In: Paedagogica specialis 24. - Bratislava : Univerzita Komenského, 2010. - S. 189-195. - ISBN 978-80-223-2861-6

Biščo Kastelová, Alexandra, (2009) : Konceptia edukácie žiakov so špeciálnymi edukačnými potrebami v Nemecku. Lit. 6 záz. In: Aktuálne otázky špeciálnej pedagogiky na Slovensku [elektronický zdroj]. - Senec : Slovenská únia mediátorov, 2009. - S. 62-69 [CD-ROM]. - ISBN 978-80-970251-2-0

Orieščiková, H., Skokanová, A., Kastelová, A., Vašek, Š. 2010. Komparatívna špeciálna pedagogika. Ružomberok : Verbum.

Průcha, Jan. 1999. Vzdělávání a školství ve světě, Praha : Portál.

Vašek, Š. 2008. Základy špeciálnej pedagogiky. Bratislava : Sapiencia. ISBN 978-8089-229-11-6

Zelina, M. 2000. Alternatívne školstvo, Bratislava : Iris.

The current data in the EURYDICE database, which focuses on the education systems and education policy of the EU member states, contains information on education systems, as well as information on their economic legislative issues. Available at: <https://eacea.ec.europa.eu/>

Recommended literature:

Altbach, Philip G. 1998. Comparative Higher Education: Knowledge, the University, and Development. Greenwich, CT: Ablex Pub. Corp.

Groma, Marian, Biščo Kastelová, Alexandra, Vančová, Alica (2016) Kariérové poradenstvo a pedeutológia v podmienkach inkluzívneho vzdelávania. 1. vyd. - Bratislava : Iris, 2016. - 126 s. Lit. 135 záz. n.

Harčariková, Terézia 50% - Lopúchová, Jana 50%: Inkluzívne vzdelávanie študentov so znevýhodnením na terciárnom stupni vzdelávania In: Budování rovného přístupu v terciárním vzdělávání studentů se specifickými (vzdělávacími) potřebami. - Ostrava : Ostravská univerzita, 2013. - S. 136-166. - ISBN 978-80-7464-475-7

Harold J. Noah and Max A. Eckstein. 1998. Doing Comparative Education: Three Decades of Collaboration (Hong Kong: The University of Hong Kong Press). ISBN 962-8093-87-8

Valenta, M., Müller, O. 1998. Kapitoly ze srovnávací pedagogiky obecné i speciální, Olomouc : Netopejř.

Vančová, Alica a kol.: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. - Bratislava : Iris, 2010.S 282 - ISBN 978-80-89238-37-8

Vančová, Alica: Význam reflexie nových poznatkov súvzťažných medicínskych, psychologických a medziodborových vied pre rozvoj špeciálnej pedagogiky. Recenzované. In: Osoby so zdravotným znevýhodnením v kontexte súčasnej špeciálnej pedagogiky a súvzťažných vied [elektronický zdroj]. - Bratislava : Iris, 2013. - S. 20-50 [CD-ROM]. - ISBN 978-80-89238-87-3

Nikolay Popov, Charl Wolhuter, Louw de Beer, Gillian Hilton, James Ogunleye, Elizabeth Achinewhu-Nworgu, Ewelina Niemczyk (2021) New Challenges to Education: Lessons from Around the World. BCES Conference Books. Volume 19. ISSN 2534-8426 (online).

Scientific and professional journals for comparative pedagogy:

- Comparative Education - vydáva nakladateľstvo Carfax vo Veľkej Británii
- Compare: A Journal of Comparative Education - vydáva vydavateľstvo Carfax
- Comparative Education Review - vydáva The University of Chicago Press
- International Journal Of Educational Development - vydáva Pergamon Press
- International Review of Education - vydáva UNESCO Institute of Education v Hamburgu
- European Journal of Education – vydáva Európsky ústav pre vzdelávanie a sociálnu politiku v Paríži, v nakladateľstve Carfax
- Educational Policy
- Bildung und Erziehung
- International Journal of Lifelong Education
- Journal of Curriculum Studies
- Pedagogické revue

Current legislation in force in relation to the upbringing and education of children / pupils with SEN

Languages necessary to complete the course:

Slovak and Czech language, English or German language

Notes:

Past grade distribution					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: doc. PhDr. Alexandra Biščo Kastelová, PhD.					
Last change: 10.11.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex004/22	Course title: Selected state from comparative special pedagogy
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours in the form of a lecture per semester, full-time or part-time method (mostly full-time method) Student workload: 3 x 4 hours of direct instruction = 12 hours; 40 hours of self-study (including processing of partial assignments as assigned during the semester); 50 hours preparation of semester work; 30 hours preparation for the midterm test; 48 hours preparation for the final exam (test). A total of 180 hours of student work. Training methods: lecture, discussion on the topic; small group work; problem solving of tasks, guided self-study - processing of partial tasks according to the assignment during the semester	
Number of credits: 6	
Recommended semester: 4., 6.	
Educational level: III.	
Prerequisites:	
Course requirements: During the semester, the student will be evaluated by a continuous test for 15 points and at the end of the semester by a final test for 30 points of theoretical knowledge and problem solving aimed at understanding and interpreting phenomena and processes in the field of comparative special pedagogy. During the semester, the student will process 3 partial tasks according to the assignment for 15 points. At the end of the semester, the student submits and presents a semester work for 40 points. The semester work will focus on the issue of comparative special pedagogy, which will be beneficial and innovative in relation to the development of this field of science. By elaborating and presenting a semester project, the student demonstrates that he can independently process the issue on the basis of in-depth knowledge at the evaluation level as well as design, project and analyse new comparative analyses and also implement (at least in the form of proposals) the results of these analyses. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. Credits will not be awarded to a student who obtains less than 59 points for the entire semester. To successfully complete the course, it is necessary to obtain at least 60% of points. The rating is given on a scale:	

And (100-91%, excellent - excellent results), the student has excellent knowledge of deep knowledge and has a systematic understanding of the issues of comparative special pedagogy and can interpret this knowledge correctly and clearly. The student can design, design, analyse and verify their own comparative procedures at an excellent professional level. He solves tasks in a creative way, he can react promptly and spontaneously during lectures. The student is proactive, asks questions in the context of the problem. He is active in seminars. He brings his own experience and observations from practice into teaching. His oral and written speech is correct, citational correct, grammatically flawless.

B (90-81%, very good - above average standard), the student master's deep knowledge and has a systematic understanding of the issues of comparative special pedagogy and can interpret this knowledge. The student can design, design, analyse and verify their own comparative procedures at the professional level. Can respond promptly to lecturer's challenges during lectures. The student is proactive and asks questions in the context of the problem. His written expression in the seminar paper is correct, grammatically flawless, and creative. He brings his own experience and observations from practice into teaching. The results of its activities are of good quality, with minor shortcomings.

C (80-73%, good - normal reliable work), the student master's deep knowledge and has a systematic understanding of the issues of comparative special pedagogy and can interpret this knowledge at an average, good level. The student can design, design, analyse and verify their own comparative procedures at the average professional level. The student can respond to the teacher's challenges. He himself is not proactive, he does not ask questions in the context of the problem. His communication style is not disturbing, but he is not sure of his answer and his speech does not have significant disruptive elements. He transmits practical experience with problems. His grammatical expression is of lower quality.

D (72-66%, satisfactory - acceptable results), the student masters the knowledge and has a systematic understanding of the issues of comparative special pedagogy and can interpret this knowledge at a satisfactory level. The student is unable to design, suggest, analyse, and verify their own comparative procedures. He is less active during teaching, does not bring new solutions, he plays the role of a passive observer. Memorization is more prevalent in the student, as opposed to critical thinking. Practical analysis is less constructive. His written speech has certain inaccuracies and even more serious shortcomings.

E (65-60%, sufficient - the results meet the minimum criteria), the student masters the knowledge and has some understanding of the issues of comparative special pedagogy and can interpret this knowledge at a low level. The student is unable to design, suggest, analyse, and verify their own comparative procedures. The student himself is not proactive and does not ask questions in the context of the problem. He applies theoretical knowledge with considerable problems, on a practical level he 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 teaching. The student is not creative, he relies on numerous quotations without his own opinion. His grammatical expression is not flawless and stylistically correct.

Fx (59-0%, insufficient - additional work required), the student does not have acquired knowledge and skills to such an extent that would allow him to meet at least the minimum criteria for a successful evaluation.

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

Learning outcomes:

Students will gain a systematic, comprehensive, and comprehensive set of deep knowledge and systematic understanding of the issues of comparative special pedagogy. Students will expand their knowledge of comparing different conceptual, thought directions of special pedagogy, different school systems and within them systems of special schools and facilities. They will understand the

connections between philosophical concepts and school-political concepts. They will gain detailed knowledge about the factors affecting the system of organizational systems, schools, and facilities, by comparing concepts and systems they will come to critical thinking. They will expand their knowledge about the system of special pedagogy abroad. They will learn detailed information about alternative special pedagogical directions.

Other skills: communication skills, organizational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.

Class syllabus:

The content of the course is designed as a systematic, comprehensive, and comprehensive set of deep knowledge and systematic understanding in the field of comparative special pedagogy, including knowledge and understanding of relations to related scientific disciplines - comparative pedagogy, alternative pedagogy, inclusive pedagogy, international pedagogy.

Main theses of the course:

Understanding and subject of comparative pedagogy and comparative special pedagogy from the aspect of the theory of special pedagogy. Theory and methodology of comparative pedagogy and comparative special pedagogy. Quantitative and qualitative methodology in comparative special pedagogy. International Standard Classification of Education ISCED - 1978, 1997, 2011 (mutual comparison of versions) and its application in the system of education of individuals with SEN. Scientific societies, centres for comparative pedagogy, information sources, documentation centres and professional journals for comparative pedagogy. Educational system in the Slovak Republic. System of special schools and facilities in the Slovak Republic - current legislative regulations. Comparison of education systems for pupils with different types of disabilities in European countries. Special versus integrated / inclusive education in Slovakia in comparison with selected countries. Comparison of university training of special pedagogues at the national and international level. Comparison of different theoretical concepts of special pedagogy in Europe about new trends in general pedagogy and special pedagogy. Inclusive pedagogy and its application in European conditions. Alternative directions in special pedagogy. Traditional versus alternative education of children / pupils with SEN.

Recommended literature:

Main literature:

Bazalová, B. 2006. Vzdělávání žáku se speciálními vzdělávacími potřebami v zemích Evropské unie a v dalších vybraných zemích. Brno : Masarykova Univerzita

Biščo Kastelová, Alexandra (2007) Vysokoškolské systémy vzdelávania špeciálnych pedagógov na Slovensku a v niektorých európskych krajinách : Slovensko, Česká republika, Maďarsko a Poľsko. In: Retrospektíva a perspektívy poslania Pedagogickej fakulty Univerzity Komenského v Bratislave. - Bratislava : Univerzita Komenského, Pedagogická fakulta, 2007. - S. 475-479. - ISBN 978-80-223-2412-0

Biščo Kastelová, Alexandra (2010) Konceptia edukácie žiakov so špeciálnymi edukačnými potrebami v Rakúsku. Lit. 9 záz. In: Paedagogica specialis 24. - Bratislava : Univerzita Komenského, 2010. - S. 189-195. - ISBN 978-80-223-2861-6

Biščo Kastelová, Alexandra, (2009) : Konceptia edukácie žiakov so špeciálnymi edukačnými potrebami v Nemecku. Lit. 6 záz. In: Aktuálne otázky špeciálnej pedagogiky na Slovensku [elektronický zdroj]. - Senec : Slovenská únia mediátorov, 2009. - S. 62-69 [CD-ROM]. - ISBN 978-80-970251-2-0

Orieščiková, H., Skokanová, A., Kastelová, A., Vašek, Š. 2010. Komparatívna špeciálna pedagogika. Ružomberok : Verbum.

Průcha, Jan. 1999. Vzdělávání a školství ve světě, Praha : Portál.

Vašek, Š. 2008. Základy špeciálnej pedagogiky. Bratislava : Sapiientia. ISBN 978-8089-229-11-6

Zelina, M. 2000. Alternatívne školstvo, Bratislava : Iris.

The current data in the EURYDICE database, which focuses on the education systems and education policy of the EU member states, contains information on education systems, as well as information on their economic legislative issues. Available at: <https://eacea.ec.europa.eu/>

Recommended literature:

Altbach, Philip G. 1998. Comparative Higher Education: Knowledge, the University, and Development. Greenwich, CT: Ablex Pub. Corp.

Groma, Marian, Biščo Kastelová, Alexandra, Vančová, Alica (2016) Kariérové poradenstvo a pedeutológia v podmienkach inkluzívneho vzdelávania. 1. vyd. - Bratislava : Iris, 2016. - 126 s. Lit. 135 záz. n.

Harčariková, Terézia 50% - Lopúchová, Jana 50%: Inkluzívne vzdelávanie študentov so znevýhodnením na terciárnom stupni vzdelávania In: Budování rovného přístupu v terciárním vzdělávání studentů se specifickými (vzdělávacími) potřebami. - Ostrava : Ostravská univerzita, 2013. - S. 136-166. - ISBN 978-80-7464-475-7

Harold J. Noah and Max A. Eckstein. 1998. Doing Comparative Education: Three Decades of Collaboration (Hong Kong: The University of Hong Kong Press). ISBN 962-8093-87-8

Valenta, M., Müller, O. 1998. Kapitoly ze srovnávací pedagogiky obecné i speciální, Olomouc : Netopejř.

Vančová, Alica a kol.: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. - Bratislava : Iris, 2010.S 282 - ISBN 978-80-89238-37-8

Vančová, Alica: Význam reflexie nových poznatkov súvzťažných medicínskych, psychologických a medziodborových vied pre rozvoj špeciálnej pedagogiky. Recenzované. In: Osoby so zdravotným znevýhodnením v kontexte súčasnej špeciálnej pedagogiky a súvzťažných vied [elektronický zdroj]. - Bratislava : Iris, 2013. - S. 20-50 [CD-ROM]. - ISBN 978-80-89238-87-3

Nikolay Popov, Charl Wolhuter, Louw de Beer, Gillian Hilton, James Ogunleye, Elizabeth Achinewhu-Nworgu, Ewelina Niemczyk (2021) New Challenges to Education: Lessons from Around the World. BCES Conference Books. Volume 19. ISSN 2534-8426 (online).

Scientific and professional journals for comparative pedagogy:

- Comparative Education - vydáva nakladateľstvo Carfax vo Veľkej Británii
- Compare: A Journal of Comparative Education - vydáva vydavateľstvo Carfax
- Comparative Education Review - vydáva The University of Chicago Press
- International Journal Of Educational Development - vydáva Pergamon Press
- International Review of Education - vydáva UNESCO Institute of Education v Hamburgu
- European Journal of Education – vydáva Európsky ústav pre vzdelávanie a sociálnu politiku v Paríži, v nakladateľstve Carfax
- Educational Policy
- Bildung und Erziehung
- International Journal of Lifelong Education
- Journal of Curriculum Studies
- Pedagogické revue

Current legislation in force in relation to the upbringing and education of children / pupils with SEN

Languages necessary to complete the course:

Slovak and Czech language, English or German language

Notes:

Past grade distribution					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: doc. PhDr. Alexandra Biščo Kastelová, PhD.					
Last change: 10.11.2022					
Approved by:					

STATE EXAM DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex016/22	Course title: State exam: PhD. thesis defence
Number of credits: 30	
Educational level: III.	
Course requirements: The conditions for submitting a dissertation defense are defined in Art. 21 and Art. 30 to 34 of Internal Regulation no. 1/2020 of the Study Regulations of the Faculty of Education of Comenius University in Bratislava. The doctoral student can apply for the defense of the dissertation if he / she has obtained at least 150 credits in a three-year full-time or four-year external doctoral study. Pursuant to § 51, para.,3 Act no. 132/2002 as amended is a part of the study according to each study program, the final thesis at the doctoral level also forms one subject; The defense of the final thesis belongs to the state exams. The basic requisites of final theses are also regulated by Internal Regulation no. 7/2018 Directive of the Rector of Comenius University on final theses in accordance with the appendix (VP No. 5/2020) and the Study Regulations of the Faculty of Education, Charles University in Bratislava. The directive regulates the formal requirements of the dissertation, its structure, method of citation, submission and license agreement. The evaluation is "passed or failed" in accordance with the study rules of the Faculty of Education, Comenius University. Scale of assessment (preliminary/final): 0/100	
Learning outcomes: After successful defense of the dissertation, the student is ready to define, analyze the current state of scientific research in the field related to the subject of research, in areas related to the doctoral program and other related disciplines. The graduate is able to carry out scientific research, interpret the results and present them in scientific forums. He can scientifically argue and defend and reflect the results of his own research. Can apply and creatively improve and develop theories and research, development and innovation practices in his / her field and create new ones. The graduate is able to research key problems of scientific research, use primary and secondary sources, work with a large amount of information, actively present it at domestic and international conferences devoted to the researched issues. Can search for and acquire knowledge from the latest professional literature on the chosen research topic. He knows professional resources focused on the issues of special pedagogy and related sciences in the context of his research. Has the ability to creatively use relevant knowledge from the field to identify, analyze and solve problem situations in relation to research. By defending the dissertation, the graduate demonstrates readiness for independent scientific and creative activity in the selected topic, fulfillment of the dissertation goal, demonstrates the ability to use its processing methods, present and defend the achieved results, identify and describe the contribution of work to further development of science, technology or art.	
Class syllabus: The defense of the dissertation takes place before the examination commission for the performance of state examinations. University teachers working in the positions of professors and associate professors and other experts approved by the scientific council of the faculty have the right to take examinations for the defense of the dissertation. The chairman and members of the examination commission are appointed by the dean on the proposal of the trade union commission. At least one	

member of the examination board is not from the training institution. The examination board must have at least four members. The defense of the dissertation may take place only in the presence of at least two thirds of all members of the examination commission and at least two opponents of the dissertation. Minutes are prepared on the defense of the dissertation. The minutes are signed by the chairman and the members of the examination commission present at the defense of the dissertation. The decision of the examination commission on the result of the dissertation defense will be made at a closed meeting of the examination commission after the end of the defense in the presence of the dissertation opponents and the supervisor. The closed session will evaluate the course of the defense and the possibility of using the results of the dissertation in practice. The defense consists of the following parts: introduction of the doctoral student by the chairman of the examination commission, presentation of the dissertation by the author, presentation of opponents' opinions, author's reaction to the opinions, opinions of the opponents answering questions, general discussion, debate, The defense of the dissertation is evaluated by the evaluation "passed or failed" (according to the current study regulations). The general principles of the goals and organization of the dissertation are determined by the currently valid directive of the Rector of Comenius University in Bratislava on the basic requirements for final theses, rigorous theses and habilitation theses, control of their originality, storage and access at Comenius University in Bratislava, currently valid study regulations of Comenius University in Bratislava, currently valid study regulations of the Faculty of Education, Comenius University in Bratislava.
State exam syllabus:
Recommended literature: study of specialized literature according to the chosen topic
Languages necessary to complete the course: Slovak and Czech language
Last change: 10.11.2022
Approved by:

STATE EXAM DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex015/22	Course title: State exam: doctoral examination
Number of credits: 20	
Educational level: III.	
Course requirements: The doctoral student can apply for the dissertation exam if he / she has obtained at least 60 credits, of which 40 credits for the study part of the plan. They must register for the exam no later than 18 months after the start of their studies in the three-year full-time doctoral program or 24 months after the start of their studies in the four-year external doctoral program. The conditions for applying for the state exam are defined by the currently valid study regulations of the Faculty of Education of Comenius University in Bratislava. The essentials of the written work are contained in the currently valid directive of the Rector of Charles University on final theses. The dissertation exam consists of a written work (assessed by an opponent and an examination board) and an oral exam (assessed by an examination board). At the dissertation exam, the doctoral student presents an overview of the theoretical and methodological background and the state of solving the scientific problem that the doctoral student solves within the dissertation project. At the oral exam, it presents theoretical readiness in the areas of subjects of this exam defined in the given doctoral program. The evaluation is "passed or failed" in accordance with the PdF UK study regulations. Scale of assessment (preliminary/final): 0/100	
Learning outcomes: Graduates of the dissertation exam are able to acquire, analyze, interpret and apply new scientific knowledge from the issues in which they carry out their research. They can demonstrate professional and methodological knowledge in the areas of the dissertation exam determined by the doctoral study program. They are able to evaluate the theories, concepts and innovations that are needed to grasp and solve the scientific problem that is the subject of their research. Graduates of the dissertation are able to research key problems of scientific research, use primary and secondary sources, work with a large amount of information, actively participate in domestic and international conferences dedicated to the researched issues. They will demonstrate the ability to study the latest professional literature. They know professional resources focused on the issues of special pedagogy and related sciences. They demonstrate the ability to creatively use relevant knowledge from the field to identify, analyze and solve problem situations. They have excellent knowledge of the theory and methodology of special pedagogy, pedagogical and social sciences. They control the developmental processes of special pedagogy. They follow and know trends and paradigms in the disciplines of special pedagogy in Slovakia and abroad. They master the knowledge of methodology and research methodology in the field of special education, understands and understands the essential facts, concepts, terminology, principles and theories related to research and practice. Graduates have extensive theoretical knowledge in the use of multimedia, digital and assistive technologies in the educational rehabilitation of individuals with disabilities. Graduates have acquired skills at the level of an advanced user and the ability to process and use multimedia outputs	

for the field of educational rehabilitation of the disabled with regard to the type and degree of disability. They have expanded and consolidated their digital competencies and digital literacy. Graduates master the knowledge of methodology and research methodology in special education, understand, understand the essential facts, concepts, terminology, principles and theories related to research and practice of modern special education, especially the educational rehabilitation of the disabled and its educational system context. They are capable creatively use relevant knowledge of special pedagogical diagnostics, including the latest methods, to identify, analyze and solve problem situations related to the educational and comprehensive rehabilitation of the disabled and the disabled. They are able to creatively apply concepts, principles and procedures associated with planning, organizing and evaluating special pedagogical phenomena and processes, independently reflect and self-reflect educational work and competently assess its quality and effectiveness, scientifically examine the systemic relationships between phenomena of education, diagnosis, therapy and counseling, as also between the phenomena and processes of stimulation, correction, compensation, therapy, education and reeducation. I understand the dependence of educational, diagnostic, therapeutic and interventional effects on their programmatic, process and contextual determinants. They have acquired relevant knowledge about philosophical, historiographical, ethical and comparative contexts of modern special pedagogy. Graduates demonstrate the ability of metacognition, self-education and the potential of postdoctoral studies, the ability to carry out more complex research activities and present their results, as well as the ability to cooperate with faculty teachers, teachers of training schools or facilities and employees of related professions, as well as the ability to work as a team.

Class syllabus:

Debate on the dissertation exam:

Oral presentation of goals, content and outputs of the written work for the dissertation exam, presentation of the opponent's report, reaction to the report, discussion.

1. Educational rehabilitation of the disabled - theory, methodology, trends: Slovak history and the current state of educational rehabilitation of the disabled. Paradigmatic changes and shifts. Educational rehabilitation of the disabled in relation to individual age categories of individuals with disabilities or disabilities. Educational rehabilitation of the disabled from the aspect of auxiliary sciences. Trends and history of educational rehabilitation of the disabled in the Czech Republic, Poland, Hungary, Germany, Austria, the Russian Federation. An overview of the basic trends in educational rehabilitation in Europe and in the world in relation to individual categories of special educational needs. Classification and categorization systems of disabilities, disruptions, subsequently special educational needs and their development and changes. Philosophy of education and their connection to the educational rehabilitation of the disabled. Metatheories of education and educational rehabilitation of the disabled. Contexts of communication theory and educational rehabilitation. Development of scientific language, terminological shifts and trends in the international context. Methodological concepts and methods of scientific, research and research activities in the field of educational rehabilitation, their development and trends. The importance of knowledge of related sciences for educational rehabilitation. Synthesis of knowledge in terms of interdisciplinarity in the context of innovation in scientific knowledge. Application of the concept of neuropedagogy and neurodidactics to educational rehabilitation. Terminological definition of didactic technique, technologies and multimedia in special pedagogy. Categorization of didactic technique, technologies and multimedia. The importance of modern didactic techniques, technologies and multimedia and their use in the educational process and comprehensive rehabilitation of the disabled. Multimedia literacy of a special pedagogue. Strategies for the correct handling of various types of teaching technology, technologies and multimedia and their products. Innovations in the field of didactic technology, technologies and multimedia. Didactics and design of online education. Digital technologies in pedagogical research. Creation of

digital teaching materials. Basic current problems of the theory of educational rehabilitation of the disabled. Forecast of development and research trends.

2. Communication of the disabled from the aspect of special pedagogy and related sciences:

Communication, communication vectors. Application of knowledge of linguistics in special pedagogy, information cycle, its components, dysfunction, dysfunction. Classification of communication forms in general. Specifics of communication for individual groups of people with disabilities and specific forms of communication in special pedagogy (for people with visual impairments, for people with hearing impairments, for people with disabilities, for people with deafblindness, for people with mental and multiple disabilities, for people with visually impaired, with autism.). Basic information about alternative and augmentative communication. ICT and compensatory tools to overcome the communication and information barrier. Principles and techniques of improving communication conditions for individual types of disabilities. Application of knowledge of linguistics in communication theory in special pedagogy. Communication ability, impaired communication ability, its characteristics and its evaluation in different groups and different age categories. Principles and techniques of creating conditions for communication in individual types of disabilities. Possibilities, procedures and tools for assessment of communication competence in children, pupils and adults with various types of disabilities. Trends in research focused on communication competence in education and in life.

3. Special pedagogy - philosophical, historiographical and comparative contexts: Man as a historical being - society as a historical culture. Philosophy as a part of education, education as a part of philosophy. Otherness in the philosophical thinking of Plato, Aristotle. The difference in the philosophical thinking of F. Nietzsche. Philosophy of education in the work of J. A. Komenský. Christianity as a value framework of European society now and in the past. Biological vs. pedagogical - congenital vs. obtained. Renaissance philosophy in relation to education. R. Steiner - controversy about anthroposophy in education. Paradigmatic transformation in the field of special pedagogy. Special pedagogy in contexts of individual philosophical directions. Declaration of the rights of the disabled in relation to issues of the enculturation process. Components of inclusive education. Philosophical determinants of inclusive pedagogy. Inclusive education versus inclusive culture. Inclusion index - inclusive policy, inclusive culture, inclusive practice. Individual support for students, reflection on their learning progress Support for inclusion through digital technologies. Actors of school inclusion. Understanding and the subject of comparative special pedagogy from the aspect of the theory of special pedagogy at home and abroad. Theory and methodology of comparative special pedagogy. Quantitative and qualitative methodology in comparative special pedagogy. International Standard Classification of Education ISCED - 1978, 1997, 2011 (mutual comparison of versions) and its application in the system of education of individuals with SEN. Educational system in the Slovak Republic. System of special schools and facilities in the Slovak Republic. Comparison of education systems for pupils with different types of disabilities in European countries. Special versus integrated / inclusive education in Slovakia in comparison with selected countries. Comparison of university training of special pedagogues at the national and international level. Comparison of different theoretical concepts of special pedagogy in Europe with regard to new trends in general pedagogy and special pedagogy. Inclusive pedagogy and its application in European conditions. Alternative directions in special pedagogy. Traditional versus alternative education of children / pupils with SEN. Antiquity and man with disabilities. Periodizations of the relationship between the majority and the minority according to Sovák and Titzl - possible pitfalls. Biological thinking at the end of the 19th century vs. modern psychology. Eugenics and eubiotics, social medicine. The beginnings of special pedagogy in the first half of the 20th century. World War II and racial hygiene - differentness in Main Kampf. Affected man in the second half of the 20th century in Czechoslovakia - a specific feature of Central Europe. Paradigmatic transformation of special pedagogy in the second half of the 20th century.

The reflection of inclusive pedagogy in contemporary theory and practice as a mover of history. Personalities of special pedagogy.

4. Trends and innovations in special pedagogical diagnostics:

New trends in special pedagogical diagnostics. Utilization of new diagnostic trends within complex interdisciplinary special pedagogical diagnostics. Application of new trends in motor diagnostics, cognition development, perception, self-service, school skills, speech, communication. Application of new methods in the process of special pedagogical diagnostics. Competences of a special pedagogue in the diagnosis of the disabled at an early and school age, in adulthood. Problems of measuring and determining complex special pedagogical diagnostics. Application and use of the results of complex special pedagogical diagnostics in practice. Changes in the counseling system and their transfer to the field of special pedagogical diagnostics - diagnostics implemented in five stages of the counseling system. New standards of provided consulting services with regard to content and performance standards of professional activities from the point of view of diagnostic activity.

State exam syllabus:

Recommended literature:

Main literature:

JESENSKÝ, J. 1995. Uvedení do rehabilitace zdravotně postižených. Praha : UK, 1995. ISBN 80-7066-941-1

JESENSKÝ, J. 2001. Komprehensivní speciální pedagogika. Hradec Králové : PedF UHK 2001
LECHTA, V. a kol. 2010. Základy inkluzivnej pedagogiky. Praha : Portál, 2010.

SCHMIDTOVÁ, M. 2008. Integratívna pedagogika. Bratislava : MABAG, spol. s.r.o., 2008, s. 85, ISBN 978-80-89113-47-7

ŠEDIVÁ, Z. 1997. Rozvíjení sociálních dovedností sluchově postižených 1. Zvládání důležitých životných situací. Praha : Septima, 1997.

TARCSIOVÁ, D. 2005. Komunikačný systém sluchovo postihnutých a spôsoby prekonávania ich komunikačnej bariéry. Bratislava : Sapiencia. 2005. 220 s. ISBN 80-969112-7-9.

VANČOVÁ, A. 2005. Základy pedagogiky mentálne postihnutých. Bratislava, Sapiencia 2005.

VANČOVÁ, Alica. 2013. Neuropsychoedukčná intervencia a neuropsychofyzická korekcia nové intervenčné metódy špeciálnej pedagogiky = Neuro-psychoeducational Intervention and Neuro-physophysical Correction A New Intervention Method in Special Education.

Recenzované. In: Inkluzivní trendy ve speciální pedagogice [elektronický zdroj]. - Havlíčkův Brod : Tobiáš, 2013. - S. 189-212. ISBN 978-80-7311-142-7

VANČOVÁ, A. 2013. Význam reflexie nových poznatkov súvzťažných medicínskych, psychologických a medziodborových vied pre rozvoj špeciálnej pedagogiky. Recenzované. In: Osoby so zdravotným znevýhodnením v kontexte súčasnej špeciálnej pedagogiky a súvzťažných vied [elektronický zdroj]. - Bratislava : Iris, 2013. - S. 20-50 ISBN 978-80-89238-87-3

VANČOVÁ, A. 2012. Teoretické základy pedagogiky postihnutých a zdravotne znevýhodnených raného a predškolského veku, koncepčné a terminologické otázky. In: Špeciálna pedagogika raného a predškolského veku. - Bratislava : Iris, 2012. - S. 10-52. - ISBN 978-80-89238-68-2

VÁŠEK, Š. 2003. Základy špeciálnej pedagogiky. Bratislava: Sapiencia, 2003.

Vančová, A. 2013. New perspectives of special education: transfer of knowledge in neurosciences to development and innovation in rehabilitationen, corrective and therapeutic methods based on interdisciplinary intervention with a focus on children with CNS Damage.

In: New perspectives in special education. - Havlíčkův Brod : Tobiáš, 2013. - S. 52-88. - ISBN 978-80-7311-141-0

SIBGATULLINA, D., RIABOV, O. R., MERZON, E., VANČOVÁ, A. 2020. Descriptive analysis of benchmarking in respect to SMART/UNI-Q systems intellectual integrations within

the European higher education area = Deskriptivnyj analiz benčmarkinga intellektualnych integracij SMART/UNI-Q sistem v ramach Evropejskogo prostranstva vysšego obrazovanija. In: Integration of Education. Roč. 24, č. 4 (2020), s. 532-551. - ISSN (print) 1991-9468

Registrované v: scopus

ŠULOVSKÁ, M., VANČOVÁ, A., NEUPAUEROVÁ, N. 2014. Laterality and its influence on the written expression of intellectually disabled pupils = Lateralita a jej vplyv na písomný prejav žiakov s mentálnym postihnutím]. In: XLinguae. - Roč. 12, č. 4 (2019), s. 130-142 [0,91 AH]. - ISSN (print) 1337-8384 URL: http://wp.xlinguae.eu/files/XLinguae4_2019_11.pdf

VANČOVÁ, A., BIŠČO KASTELOVÁ, A., HARČARÍKOVÁ, T. 2018. University Education of Special Pedagogues in Slovakia - theoretical background, comparative research analysis and current situation. In: Teória a praxeológia výchovnej a komplexnej rehabilitácie : zborník vedeckých príspevkov. - Brno : MSD, 2018. - S. 38-56. - ISBN 978-80-7392-286-3

VANČOVÁ, A., KEČKÉŠOVÁ, M. 2018. Social and legal protection of the child in the Slovak Republic the current system characteristics. In: Ratownictwo, opieka i pomoc w kontekście problemów życiowych osób wykluczonych społecznie. - Kraków : Wydawnictwo Naukowe Uniwersytetu Pedagogicznego, 2018. - S. 46-61. - ISBN 978-83-947579-4-6

MEDZINÁRODNÁ KLASIFIKÁCIA FUNKČNEJ SCHOPNOSTI, DIZABILITY A ZDRAVIA. Bratislava : EKO VYS. 2002.

BAZALOVÁ, B. 2006. Vzdělávání žáku se speciálními vzdělávacími potřebami v zemích Evropské unie a v dalších vybraných zemích. Brno : Masarykova Univerzita

HARČARÍKOVÁ, T., 2011. Pedagogika telesne postihnutých, chorých a zdravotne oslabených : teoretické základy. - 1. vyd. - Bratislava : Iris, 2011. - 368 s

MEDZINÁRODNÁ KLASIFIKÁCIA FUNKČNEJ SCHOPNOSTI, DIZABILITY A ZDRAVIA. Bratislava : EKO VYS. 2002.

KOLEKTOV AUTOŘOV : Specifika komunikace osob se zdravotním postižením. Olomouc: UP. 2008. s. 50. ISBN 978-80-244-1935-0.

KUBOVÁ, L., 1996. Alternativní komunikace, cesta ke vzdělávání těžce zdravotně postižených dětí. Praha Tech- Market. 1996. 45 s. ISBN 80 – 902134-1-3.

LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. - 1. vyd. Bratislava: Iris, 2011. 245 s.

LOPÚCHOVÁ, J., KRAJČÍ, P. 2014. Teória a výskum digitálnych a asistenčných technológií v inkluzívnej špeciálnej pedagogike. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. 199 s. ISBN 978-80-7464-675-1

LOPÚCHOVÁ, J. 2016. Pomôcky a technológie v procese edukácie žiakov so sluchovým postihnutím In: Teória edukácie žiakov so sluchovým postihnutím 2. Bratislava : Iris, 2016. S. 306-335. ISBN 978-80-89726-87-5

LOPÚCHOVÁ, J. 2013. Tvorba multimediálnych PC programov pre deti so zrakovým postihnutím. In: Výchovná a komplexná rehabilitácia postihnutých v ponímaní špeciálnej pedagogiky. Bratislava : Iris, 2013. - S. 219-233. ISBN 978-80-89256-93-8

LOPÚCHOVÁ, J. 2012. Moderné informačno-komunikačné technológie a ich používanie z pohľadu pedagógov žiakov so zrakovým postihnutím. In: Paedagogica specialis 26. Bratislava : Iris, 2012. S. 221-238. ISBN 978-80-223-3287-3

LOPÚCHOVÁ, J. 2012. Uplatnenie počítačových programov a pomôcok na jednoduchšie ovládanie počítača v špeciálno-pedagogickom poradenskom procese. In: Paedagogica specialis 26. Bratislava : Iris, 2012. - S. 239-249. ISBN 978-80-223-3287-3

MONIBI, M. 2008. Mocotos: Mobile Communications Tools for Children with Special Needs. IDC Proceedings, 2008. 121 -146.

SLOWIK, J. 2000. Komunikace s lidmi s postižením. Praha: Portal, 2000. 155 s. ISBN 978-80-7367-691-9.

- SOURALOVÁ, E. 2000. Vzdělávání hluchoslepých II. Praha: Scientia, 78s. ISBN 80-7183-226-X
- TARCSIOVÁ, D. 2005. Komunikačný systém sluchovo postihnutých a spôsoby prekonávania ich komunikačnej bariéry. Bratislava : Sapiientia. 2005. 220 s. ISBN 80-969112-7-9.
- TARCSIOVÁ, D. 2005. Hluchoslepe osoby a ich komunikačný systém. In. Efeta, roč. XV. 2005, č.1, s. 2-6
- HELMINGOVÁ, H. 1992. Pedagogika M. Montessoriovej, Bratislava : SPN.
- ORIEŠČIKOVÁ, H., SKOKANOVÁ, A., KASTELOVÁ, A., VAŠEK, Š. 2010. Komparatívna špeciálna pedagogika. Ružomberok : Verbum.
- PRÚCHA, J. 1999. Vzdělávání a školství ve světě, Praha : Portál.
- VALENTA, M., MULLER, O. 1998. Kapitoly ze srovnávací pedagogiky obecné i speciální, Olomouc : Netopejr.
- VAŠEK, Š. 2008. Základy špeciálnej pedagogiky. Bratislava : Sapiientia. ISBN 978-8089-229-11-6
- VANČOVÁ, A. 2010. Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. - Bratislava : Iris, 2010.S 282 - ISBN 978-80-89238-37-8
- HARČARÍKOVÁ, T., LOPÚCHOVÁ, J. 2013. Inkluzívne vzdelávanie študentov so znevýhodnením na terciárnom stupni vzdelávania In: Budování rovného přístupu v terciárním vzdělávání studentů se specifickými (vzdělávacími) potřebami. - Ostrava : Ostravská univerzita, 2013. - S. 136-166. - ISBN 978-80-7464-475-7
- HARČARÍKOVÁ, T. 2010. Základy pedagogiky jednotlivcov so špecifickými poruchami učenia. - 1. vyd. - Bratislava : Iris, 2010. - 141 s. ISBN 978-80-89238-31-6
- Comparative Education. 2014. Volume 50. Issue 1. ISSN 0305-0068 (Print), 1360-0486 (Online). Taylor & Francis Online.
- Comparative Education Review. 2014. Official journal of the Comparative and International Education Society (CIES). University of Massachusetts. 4 issues/year; ISSN: 0010-4086; E-ISSN: 1545-701X
- ALTBACH, P. G. 1998. Comparative Higher Education: Knowledge, the University, and Development. Greenwich, CT: Ablex Pub. Corp.
- Emergent Issues in Education: Comparative Perspectives. 1992. Edited by Robert F. Arnove, ALTBACH, P., GAIL P. K. Albany, NY: State University of New York Press.
- ARNOVE, R. TORRES, C. 1999. Comparative Education: The Dialectic of the Global and the Local. Oxford: Rowman and Littlefield.
- Higher Education Policy: An International Comparative Perspective. Edited by Leo Goedegebuure, et al. New York: Pergamon Press, 1994.
- HAROLD J. N., ECKSTEIN. M. 1969. Toward a Science of Comparative Education (New York: Macmillan).
- HAROLD J. N., ECKSTEIN. M. 1993. Secondary School Examinations: International Perspectives on Policies and Practice (New Haven: Yale University Press). ISBN 0-300-05393-2.
- HAROLD J., ECKSTEIN. M. 1998. Doing Comparative Education: Three Decades of Collaboration (Hong Kong: The University of Hong Kong Press). ISBN 962-8093-87-8
- VULLIAMY, G., LEWIN, K. STEPHENS, D. 1990. Doing Educational Research in Developing Countries: Qualitative Strategies. Lewes: Falmer Press.
- Higher Education in an International Perspective : Critical Issues. 1996. Edited by Zaghoul Morsy and Philip G. Altbach. New York: Garland Pub.
- BARKKLEY, R. A. 2006. Attention – Deficit Hyperactivity Disorder. A handbook for diagnosis and treatment (Third edition). New York: The Guilford Press. 2006.
- DeWET, T. 2008. Psychological strenghts and disability: A study of hearing-impaired adults. University of South Afrika, 2008.

- KASTELOVÁ, A., NÉMETH, O. 2013. Základy špeciálnopedagogickej diagnostiky a základy špeciálnopedagogického poradenstva. Bratislava: IRIS, 2013. ISBN 978-80-89238-86-6
- KASTELOVÁ, A. 2012. Diagnostika v špeciálnej pedagogike. Bratislava: Sapiencia, 2012. ISBN 978-80-89229-24-6
- PŘINOSILOVÁ, D. 2007. Diagnostika ve speciální pedagogice. Brno: Paido, 2007. ISBN 978-80-7315-157-7
- SCHMIDTOVÁ, M. 2013. Diagnostika sluchovo postihnutých, In. KASTELOVÁ, A. Diagnostika v špeciálnej pedagogike. - 1. vyd. - Bratislava : Sapiencia
- SCHMIDTOVÁ, M. 2013. Diagnostika sluchovo postihnutých. In. KASTELOVÁ, Alexandra; LOPÚCHOVÁ, J., SCHMIDTOVÁ, M., TARCSIOVÁ, D. 2013. Pedagogika zmyslovo postihnutých raného a predškolského veku. - 1. vyd. - Bratislava : Iris, 2013. - 325 s. ISBN 978-80-89238-83-5
- STAUDINGER, U. M. 2001. Review of General Psychology. Vol 5(2), Jun 2001, 148-160. doi: 10.1037/1089-2680.5.2.148
- SVOBODA, M., KREJČÍROVÁ, D., VÁGNEROVÁ, M. 2009. Psychodiagnostika dětí a dospívajících. Praha: Portál. 2009.
- TICHÁ, E. 2008. Základy špeciálnopedagogickej diagnostiky. Bratislava: MABAG, 2008. ISBN 978-80-89113-60-6
- ZELINKOVÁ, O. 2001. Pedagogická diagnostika a individuální vzdělávací program. 1.vydanie. Praha: Portál, 2001. ISBN 80-7178-544-X
- VAŠEK, Š. 2004. Špeciálnopedagogická diagnostika. Bratislava: Sapiencia, 2004. ISBN 80-969112-0-1
- WARD, S. 1999. An investigation into the effectiveness of an early intervention method for delayed language development in young children. International Journal of Language and Communication Disorders, 34, 243-265.
- DEEMING, P. GABRY, K., GASAWAY, M., JORDAN, B., POPE, R. , SPIERS, E. Deafblind people and support service providers in the 21st century 38 s. [cit. 2021-04-01] <https://www.nationaldb.org/media/doc/ssp-white-paper-2021.pdf>
- Medzinárodná klasifikácia funkčnej schopnosti, dizability a zdravia. Bratislava: EKOVS. 2002.
- KOLEKTIV AUTOROV, 2008. Specifika komunikace osob se zdravotním postižením. Olomouc: UP. 2008. s. 50. ISBN 978-80-244-1935-0.
- MONIBI, M. 2008. Mocotos: Mobile Communications Tools for Children with Special Needs. IDC Proceedings, 2008. 121 -146.
- SLOWIK, J. 2000. Komunikace s lidmi s postižením. Praha: Portal, 2000. 155 s. ISBN 978-80-7367-691-9.
- TARCSIOVÁ, D. 2005. Komunikačný systém sluchovo postihnutých a spôsoby prekonávania ich komunikačnej bariéry. Bratislava: Sapiencia. 2005. 220 s. ISBN 80-969112-7-9.
- Usmernenia v oblasti prístupných informácií Informačné a komunikačné technológie (IKT) na prístup k informáciám vo vzdelávaní (ICT4IAL). Brusel: Európska agentúra pre rozvoj špeciálneho a inkluzívneho vzdelávania, 2015, 37 s.
- ORIEŠČIKOVÁ, H., SKOKANOVÁ, A., KASTELOVÁ, A., VAŠEK, Š. 2010. Komparatívna špeciálna pedagogika. Ružomberok : Verbum.
- BIŠČO KASTELOVÁ, A., NÉMETH, O. 2017. Špeciálnopedagogický poradenský proces. - 1. vyd. - Bratislava : Iris, 2017. - 310 s. Lit. 310 záz. ISBN 978-80-8200-007-1
- BIŠČO KASTELOVÁ, A. 2014. Diagnostika v špeciálnopedagogickom poradenstve. 1. vyd. - Bratislava : Iris, 2014. - 380 s. Lit. 239 záz. ISBN 978-80-89726-09-7
- BIŠČO KASTELOVÁ, A., VANČOVÁ, A. 2016. The support of early care and early intervention for children with disabilities and some diagnostic possibilities - research findings related to Slovakia. Lit. 41 záz. In: Špeciálne vzdelávacie potreby : jubilejná časť

konferenčného cyklu. - Ružomberok : VERBUM - vydavateľstvo KU, 2016. - S. 142-159. - ISBN 978-80-561-0372-2

BIŠČO KASTELOVÁ, A. 2013. Special - educational diagnostic tools for early and preschool age of a child In: Paedagogica specialis 27. - Praha : Knihy nejen pro bohaté, 2013. - S. 138-163. - ISBN 978-80-86499-09-3

BIŠČO KASTELOVÁ, A. 2015. Výskum analýzy oficiálnych textových dokumentov špeciálnopedagogickej diagnostiky v špeciálnopedagogickom poradenskom procese, [Research analysis of the official diagnostic text documents in the special counselling process]. In: Multidimenzionalita východisko rozvoja súčasnej špeciálnej pedagogiky. - Bratislava : Iris, 2015. - S. 217-233. - ISBN 978-80-89726-38-7

BIŠČO KASTELOVÁ, A. 2012. Charakteristika vybraných diagnostických nástrojov pre jednotlivcov so špecifickými poruchami učenia. Lit. 17 záz. In: Paedagogica specialis 26. - Bratislava : Iris, 2012. - S. 352-379. - ISBN 978-80-223-3287-3

BIŠČO KASTELOVÁ, A. 2016. Špeciálnopedagogická diagnostika vo svetle desaťročí. Lit. 36 záz. In: Reflexie vývoja a trendy rozvoja špeciálnej pedagogiky na Slovensku v medzinárodných kontextoch. - Bratislava : Iris, 2016. - S. 93-103. - ISBN 978-80-89726-79-0

Biščo Kastelová, Alexandra, Németh, Ondrej (2020) Základy špeciálnopedagogickej diagnostiky a špeciálnopedagogického poradenstva. - 1. vyd. - Bratislava : IRIS - Vydavateľstvo a tlač, 2020. - 299 s. [print] Lit.: 149 záz. ISBN 978-80-8200-056-9

BIŠČO KASTELOVÁ, A., NÉMETH, O. 2015. Aktuálne otázky špeciálnopedagogickej diagnostiky v ranom a predškolskom veku. Lit. 32 záz. In: Paedagogica specialis 29. - Bratislava : Univerzita Komenského v Bratislave, 2015. - S. 107-118. - ISBN 978-80-223-4010-6

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

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

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

BARTOŇOVÁ, M., VÍTKOVÁ, M. 2013. Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. Brno: MU.

BOOTH, T., AINSCOW, M. 2000. The Index for Inclusion. Developing Learning and Participation i Schools. Bristol: CSIE.

FRANKL, V. 2006. Lékařská péče o duši. Základy logoterapie a existenciální analýzy. Brno: Cesta, 2006. ISBN 80-7295-085-1

HORŇÁK, L., KOLLÁROVÁ, E., MATUŠKA, O. 2002. Dejiny špeciálnej pedagogiky. Prešov: PU, 2002. ISBN 80-8068-122-8.

JANKOVSKÝ, J. 2003. Etika pomáhající profese. Praha: triton, 2003. ISBN 80-7254-329-6

JANOTOVÁ, H., SCHELLE, K., SCHELLEOVÁ, I. 2005. Profesní etika. Praha: Eurolex Bohemia, 2005. ISBN 80-86861-42-2.

KUDLÁČKOVÁ, B., 2011. Filozofia inkluzivnej edukácie. EFETA, roč. XXI, 2011, č. 1. s. 4 -9.

LECHTA, V. 2016. Základy inkluzivní pedagogiky. Vydání první. Praha : Portál, s.r.o., 2016. s. 435. ISBN 978-80-7367-679-7.

PALOUŠ, R. 2009. Paradoxy výchovy. Vyd. 1. V Praze: Karolinum, 2009. 111 s. ISBN 9788024616506.

STARK, S. 2006. Filozofie výchovy jako filosofie lidské aktivity a dialogu. 1. vyd. Plzeň: Vydavatelství a nakladatelství Aleš Čeněk, 2006. 183 s. ISBN 8073800128

VÁŠEK, Š. 1995. Špeciálna pedagogika. Bratislava: SPN, 1995.

VAŠEK, Š. 2011. Základy špeciálnej pedagogiky. Bratislava: Sapiientia, 2011. ISBN 978-80-89229-21-5.

ARISTOTELES. 2009. Etika Nikomachova. Praha: Rezek, 2009. ISBN 978-80-86027-29-6

HORŇÁK, L; KOLLÁROVÁ, E; MATUŠKA, O. 2002. Dejiny špeciálnej pedagogiky. Prešov: PU, 2002. ISBN 80-8068-122-8

HRUBÝ, J. 1997. Velký ilustrovaný průvodce neslyšících a nedoslýchavých po jejich vlastním osudu. Praha: FRSP a Septima, 1997. ISBN 80-7216-075-3

LONGMORE, P. 2001. The New Disability History: American Perspectives (History of Disability). USA: Gallaudet University Press. 1993. ISBN 1563683180.

LÚKIANO. 1997. Jak psát dějiny. S. 621 – 647. In Dialog a satira (Antická próza). Praha: Odeon, 1977

MONATOVÁ, L. 1996. Pojetí speciální pedagogiky z vývojového hlediska. Brno: Paido, 1996. ISBN 80-85931-20-6

OSGOOD, R. 2007. The History of Special Education: A Struggle for Equality in American Public Schools. USA: Praege, 2007. ISBN 0275989135.

SANTAYANA, G. 1920. The Life of Reason ot the Phases of Human Progress. Introduction and Reason in Commonsense. London – Bombay – Sydney: Constable and Comp. Ltd.

TITZL, B. 2000. Postižený člověk ve společnosti. Praha: Univerzita Karlova v Praze – Pedagogická fakulta, 2000. ISBN 80-86039-90-0

TITZL, B. 2005. Politika totalitního režimu vůči zdravotně postiženým občanům. s. 21 – 61. In K problémům menšin v Československu v letech 1945 – 1989. H. Nosková a kol. Praha: Ústav pro soudobé dějiny AV ČR, 2005.

TITZL, B. 1998. To byl český učitel. František Bakule, jeho děti a zpěváci. Praha: Společnost Františka Bakule, 1998. ISBN 80-902518-0-3.

VAŠEK, Š. 2011. Základy špeciálnej pedagogiky. Bratislava: Sapiientia, 2011. ISBN 978-80-89229-21-5.

VOJTKO, T. 2005. Postižený člověk v dějinách I. Hradec Králové: Gaudeamus, 2005. ISBN 80-7041-007-8

VEYNE, P. 2010. Jak se píšou dějiny. Červený Kostelec: Pavel Mervart, 2010. ISBN 978-80-87378-26-7

WINZER, M. 1993. History of special education. USA: Gallaudet University Press. 1993. ISBN 1563680181.

Dohovor o práвах zdravotne postihnutých, relevantné medzinárodné dokumenty, dohovory, koncepcie

Vedecké zborníky a časopisy z oblasti špeciálnej pedagogiky vrátane registrovaných v databázoch WoS, SCOPUS, ERIH

Languages necessary to complete the course:

Slovak, Czech and English language

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex003/22	Course title: Theory of communication of persons with disabilities
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours lecture, together for the semester 12 hours, full-time Student workload: 12 hours (6 credits) 3x 4 hours of direct instruction during the semester; 24 hours preparation of a scientific study, 24 hours preparation of a term paper; 40 hours of individual study, preparation for direct teaching, 50 hours of preparation for the final evaluation. A total of 150 hours of student work. Training methods: explanation of individual topics with discussion of the group of people with disabilities, demonstration of examples of current research paradigms, modelling of examples of use of individual forms of communication, discussion of current problems and open questions of research of impaired communication competence in individual groups of people with disabilities, critical consideration of research tools, application of critical thinking in the evaluation of advantages and disadvantages of the application of individual forms of communication and methods of their evaluation in a specific group of people with disabilities.	
Number of credits: 6	
Recommended semester: 2., 4.	
Educational level: III.	
Prerequisites:	
Course requirements: During the semester, each student will present one foreign research study in the field of communication of people with disabilities (10 points) and specialization, from which they carry out their dissertation. He / she attends direct teaching regularly (10 points), and after completing direct teaching he / she prepares a semester work (30 points). The student can take the final test (50 points) until he / she obtains min. 30 points. From the final test the student must obtain a min. 50% points, ie 25 points. At least 91 points must be obtained for the final evaluation A, at least 81 points to obtain the evaluation B, at least 73 points for the evaluation C, at least 66 points for the evaluation D and at least 60 points for the evaluation E. 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 knows / masters / creates / critically evaluates and can apply knowledge from the field B-excellent performance, the student knows / masters but is unable to critically evaluate all the acquired knowledge and implement it in their work, C-good performance, the student knows / has learned, but is only partially able to apply in theory, practice and his research activities, D-acceptable performance, the student has acquired basic knowledge at a sufficient level but cannot apply them adequately, E-minimum acceptable performance, the student has mastered minimum level of knowledge from the subject, but cannot apply them at all, FX - unacceptable performance, the student did not meet the conditions for the specified criteria, does not master the subject sufficiently in terms of theory and cannot implement the knowledge. Scale of assessment (preliminary/final): 50/50
Learning outcomes: By completing the course, the student will expand their theoretical knowledge about social communication and barriers to communication for children, students, and adults with disabilities. He knows and will be able to research to evaluate communication competence and communication barriers of different groups of children / students / adults with disabilities. He / she can incorporate the acquired knowledge into therapy, education, stimulation of children and pupils with disabilities, into diagnostics and counselling activities for various types of disabilities and implement them into his research, pedagogical, counselling activities. The following transferable skills are also developed within the subject Theory of Communication of Persons with Disabilities: communication skills, analytical-synthetic skills, ability of abstract and critical thinking and thinking in context, ability to implement knowledge into the theory of special pedagogy.
Class syllabus: 1. Application of knowledge of linguistics in the theory of communication in special pedagogy. 2. Communication ability, impaired communication ability, its characteristics and its evaluation in different groups and different age categories. 3. Specifics of communication and specific forms of communication in people with hearing impairment. and with visual impairment, deaf blindness. 4. Specifics of communication and specific forms of communication for people with mental disabilities and physical disabilities. 5. Specifics of communication and specific forms of communication in people with autism. 6 Principles and techniques of creating conditions for communication in individual types of disabilities. 7. Possibilities, procedures, and tools for evaluation of communication competence in children, pupils and adults with various types of disabilities. 8. Trends in research focused on communication competence in education and in life.
Recommended literature: Main recommended literature: DEEMING, P. - GABRY, K. -GASAWAY, M. - JORDAN, B. - POPE, R. - SPIERS, E. Deafblind people and support service providers in the 21st century 38 s. [cit. 2021-04-01] https://www.nationaldb.org/media/doc/ssp-white-paper-2021.pdf Medzinárodná klasifikácia funkčnej schopnosti, dizability a zdravia. Bratislava: EKOVS. 2002. KOLEKTOV AUTOROV: Specifika komunikace osob se zdravotním postižením. Olomouc: UP. 2008. s. 50. ISBN 978-80-244-1935-0. MONIBI, M. :Mocotos: Mobile Communications Tools for Children with Special Needs. IDC Proceedings, 2008. 121 -146. SLOWIK, J.:Komunikace s lidmi s postižením. Praha: Portal, 2000. 155 s. ISBN 978-80-7367-691-9.

TARCSIOVÁ, D.:Komunikačný systém sluchovo postihnutých a spôsoby prekonávania ich komunikačnej bariéry. Bratislava: Sapiaientia. 2005. 220 s. ISBN 80-969112-7-9.
Usmernenia v oblasti prístupných informácií Informačné a komunikačné technológie (IKT) na prístup k informáciám vo vzdelávaní (ICT4IAL). Brusel: Európska agentúra pre rozvoj špeciálneho a inkluzívneho vzdelávania, 2015, 37 s.

Languages necessary to complete the course:

Slovak, Czech, English language

Notes:

Past grade distribution

Total number of evaluated students: 4

A	B	C	D	E	FX
25,0	50,0	25,0	0,0	0,0	0,0

Lecturers: prof. PaedDr. Darina Tarcsiová, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex003/22	Course title: Theory of communication of persons with disabilities
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours lecture, together for the semester 12 hours, full-time Student workload: 12 hours (6 credits) 3x 4 hours of direct instruction during the semester; 24 hours preparation of a scientific study, 24 hours preparation of a term paper; 40 hours of individual study, preparation for direct teaching, 50 hours of preparation for the final evaluation. A total of 150 hours of student work. Training methods: explanation of individual topics with discussion of the group of people with disabilities, demonstration of examples of current research paradigms, modelling of examples of use of individual forms of communication, discussion of current problems and open questions of research of impaired communication competence in individual groups of people with disabilities, critical consideration of research tools, application of critical thinking in the evaluation of advantages and disadvantages of the application of individual forms of communication and methods of their evaluation in a specific group of people with disabilities.	
Number of credits: 6	
Recommended semester: 1., 3.	
Educational level: III.	
Prerequisites:	
Course requirements: During the semester, each student will present one foreign research study in the field of communication of people with disabilities (10 points) and specialization, from which they carry out their dissertation. He / she attends direct teaching regularly (10 points), and after completing direct teaching he / she prepares a semester work (30 points). The student can take the final test (50 points) until he / she obtains min. 30 points. From the final test the student must obtain a min. 50% points, ie 25 points. At least 91 points must be obtained for the final evaluation A, at least 81 points to obtain the evaluation B, at least 73 points for the evaluation C, at least 66 points for the evaluation D and at least 60 points for the evaluation E. 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 knows / masters / creates / critically evaluates and can apply knowledge from the field B-excellent performance, the student knows / masters but is unable to critically evaluate all the acquired knowledge and implement it in their work, C-good performance, the student knows / has learned, but is only partially able to apply in theory, practice and his research activities, D-acceptable performance, the student has acquired basic knowledge at a sufficient level but cannot apply them adequately, E-minimum acceptable performance, the student has mastered minimum level of knowledge from the subject, but cannot apply them at all, FX - unacceptable performance, the student did not meet the conditions for the specified criteria, does not master the subject sufficiently in terms of theory and cannot implement the knowledge. Scale of assessment (preliminary/final): 50/50
Learning outcomes: By completing the course, the student will expand their theoretical knowledge about social communication and barriers to communication for children, students, and adults with disabilities. He knows and will be able to research to evaluate communication competence and communication barriers of different groups of children / students / adults with disabilities. He / she can incorporate the acquired knowledge into therapy, education, stimulation of children and pupils with disabilities, into diagnostics and counselling activities for various types of disabilities and implement them into his research, pedagogical, counselling activities. The following transferable skills are also developed within the subject Theory of Communication of Persons with Disabilities: communication skills, analytical-synthetic skills, ability of abstract and critical thinking and thinking in context, ability to implement knowledge into the theory of special pedagogy.
Class syllabus: 1. Application of knowledge of linguistics in the theory of communication in special pedagogy. 2. Communication ability, impaired communication ability, its characteristics and its evaluation in different groups and different age categories. 3. Specifics of communication and specific forms of communication in people with hearing impairment. and with visual impairment, deaf blindness. 4. Specifics of communication and specific forms of communication for people with mental disabilities and physical disabilities. 5. Specifics of communication and specific forms of communication in people with autism. 6 Principles and techniques of creating conditions for communication in individual types of disabilities. 7. Possibilities, procedures, and tools for evaluation of communication competence in children, pupils and adults with various types of disabilities. 8. Trends in research focused on communication competence in education and in life.
Recommended literature: Main recommended literature: DEEMING, P. - GABRY, K. -GASAWAY, M. - JORDAN, B. - POPE, R. - SPIERS, E. Deafblind people and support service providers in the 21st century 38 s. [cit. 2021-04-01] https://www.nationaldb.org/media/doc/ssp-white-paper-2021.pdf Medzinárodná klasifikácia funkčnej schopnosti, dizability a zdravia. Bratislava: EKOVS. 2002. KOLEKTOV AUTOROV: Specifika komunikace osob se zdravotním postižením. Olomouc: UP. 2008. s. 50. ISBN 978-80-244-1935-0. MONIBI, M. :Mocotos: Mobile Communications Tools for Children with Special Needs. IDC Proceedings, 2008. 121 -146. SLOWIK, J.:Komunikace s lidmi s postižením. Praha: Portal, 2000. 155 s. ISBN 978-80-7367-691-9.

TARCSIOVÁ, D.:Komunikačný systém sluchovo postihnutých a spôsoby prekonávania ich komunikačnej bariéry. Bratislava: Sapiaientia. 2005. 220 s. ISBN 80-969112-7-9.
Usmernenia v oblasti prístupných informácií Informačné a komunikačné technológie (IKT) na prístup k informáciám vo vzdelávaní (ICT4IAL). Brusel: Európska agentúra pre rozvoj špeciálneho a inkluzívneho vzdelávania, 2015, 37 s.

Languages necessary to complete the course:

Slovak, Czech, English language

Notes:

Past grade distribution

Total number of evaluated students: 4

A	B	C	D	E	FX
25,0	50,0	25,0	0,0	0,0	0,0

Lecturers: prof. PaedDr. Darina Tarcsiová, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex002/22	Course title: Trends in Educational Rehabilitation of the Disabled
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours per semester in the form of a lecture in a combined form, primarily full-time Student workload: 12 hours (6 credits) 3x4 hours of direct instruction during the semester; 58 hours elaboration of five written assignments; 50 hours of individual study, preparation for direct teaching, 60 hours of preparation for the final evaluation. A total of 180 hours of student work. Training methods: Lecture, explanation of individual topics with discussion on topics focusing on individual specializations of special pedagogy and categories of individuals with disabilities, demonstration of examples of current scientific and trade paradigms, modeling of examples of application of methodological concepts, discussion of current issues and open issues of educational rehabilitation trends in individual groups of individuals with disabilities, the application of critical thinking in the assignment to examine the systemic relationships between the phenomena of education, diagnosis, therapy and counseling, as well as between the phenomena and processes of stimulation, correction, compensation, therapy, education and reeducation in specific groups of individuals with disabilities.	
Number of credits: 6	
Recommended semester: 4., 6.	
Educational level: III.	
Prerequisites:	
Course requirements: During the semester, each student prepares 5 written outputs - assignments according to the instructions of teachers, from individual thematic areas and specializations (each completed assignment max. 10 points, for 5 assignments max. 50 points) The student must pass a final test (50 points), from student must obtain a min. 50% points, ie 25 points. The condition for successful completion of the course is to obtain at least 60% of the maximum possible evaluation of the course. The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good - above average standard), C (80-73 points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient - results meet minimum criteria), Fx (59-0 points, insufficient - additional work required)	

It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. To successfully complete the course, it is necessary to obtain at least 60% of points.

A - excellent performance, the student has mastered the knowledge at the required level and to a sufficient extent, can critically evaluate it, combines previously acquired knowledge with new, systematizes them, created written outputs at the required level, outputs including the final test meet all specified criteria and are in them excellently transferred acquired knowledge.

B - excellent performance, the student has mastered the knowledge and the required level with slight deviations, critical thinking is at a high level but with minor shortcomings in the systematization of knowledge, has created written outputs with minor shortcomings and the acquired knowledge is well transferred to them.

C - good performance, the student has mastered the required knowledge at an average level, critical thinking and evaluation is weakened, can analyze the acquired knowledge, problems appear in the synthesis and interconnection of knowledge from several disciplines, created written outputs with certain shortcomings and are acceptably transferred to them acquired knowledge.

D - acceptable performance, the student has mastered and acquired knowledge in the subject area at a reduced level, critical and synthetic thinking is significantly weakened, there is no interconnection of what is learned, written outputs have significant shortcomings, the acquired knowledge is not transferred to them to a sufficient extent.

E - minimally acceptable performance, the student has acquired knowledge at a very low level, critical thinking fails, there is no more developed level of synthesis and generalization, written outputs have serious shortcomings, they do not present adequately acquired knowledge of the subject,

Fx - unacceptable performance, the student did not meet the conditions specified by the teacher during the semester.

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

Learning outcomes:

Doctoral students have acquired excellent knowledge of the theory and methodology of special pedagogy, educational rehabilitation. They control the developmental processes of special pedagogy and educational rehabilitation. They follow and know trends and paradigms in the disciplines of special pedagogy in Slovakia and abroad. Students master the knowledge of research methodology and methodology in special pedagogy, understand, understand the essential facts, concepts, terminology, scientific language, principles and theories related to research and practice of modern special pedagogy, especially educational rehabilitation of the disabled and its educational system context. They are able to creatively apply concepts, principles and procedures associated with planning, organizing and evaluating special pedagogical phenomena and processes, independently reflect and self-reflect educational work and competently assess its quality and effectiveness, scientifically examine the systemic relationships between phenomena of education, diagnosis, therapy and counseling, as also between the phenomena and processes of stimulation, correction, compensation, therapy, education and reeducation. I understand the dependence of educational, diagnostic, therapeutic and interventional effects on their programmatic, process and contextual determinants. Students know and know how to apply in theory and in practice the means of educational rehabilitation (special education, special stimulation, correction, reeducation, compensation, diagnostics and counseling). They understand the context of communication theory and educational rehabilitation. Doctoral students have extensive theoretical knowledge in the use of multimedia, digital and assistive technologies in the educational rehabilitation of individuals with disabilities. They have mastered the importance of knowledge of related sciences for educational rehabilitation. They have gained in-depth knowledge of trends in the educational rehabilitation of children, pupils and adults with various disabilities in Europe and in the world in relation to

individual categories of special educational needs. They have an in-depth professional overview of the topic of classification and categorization systems of disabilities, disruptions, and subsequently special educational needs and their development and changes. They know the basic areas of the philosophy of education and their relationship to the educational rehabilitation of the disabled. They have knowledge in the field of metatheory of education and educational rehabilitation of the disabled. They know the development of scientific language, terminological shifts and trends in the international context. They have mastered methodological concepts and methods of scientific, research and research activities in the field of educational rehabilitation, they know their development and trends. They have acquired a synthesis of relevant knowledge in terms of interdisciplinarity in the context of innovation in scientific knowledge. They know how to use this knowledge in the planning and implementation of research as well as in diagnostic, consulting and educational activities.

Class syllabus:

Slovak history and the current state of educational rehabilitation of the disabled. Paradigmatic changes and shifts. Educational rehabilitation of the disabled in relation to individual age categories of individuals with disabilities or disabilities. Educational rehabilitation of the disabled from the aspect of auxiliary sciences. New possibilities of using multimedia, digital and assistive technologies in the educational rehabilitation of individuals with disabilities. Trends and history of educational rehabilitation of the disabled in the Czech Republic, Poland, Hungary, Germany, Austria, the Russian Federation. An overview of current and innovative trends in educational rehabilitation in Europe and in the world in relation to individual categories of special educational needs. Classification and categorization systems of disabilities, disruptions, subsequently special educational needs and their development and changes. Philosophy of education and their connection to the educational rehabilitation of the disabled. Metatheories of education and educational rehabilitation of the disabled. Contexts of communication theory and educational rehabilitation. Development of scientific language, terminological shifts and trends in the international context in relation to individual specializations of special pedagogy and to individual categories of special educational needs. Methodological concepts and methods of scientific, research and research activities in the field of educational rehabilitation, their development and trends. The importance of knowledge of related sciences for educational rehabilitation. Synthesis of knowledge in terms of interdisciplinarity in the context of innovation in scientific knowledge. Basic current problems of the theory of educational rehabilitation of the disabled. Forecast of development and research trends.

Recommended literature:

JESENSKÝ, J. 1995. Uvedení do rehabilitace zdravotně postižených. Praha : UK, 1995. ISBN 80-7066-941-1

JESENSKÝ, J. 2001. Komprehensivní speciální pedagogika. Hradec Králové : PedF UHK 2001

LOPÚCHOVÁ, J. Základy pedagogiky zrakovo postihnutých. 1. vyd. Bratislava: Iris, 2011. - 245 s.

TARCSIOVÁ, Darina : Komunikačný systém sluchovo postihnutých a spôsoby prekonávania ich komunikačnej bariéry. Bratislava : Sapientia. 2005. 220 s. ISBN 80-969112-7-9.

VANČOVÁ, Alica: Pedagogika mentálne postihnutých. Bratislava: IRIS 2018. ISBN 978-80-8200-035-4

VANČOVÁ, Alica :Neuropsychoedukčná intervencia a neuropsychofyzická korekcia nové intervenčné metódy špeciálnej pedagogiky = Neuro-psychoeducational Intervention and Neuro-psychophysical Correction A New Intervention Method in Special Education. Recenzované. In: Inkluzivní trendy ve speciální pedagogice [elektronický zdroj]. - Havlíčkův Brod : Tobiáš, 2013. - S. 189-212 [CD-ROM]. - ISBN 978-80-7311-142-7

VANČOVÁ, Alica: Význam reflexie nových poznatkov súvzťažných medicínskych, psychologických a medziodborových vied pre rozvoj špeciálnej pedagogiky. Recenzované. In: Osoby so zdravotným znevýhodnením v kontexte súčasnej špeciálnej pedagogiky a súvzťažných vied [elektronický zdroj]. - Bratislava : Iris, 2013. - S. 20-50 [CD-ROM]. - ISBN 978-80-89238-87-3

VANČOVÁ, Alica: Teoretické základy pedagogiky postihnutých a zdravotne znevýhodnených raného a predškolského veku, koncepčné a terminologické otázky In: Špeciálna pedagogika raného a predškolského veku. - Bratislava : Iris, 2012. - S. 10-52. - ISBN 978-80-89238-68-2

VAŠEK, Š.: Základy špeciálnej pedagogiky. Bratislava: Sapiaientia, 2003.

Medzinárodná klasifikácia funkčnej schopnosti, dizability a zdravia. Bratislava : EKO VYS. 2002.

VANČOVÁ, Alica: Špeciálna pedagogika – základy a systém. Bratislava , IRIS 2021. ISBN 978-80-8200-097-2

HARČARÍKOVÁ, Terézia : Pedagogika telesne postihnutých, chorých a zdravotne oslabených : teoretické základy. - 1. vyd. - Bratislava : Iris, 2011. - 368 s

KOLEKTOV AUTOŘOV : Specifika komunikace osob se zdravotním postižením. Olomouc: UP. 2008. s. 50. ISBN 978-80-244-1935-0.

ORIEŠČIKOVÁ, H., SKOKANOVÁ, A., KASTELOVÁ, A., VAŠEK, Š. 2010. Komparatívna špeciálna pedagogika. Ružomberok : Verbum.

HARČARÍKOVÁ, Terézia: Základy pedagogiky jednotlivcov so špecifickými poruchami učenia. - 1. vyd. - Bratislava : Iris, 2010. - 141 s. ISBN 978-80-89238-31-6

HARČARÍKOVÁ, Terézia: Špeciálna pedagogika a inklúzia, debarierizácia, destigmatizácia. Bratislava, IRIS 2021. ISBN 978-80-8200-098-9

LOPÚCHOVÁ, J. Informačno-komunikačné technológie (IKT) vo vzdelávaní jednotlivcov so zdravotným znevýhodnením. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. - Bratislava : Iris, 2010. - S. 467-502. ISBN 978-80-89238-37-8

LOPÚCHOVÁ, Jana: Špeciálna pedagogika- poradenská, technická a multimediálna facilitácia. Bratislava, IRIS 2021. ISBN 978-80-8200-099-6

LOPÚCHOVÁ, Jana; SCHMIDTOVÁ, Margita; TARCSIOVÁ, Darina. Pedagogika zmyslovo postihnutých raného a predškolského veku. - 1. vyd. - Bratislava : Iris, 2013. - 325 s. ISBN 978-80-89238-83.

BIŠČO KASTELOVÁ, ALEXANDRA, VANČOVÁ, ALICA (2016) The support of early care and early intervention for children with disabilities and some diagnostic possibilities - research findings related to Slovakia. Lit. 41 záz. In: Špeciálne vzdelávacie potreby : jubilejná časť konferenčného cyklu. - Ružomberok : VERBUM - vydavateľstvo KU, 2016. - S. 142-159. - ISBN 978-80-561-0372-2

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

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

BARTOŇOVÁ, M., VÍTKOVÁ, M. (2013) Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. Brno: MU.

Recommended literature:

LECHTA, V. a kol. 2010. Základy inkluzivní pedagogiky. Praha : Portál, 2010.

SCHMIDTOVÁ, M. 2008. Integrativna pedagogika. Bratislava : MABAG, spol. s r.o., 2008, s. 85, ISBN 978-80-89113-47-7

LOPÚCHOVÁ, J. Žiak mladšieho školského veku so zrakovým postihnutím. In: Inkluzivní vzdělávání žáků mladšího školního věku se speciálními vzdělávacími potřebami. – Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. S. 180-212. ISBN 978-80-7464-674-4

HARČARÍKOVÁ, T., LOPÚCHOVÁ, J. Inkluzívne vzdelávanie študentov so znevýhodnením na terciárnom stupni vzdelávania. In: Budování rovného přístupu v terciárním vzdělávání studentů se specifickými (vzdělávacími) potřebami. Ostrava: Ostravská univerzita, 2013. S. 136-166. ISBN 978-80-7464-475-7

LOPÚCHOVÁ, J., NÉMETH, O. Determinanty úspešnej edukatívnej rehabilitácie žiakov so zrakovým postihnutím v inkluzívnych podmienkach: kvalitatívna analýza. In: Špeciálny pedagóg. Roč. 4, č. 2 (2015), s. 23-39. - ISSN 1338-6670

LOPÚCHOVÁ, J. Inklúzia jednotlivcov so zdravotným znevýhodnením v ponímaní študentov špeciálnej pedagogiky. In: Paedagogica specialis: 32. Bratislava: Univerzita Komenského v Bratislave, 2018. S. 149-164. ISBN 978-80-223-4610-8

LOPÚCHOVÁ, J. Saturácia špeciálnych edukačných potrieb u žiakov mladšieho školského veku so zrakovým postihnutím v inkluzívnych podmienkach. In: Inkluzivní vzdělávání v globálních a v užších kontextech : předškolní a základní vzdělávání. Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. - S. 59-67. - ISBN 978-80-7464-659-1

ŠEDIVÁ, Z. 1997. Rozvíjení sociálních dovedností sluchově postižených 1. Zvládání důležitých životných situací. Praha : Septima, 1997.

psychologických a medziodborových vied pre rozvoj špeciálnej pedagogiky. Recenzované. In: Osoby so zdravotným znevýhodnením v kontexte súčasnej špeciálnej pedagogiky a súvzťažných vied [elektronický zdroj]. - Bratislava : Iris, 2013. - S. 20-50 [CD-ROM]. - ISBN 978-80-89238-87-3

VANČOVÁ, Alica a kol.: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky.- Bratislava: Iris, 2010. ISBN 978-80-89238-37-8

VANČOVÁ, Alica. Pedagogika viacnásobne postihnutých. Bratislava: KKT, o.z., 2010. ISBN 978-80-970228-1-5.

HORŇÁK, LADILAV; KOLLÁROVÁ, EMA; MATUŠKA, ONDREJ. Dejiny špeciálnej pedagogiky. Prešov: PU, 2002. ISBN 80-8068-122-8

VANČOVÁ, Alica . K perspektívam vedného odboru špeciálna pedagogika. Recenzovaný zborník. In: Retrospektíva a perspektívy poslania Pedagogickej fakulty Univerzity

VANČOVÁ , Alica : Základy pedagogiky mentálne postihnutých. Bratislava, Sapiencia 2005.

VANČOVÁ, Alica. Pedagogika mentálne postihnutých (vybrané kapitoly). Bratislava: Mabag, 2008. ISBN 978-80-89113-55-2.

BAZALOVÁ, B. 2006. Vzdělávání žáku se speciálními vzdělávacími potřebami v zemích Evropské unie a v dalších vybraných zemích. Brno : Masarykova Univerzita

VANČOVÁ, Alica : New perspectives of special education: transfer of knowledge in neurosciences to development and innovation in rehabilitationen, corrective and therapeutic methods baseed on interdisciplinary intervention with a focus on children with CNS Damage In: New perspectives in special education. - Havlíčkův Brod : Tobiáš, 2013. - S. 52-88. - ISBN 978-80-7311-141-0

SIBGATULLINA-DENIS, IRENE - RIABOV, OSCAR RAIF - MERZON, ELENA E. - VANČOVÁ, ALICA: Descriptive analysis of benchmarking in respect to SMART/UNI-Q systems intellectual integrations within the European higher education area = Deskriptivnyj analiz benčmarkinga intellektualnych integracij SMART/UNI-Q sistem v ramach Evropejskogo prostranstva vysšego obrazovanija. In: Integration of Education. - Roč. 24, č. 4 (2020), s. 532-551. - ISSN (print) 1991-9468 Registrované v: scopus

ŠULOVSÁ, MONIKA - VANČOVÁ, ALICA - NEUPAUEROVÁ, NATÁLIA: Laterality and its influence on the written expression of intellectually disabled pupils = Lateralita a jej vplyv na písomny prejav žiakov s mentálnym postihnutím]. In: XLinguae. - Roč. 12, č. 4 (2019), s. 130-142. - ISSN (print) 1337-8384 URL: http://wp.xlinguae.eu/files/XLinguae4_2019_11.pdf

VANČOVÁ, ALICA - BIŠČO KASTELOVÁ, ALEXANDRA - HARČARÍKOVÁ, TERÉZIA :
University Education of Special Pedagogues in Slovakia - theoretical background, comparative
research analysis and current situation. In: Teória a praxeológia výchovnej a komplexnej
rehabilitácie : zborník vedeckých príspevkov. - Brno : MSD, 2018. - S. 38-56. - ISBN
978-80-7392-286-3

VANČOVÁ, ALICA - KEČKÉŠOVÁ, MARTA: Social and legal protection of the child in the
Slovak Republic the current system characteristics

In: Ratownictwo, opieka i pomoc w kontekście problemów życiowych osób wykluczonych
społecznie. - Kraków : Wydawnictwo Naukowe Uniwersytetu Pedagogicznego, 2018. - S. 46-61.
- ISBN 978-83-947579-4-6

Dohovor o právach zdravotne postihnutých, relevantné medzinárodné dokumenty, dohovory,
konceptie

Vedecké zborníky a časopisy z oblasti špeciálnej pedagogiky vrátane registrovaných v
databázach WoS, SCOPUS, ERIH

Languages necessary to complete the course:

Slovak language and Czech language and English language

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: prof. PaedDr. Alica Vančová, CSc., prof. PaedDr. Darina Tarciová, PhD., prof.
PaedDr. Miroslava Bartoňová, PhD., doc. PaedDr. Terézia Harčaríková, PhD., doc. PaedDr. Jana
Lopúchová, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex002/22	Course title: Trends in Educational Rehabilitation of the Disabled
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 12 hours per semester in the form of a lecture in a combined form, primarily full-time Student workload: 12 hours (6 credits) 3x4 hours of direct instruction during the semester; 58 hours elaboration of five written assignments; 50 hours of individual study, preparation for direct teaching, 60 hours of preparation for the final evaluation. A total of 180 hours of student work. Training methods: Lecture, explanation of individual topics with discussion on topics focusing on individual specializations of special pedagogy and categories of individuals with disabilities, demonstration of examples of current scientific and trade paradigms, modeling of examples of application of methodological concepts, discussion of current issues and open issues of educational rehabilitation trends in individual groups of individuals with disabilities, the application of critical thinking in the assignment to examine the systemic relationships between the phenomena of education, diagnosis, therapy and counseling, as well as between the phenomena and processes of stimulation, correction, compensation, therapy, education and reeducation in specific groups of individuals with disabilities.	
Number of credits: 6	
Recommended semester: 3., 5.	
Educational level: III.	
Prerequisites:	
Course requirements: During the semester, each student prepares 5 written outputs - assignments according to the instructions of teachers, from individual thematic areas and specializations (each completed assignment max. 10 points, for 5 assignments max. 50 points) The student must pass a final test (50 points), from student must obtain a min. 50% points, ie 25 points. The condition for successful completion of the course is to obtain at least 60% of the maximum possible evaluation of the course. The rating is given on a scale: A (100-91 points, excellent - excellent results), B (90-81 points, very good - above average standard), C (80-73 points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient - results meet minimum criteria), Fx (59-0 points, insufficient - additional work required)	

It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. To successfully complete the course, it is necessary to obtain at least 60% of points.

A - excellent performance, the student has mastered the knowledge at the required level and to a sufficient extent, can critically evaluate it, combines previously acquired knowledge with new, systematizes them, created written outputs at the required level, outputs including the final test meet all specified criteria and are in them excellently transferred acquired knowledge.

B - excellent performance, the student has mastered the knowledge and the required level with slight deviations, critical thinking is at a high level but with minor shortcomings in the systematization of knowledge, has created written outputs with minor shortcomings and the acquired knowledge is well transferred to them.

C - good performance, the student has mastered the required knowledge at an average level, critical thinking and evaluation is weakened, can analyze the acquired knowledge, problems appear in the synthesis and interconnection of knowledge from several disciplines, created written outputs with certain shortcomings and are acceptably transferred to them acquired knowledge.

D - acceptable performance, the student has mastered and acquired knowledge in the subject area at a reduced level, critical and synthetic thinking is significantly weakened, there is no interconnection of what is learned, written outputs have significant shortcomings, the acquired knowledge is not transferred to them to a sufficient extent.

E - minimally acceptable performance, the student has acquired knowledge at a very low level, critical thinking fails, there is no more developed level of synthesis and generalization, written outputs have serious shortcomings, they do not present adequately acquired knowledge of the subject,

Fx - unacceptable performance, the student did not meet the conditions specified by the teacher during the semester.

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

Learning outcomes:

Doctoral students have acquired excellent knowledge of the theory and methodology of special pedagogy, educational rehabilitation. They control the developmental processes of special pedagogy and educational rehabilitation. They follow and know trends and paradigms in the disciplines of special pedagogy in Slovakia and abroad. Students master the knowledge of research methodology and methodology in special pedagogy, understand, understand the essential facts, concepts, terminology, scientific language, principles and theories related to research and practice of modern special pedagogy, especially educational rehabilitation of the disabled and its educational system context. They are able to creatively apply concepts, principles and procedures associated with planning, organizing and evaluating special pedagogical phenomena and processes, independently reflect and self-reflect educational work and competently assess its quality and effectiveness, scientifically examine the systemic relationships between phenomena of education, diagnosis, therapy and counseling, as also between the phenomena and processes of stimulation, correction, compensation, therapy, education and reeducation. I understand the dependence of educational, diagnostic, therapeutic and interventional effects on their programmatic, process and contextual determinants. Students know and know how to apply in theory and in practice the means of educational rehabilitation (special education, special stimulation, correction, reeducation, compensation, diagnostics and counseling). They understand the context of communication theory and educational rehabilitation. Doctoral students have extensive theoretical knowledge in the use of multimedia, digital and assistive technologies in the educational rehabilitation of individuals with disabilities. They have mastered the importance of knowledge of related sciences for educational rehabilitation. They have gained in-depth knowledge of trends in the educational rehabilitation of children, pupils and adults with various disabilities in Europe and in the world in relation to

individual categories of special educational needs. They have an in-depth professional overview of the topic of classification and categorization systems of disabilities, disruptions, and subsequently special educational needs and their development and changes. They know the basic areas of the philosophy of education and their relationship to the educational rehabilitation of the disabled. They have knowledge in the field of metatheory of education and educational rehabilitation of the disabled. They know the development of scientific language, terminological shifts and trends in the international context. They have mastered methodological concepts and methods of scientific, research and research activities in the field of educational rehabilitation, they know their development and trends. They have acquired a synthesis of relevant knowledge in terms of interdisciplinarity in the context of innovation in scientific knowledge. They know how to use this knowledge in the planning and implementation of research as well as in diagnostic, consulting and educational activities.

Class syllabus:

Slovak history and the current state of educational rehabilitation of the disabled. Paradigmatic changes and shifts. Educational rehabilitation of the disabled in relation to individual age categories of individuals with disabilities or disabilities. Educational rehabilitation of the disabled from the aspect of auxiliary sciences. New possibilities of using multimedia, digital and assistive technologies in the educational rehabilitation of individuals with disabilities. Trends and history of educational rehabilitation of the disabled in the Czech Republic, Poland, Hungary, Germany, Austria, the Russian Federation. An overview of current and innovative trends in educational rehabilitation in Europe and in the world in relation to individual categories of special educational needs. Classification and categorization systems of disabilities, disruptions, subsequently special educational needs and their development and changes. Philosophy of education and their connection to the educational rehabilitation of the disabled. Metatheories of education and educational rehabilitation of the disabled. Contexts of communication theory and educational rehabilitation. Development of scientific language, terminological shifts and trends in the international context in relation to individual specializations of special pedagogy and to individual categories of special educational needs. Methodological concepts and methods of scientific, research and research activities in the field of educational rehabilitation, their development and trends. The importance of knowledge of related sciences for educational rehabilitation. Synthesis of knowledge in terms of interdisciplinarity in the context of innovation in scientific knowledge. Basic current problems of the theory of educational rehabilitation of the disabled. Forecast of development and research trends.

Recommended literature:

JESENSKÝ, J. 1995. Uvedení do rehabilitace zdravotně postižených. Praha : UK, 1995. ISBN 80-7066-941-1

JESENSKÝ, J. 2001. Komprehensivní speciální pedagogika. Hradec Králové : PedF UHK 2001

LOPÚCHOVÁ, J. Základy pedagogiky zrakovo postihnutých. 1. vyd. Bratislava: Iris, 2011. - 245 s.

TARCSIOVÁ, Darina : Komunikačný systém sluchovo postihnutých a spôsoby prekonávania ich komunikačnej bariéry. Bratislava : Sapientia. 2005. 220 s. ISBN 80-969112-7-9.

VANČOVÁ, Alica: Pedagogika mentálne postihnutých. Bratislava: IRIS 2018. ISBN 978-80-8200-035-4

VANČOVÁ, Alica :Neuropsychoedukčná intervencia a neuropsychofyzická korekcia nové intervenčné metódy špeciálnej pedagogiky = Neuro-psychoeducational Intervention and Neuro-psychophysical Correction A New Intervention Method in Special Education. Recenzované. In: Inkluzivní trendy ve speciální pedagogice [elektronický zdroj]. - Havlíčkův Brod : Tobiáš, 2013. - S. 189-212 [CD-ROM]. - ISBN 978-80-7311-142-7

VANČOVÁ, Alica: Význam reflexie nových poznatkov súvzťažných medicínskych, psychologických a medziodborových vied pre rozvoj špeciálnej pedagogiky. Recenzované. In: Osoby so zdravotným znevýhodnením v kontexte súčasnej špeciálnej pedagogiky a súvzťažných vied [elektronický zdroj]. - Bratislava : Iris, 2013. - S. 20-50 [CD-ROM]. - ISBN 978-80-89238-87-3

VANČOVÁ, Alica: Teoretické základy pedagogiky postihnutých a zdravotne znevýhodnených raného a predškolského veku, koncepčné a terminologické otázky In: Špeciálna pedagogika raného a predškolského veku. - Bratislava : Iris, 2012. - S. 10-52. - ISBN 978-80-89238-68-2

VAŠEK, Š.: Základy špeciálnej pedagogiky. Bratislava: Sapiaientia, 2003.

Medzinárodná klasifikácia funkčnej schopnosti, dizability a zdravia. Bratislava : EKO VYS. 2002.

VANČOVÁ, Alica: Špeciálna pedagogika – základy a systém. Bratislava , IRIS 2021. ISBN 978-80-8200-097-2

HARČARÍKOVÁ, Terézia : Pedagogika telesne postihnutých, chorých a zdravotne oslabených : teoretické základy. - 1. vyd. - Bratislava : Iris, 2011. - 368 s

KOLEKTOV AUTOŘOV : Specifika komunikace osob se zdravotním postižením. Olomouc: UP. 2008. s. 50. ISBN 978-80-244-1935-0.

ORIEŠČIKOVÁ, H., SKOKANOVÁ, A., KASTELOVÁ, A., VAŠEK, Š. 2010. Komparatívna špeciálna pedagogika. Ružomberok : Verbum.

HARČARÍKOVÁ, Terézia: Základy pedagogiky jednotlivcov so špecifickými poruchami učenia. - 1. vyd. - Bratislava : Iris, 2010. - 141 s. ISBN 978-80-89238-31-6

HARČARÍKOVÁ, Terézia: Špeciálna pedagogika a inklúzia, debarierizácia, destigmatizácia. Bratislava, IRIS 2021. ISBN 978-80-8200-098-9

LOPÚCHOVÁ, J. Informačno-komunikačné technológie (IKT) vo vzdelávaní jednotlivcov so zdravotným znevýhodnením. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. - Bratislava : Iris, 2010. - S. 467-502. ISBN 978-80-89238-37-8

LOPÚCHOVÁ, Jana: Špeciálna pedagogika- poradenská, technická a multimediálna facilitácia. Bratislava, IRIS 2021. ISBN 978-80-8200-099-6

LOPÚCHOVÁ, Jana; SCHMIDTOVÁ, Margita; TARCSIOVÁ, Darina. Pedagogika zmyslovo postihnutých raného a predškolského veku. - 1. vyd. - Bratislava : Iris, 2013. - 325 s. ISBN 978-80-89238-83.

BIŠČO KASTELOVÁ, ALEXANDRA, VANČOVÁ, ALICA (2016) The support of early care and early intervention for children with disabilities and some diagnostic possibilities - research findings related to Slovakia. Lit. 41 záz. In: Špeciálne vzdelávacie potreby : jubilejná časť konferenčného cyklu. - Ružomberok : VERBUM - vydavateľstvo KU, 2016. - S. 142-159. - ISBN 978-80-561-0372-2

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

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

BARTOŇOVÁ, M., VÍTKOVÁ, M. (2013) Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. Brno: MU.

Recommended literature:

LECHTA, V. a kol. 2010. Základy inkluzivní pedagogiky. Praha : Portál, 2010.

SCHMIDTOVÁ, M. 2008. Integrativna pedagogika. Bratislava : MABAG, spol. s r.o., 2008, s. 85, ISBN 978-80-89113-47-7

LOPÚCHOVÁ, J. Žiak mladšieho školského veku so zrakovým postihnutím. In: Inkluzivní vzdělávání žáků mladšího školního věku se speciálními vzdělávacími potřebami. – Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. S. 180-212. ISBN 978-80-7464-674-4

HARČARÍKOVÁ, T., LOPÚCHOVÁ, J. Inkluzívne vzdelávanie študentov so znevýhodnením na terciárnom stupni vzdelávania. In: Budování rovného přístupu v terciárním vzdělávání studentů se specifickými (vzdělávacími) potřebami. Ostrava: Ostravská univerzita, 2013. S. 136-166. ISBN 978-80-7464-475-7

LOPÚCHOVÁ, J., NÉMETH, O. Determinanty úspešnej edukatívnej rehabilitácie žiakov so zrakovým postihnutím v inkluzívnych podmienkach: kvalitatívna analýza. In: Špeciálny pedagóg. Roč. 4, č. 2 (2015), s. 23-39. - ISSN 1338-6670

LOPÚCHOVÁ, J. Inklúzia jednotlivcov so zdravotným znevýhodnením v ponímaní študentov špeciálnej pedagogiky. In: Paedagogica specialis: 32. Bratislava: Univerzita Komenského v Bratislave, 2018. S. 149-164. ISBN 978-80-223-4610-8

LOPÚCHOVÁ, J. Saturácia špeciálnych edukačných potrieb u žiakov mladšieho školského veku so zrakovým postihnutím v inkluzívnych podmienkach. In: Inkluzivní vzdělávání v globálních a v užších kontextech : předškolní a základní vzdělávání. Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. - S. 59-67. - ISBN 978-80-7464-659-1

ŠEDIVÁ, Z. 1997. Rozvíjení sociálních dovedností sluchově postižených 1. Zvládání důležitých životných situací. Praha : Septima, 1997.

psychologických a medziodborových vied pre rozvoj špeciálnej pedagogiky. Recenzované. In: Osoby so zdravotným znevýhodnením v kontexte súčasnej špeciálnej pedagogiky a súvzťažných vied [elektronický zdroj]. - Bratislava : Iris, 2013. - S. 20-50 [CD-ROM]. - ISBN 978-80-89238-87-3

VANČOVÁ, Alica a kol.: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky.- Bratislava: Iris, 2010. ISBN 978-80-89238-37-8

VANČOVÁ, Alica. Pedagogika viacnásobne postihnutých. Bratislava: KKT, o.z., 2010. ISBN 978-80-970228-1-5.

HORŇÁK, LADILAV; KOLLÁROVÁ, EMA; MATUŠKA, ONDREJ. Dejiny špeciálnej pedagogiky. Prešov: PU, 2002. ISBN 80-8068-122-8

VANČOVÁ, Alica . K perspektívam vedného odboru špeciálna pedagogika. Recenzovaný zborník. In: Retrospektíva a perspektívy poslania Pedagogickej fakulty Univerzity

VANČOVÁ , Alica : Základy pedagogiky mentálne postihnutých. Bratislava, Sapiencia 2005.

VANČOVÁ, Alica. Pedagogika mentálne postihnutých (vybrané kapitoly). Bratislava: Mabag, 2008. ISBN 978-80-89113-55-2.

BAZALOVÁ, B. 2006. Vzdělávání žáku se speciálními vzdělávacími potřebami v zemích Evropské unie a v dalších vybraných zemích. Brno : Masarykova Univerzita

VANČOVÁ, Alica : New perspectives of special education: transfer of knowledge in neurosciences to development and innovation in rehabilitationen, corrective and therapeutic methods baseed on interdisciplinary intervention with a focus on children with CNS Damage

In: New perspectives in special education. - Havlíčkův Brod : Tobiáš, 2013. - S. 52-88. - ISBN 978-80-7311-141-0

SIBGATULLINA-DENIS, IRENE - RIABOV, OSCAR RAIF - MERZON, ELENA E. - VANČOVÁ, ALICA: Descriptive analysis of benchmarking in respect to SMART/UNI-Q systems intellectual integrations within the European higher education area = Deskriptivnyj analiz benčmarkinga intellektualnych integracij SMART/UNI-Q sistem v ramach Evropejskogo prostranstva vysšego obrazovanija. In: Integration of Education. - Roč. 24, č. 4 (2020), s. 532-551. - ISSN (print) 1991-9468 Registrované v: scopus

ŠULOVSÁ, MONIKA - VANČOVÁ, ALICA - NEUPAUEROVÁ, NATÁLIA: Laterality and its influence on the written expression of intellectually disabled pupils = Lateralita a jej vplyv na písomny prejav žiakov s mentálnym postihnutím]. In: XLinguae. - Roč. 12, č. 4 (2019), s. 130-142. - ISSN (print) 1337-8384 URL: http://wp.xlinguae.eu/files/XLinguae4_2019_11.pdf

VANČOVÁ, ALICA - BIŠČO KASTELOVÁ, ALEXANDRA - HARČARÍKOVÁ, TERÉZIA :
University Education of Special Pedagogues in Slovakia - theoretical background, comparative research analysis and current situation. In: Teória a praxeológia výchovnej a komplexnej rehabilitácie : zborník vedeckých príspevkov. - Brno : MSD, 2018. - S. 38-56. - ISBN 978-80-7392-286-3

VANČOVÁ, ALICA - KEČKÉŠOVÁ, MARTA: Social and legal protection of the child in the Slovak Republic the current system characteristics

In: Ratownictwo, opieka i pomoc w kontekście problemów życiowych osób wykluczonych społecznie. - Kraków : Wydawnictwo Naukowe Uniwersytetu Pedagogicznego, 2018. - S. 46-61. - ISBN 978-83-947579-4-6

Dohovor o právach zdravotne postihnutých, relevantné medzinárodné dokumenty, dohovory, koncepcie

Vedecké zborníky a časopisy z oblasti špeciálnej pedagogiky vrátane registrovaných v databázach WoS, SCOPUS, ERIH

Languages necessary to complete the course:

Slovak language and Czech language and English language

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: prof. PaedDr. Alica Vančová, CSc., prof. PaedDr. Darina Tarcsiová, PhD., prof. PaedDr. Miroslava Bartoňová, PhD., doc. PaedDr. Terézia Harčaríková, PhD., doc. PaedDr. Jana Lopúchová, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex024/22	Course title: Word and context
Educational activities: Type of activities: lecture + seminar Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Block teaching together 12 hours, 6 hours of lectures / 6 hours of seminars Method: full-time and part-time 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 a seminar paper for the final evaluation 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.	
Number of credits: 4	
Recommended semester: 1., 3., 5.	
Educational level: III.	
Prerequisites:	
Course requirements: Completion of the course ends with evaluation. Active participation in seminars, continuous tests for each of the three parts of the course and elaboration of a seminar paper are evaluated. Method of evaluation and completion of the course: Continuous 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 rating is given on a scale: A (100-95%, excellent - excellent results), B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable work), D (84-80%, satisfactory - acceptable results), E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - additional work required). Differentiated final evaluation according to individual levels: Excellent: precise formulation of the intention 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 share of own arguments and own results of work desiderates), differentiated language, correct use of technical terms, easy-to-read style, grammatically, orthographically and stylistically minimal number of errors, consideration of a large amount of literature, formal correct adjustment (adherence	

to the citation standard, etc.), excellent ability to independently present work results and incorporate comments, active participation in discussions about the analyzed linguistic phenomena during the semester.

Very good: solid elaboration of the topic with regard to 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 independently present the results of the work 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 with regard to the set goals, superficial connection with the current state of research issues, mostly logical argumentation, mostly correct mediation of arguments from secondary literature, mostly correct use of technical terms, 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 independently present the results of the work 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 technical terms, 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 its own benefit by mechanical acceptance from various sources, inaccurate use of technical terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to independently present theoretical knowledge in connection with practical applications.

Insufficient: 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.

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

Learning outcomes:

Learning outcomes of the course unit: The aim of the course is 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-volinguistic 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:

I. Word in structural, semantic and textual contexts

- What's that word?
- Words in psychic 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:

Main 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.

Recommended literature:

- APRILE, M. 2016. Dalle parole ai dizionari. Bologna: Il Mulino, 2016.
- 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.
- CASADO VELARDE, M. 2021. Curso de semántica léxica del español. Pamplona: EUNSA, 2021.
- ČEŇKOVÁ, I. a kol. 2001. Teorie a didaktika tlumočení I. UK FF Praha: Desktop Publishing, 2001.
- 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: Masyrykova 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. Fakty 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 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:

Slovak language and English language or German language or French language or Spanish language or Italian language

Notes:

The number of students in the third block is limited to 15 due to the need to use the computer room

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: prof. PhDr. Mária Vajičková, CSc.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex024/22	Course title: Word and context
Educational activities: Type of activities: lecture + seminar Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Block teaching together 12 hours, 6 hours of lectures / 6 hours of seminars Method: full-time and part-time 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 a seminar paper for the final evaluation 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.	
Number of credits: 4	
Recommended semester: 2., 4., 6.	
Educational level: III.	
Prerequisites:	
Course requirements: Completion of the course ends with evaluation. Active participation in seminars, continuous tests for each of the three parts of the course and elaboration of a seminar paper are evaluated. Method of evaluation and completion of the course: Continuous 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 rating is given on a scale: A (100-95%, excellent - excellent results), B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable work), D (84-80%, satisfactory - acceptable results), E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - additional work required). Differentiated final evaluation according to individual levels: Excellent: precise formulation of the intention 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 share of own arguments and own results of work desiderates), differentiated language, correct use of technical terms, easy-to-read style, grammatically, orthographically and stylistically minimal number of errors, consideration of a large amount of literature, formal correct adjustment (adherence	

to the citation standard, etc.), excellent ability to independently present work results and incorporate comments, active participation in discussions about the analyzed linguistic phenomena during the semester.

Very good: solid elaboration of the topic with regard to 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 independently present the results of the work 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 with regard to the set goals, superficial connection with the current state of research issues, mostly logical argumentation, mostly correct mediation of arguments from secondary literature, mostly correct use of technical terms, 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 independently present the results of the work 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 technical terms, 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 its own benefit by mechanical acceptance from various sources, inaccurate use of technical terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to independently present theoretical knowledge in connection with practical applications.

Insufficient: 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.

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

Learning outcomes:

Learning outcomes of the course unit: The aim of the course is 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-volinguistic 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:

I. Word in structural, semantic and textual contexts

- What's that word?
- Words in psychic 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:

Main 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.

Recommended literature:

- APRILE, M. 2016. Dalle parole ai dizionari. Bologna: Il Mulino, 2016.
- 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.
- CASADO VELARDE, M. 2021. Curso de semántica léxica del español. Pamplona: EUNSA, 2021.
- ČEŇKOVÁ, I. a kol. 2001. Teorie a didaktika tlumočení I. UK FF Praha: Desktop Publishing, 2001.
- 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: Masyrykova 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. Fakty 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 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:

Slovak language and English language or German language or French language or Spanish language or Italian language					
Notes: The number of students in the third block is limited to 15 due to the need to use the computer room					
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: prof. PhDr. Mária Vajičková, CSc., PaedDr. Peter Gergel, PhD.					
Last change: 10.11.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex017/22	Course title: Work with external literary sources
Educational activities: Type of activities: practicals Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Scope, type / method of teaching and organizational form: A total of 12 hours of exercise per semester, combined form; (primary full-time) Student workload: 1C (3 credits): 12 hours of direct instruction; 50 hours preparation of seminar papers, 38 hours preparation for presentations in front of the whole study group. A total of 90 hours of student work. Teaching methods: discussion of methods of searching in scientific databases, on-line catalogues of libraries, or other external information and literary sources, student presentations on the solution of a given problem related to searching in databases, excursion (to CVTI SR)	
Number of credits: 4	
Recommended semester: 1.	
Educational level: III.	
Prerequisites:	
Course requirements: The way to complete the course is evaluation. The student will be evaluated in the form of evaluation of his three seminar papers associated with their presentation to the entire study group focused on searching databases and external literary sources (3x30 points = 90 points), at the same time his active participation in seminars, his involvement in discussions (10 points) will be evaluated. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. In this course, it is assumed that the student will acquire important skills and competencies necessary for their scientific research in the processing of the dissertation, as well as for their future profession in active participation in the scientific community. This is also related to the evaluation levels: A-excellent performance, the student can creatively solve the assigned problems related to the search for information in scientific databases and in external information and literary sources, terminologically correct and understandable can justify and explain them. B-very good performance, the student can creatively solve the assigned problems related to the search for information in scientific databases and in external information and literary sources, has only minor terminological shortcomings in its expression and explanation. C-good performance, the student can solve the assigned problems related to searching for information in scientific databases and external information and literary sources, in searching	

in some scientific databases and external literary sources has minor shortcomings in searching for relevant information, has only minor terminological shortcomings in its expression and explanations.

D-satisfactory performance, the student can solve simpler tasks related to information retrieval in scientific databases and external information and literary sources, searches in some type of scientific databases and external literary sources has serious shortcomings in searching for relevant information, sometimes has terminological shortcomings in his expression and explanation, he has very limited skills in solving more challenging tasks.

E-sufficient performance, the student can solve simple problems related to information retrieval in scientific databases and external information and literary sources, can orient and search only limited types of information in some scientific databases and external literary sources, has certain terminological shortcomings in its expression and explanation, it has limited ability to search for the necessary information in scientific databases and external literary sources for practice.

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

Learning outcomes:

Objective of the course - learning outcomes and competences: The aim of the course Work with external literary sources is to enable students to define the search strategy and search for scientific information using databases such as Web of Science, Scopus, ERIH PLUS and other databases used in the field of doctoral study according to the chosen focus. dissertation work. The student masters the presentation of scientific information on a given topic, processing of basic literary or bibliographic data, can present the results of searching for scientific information in a correct manner on a topic that is related to the focus of his dissertation. He can communicate professionally, he is able to orient himself in scientific texts, periodicals and publications in areas related to the focus of his dissertation.

These activities will support the student's communication skills, further develop his analytical and deductive thinking, critical thinking ability, ability to orient in various information and external literary sources in relation to applications that use the obtained and sought scientific information in practice.

Class syllabus:

- 1) Search and orientation in databases: Web of Science, Scopus, ERIH PLUS, The Norwegian Register for Scientific Journals, Series and Publishers and others.
- 2) Available sources of literature, external literary sources - monographs, scientific journals, edited books, and other types of publications.
- 3) Importance of search, search of scientific and professional literature according to keywords and other parameters, classification in scientific disciplines.
- 4) Impact factor and quartiles Web of Science, Scimago Journal & Country Rank, or others.
- 5) CVTI SR, academic libraries and their importance for working with external literary sources.

This content is intended to help the student to actively acquire the knowledge and information needed for effective work and search in scientific databases, to be able to integrate and use them in writing their dissertation and in their research. It supports his innovative, creative, and critical thinking in dealing with information that is obtained from external literary sources, as well as the ability to present the results of his own work correctly and professionally correctly with these sources.

Recommended literature:

Recommended literature:

Informačná gramotnosť (vyhľadávanie informácií a práca s externými literárnymi zdrojmi).

Dostupné online: <https://uniba.sk/o-univerzite/fakulty-a-dalsie-sucasti/akademicka-kniznica-uk/informacna-gramotnost/>

Websites of CVTI SR and academic libraries (especially PdF UK and UK) Scientific databases; original and review scientific articles. Katuščák, D. 2013. Ako písať záverečné a kvalifikačné práce. Nitra: Enigma, 2013. ISBN 8089132454						
Languages necessary to complete the course: Slovak language						
Notes:						
Past grade distribution Total number of evaluated students: 5						
A	ABS	B	C	D	E	FX
60,0	0,0	0,0	0,0	0,0	0,0	40,0
Lecturers: doc. PaedDr. Ján Gunčaga, PhD.						
Last change: 10.11.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex017/22	Course title: Work with external literary sources
Educational activities: Type of activities: practicals Number of hours: per week: per level/semester: 12s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Scope, type / method of teaching and organizational form: A total of 12 hours of exercise per semester, combined form; (primary full-time) Student workload: 1C (3 credits): 12 hours of direct instruction; 50 hours preparation of seminar papers, 38 hours preparation for presentations in front of the whole study group. A total of 90 hours of student work. Teaching methods: discussion of methods of searching in scientific databases, on-line catalogues of libraries, or other external information and literary sources, student presentations on the solution of a given problem related to searching in databases, excursion (to CVTI SR)	
Number of credits: 4	
Recommended semester: 2.	
Educational level: III.	
Prerequisites:	
Course requirements: The way to complete the course is evaluation. The student will be evaluated in the form of evaluation of his three seminar papers associated with their presentation to the entire study group focused on searching databases and external literary sources (3x30 points = 90 points), at the same time his active participation in seminars, his involvement in discussions (10 points) will be evaluated. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain the grade B, at least 73 points for the grade C, at least 66 points for the grade D and at least 60 points for the grade E. In this course, it is assumed that the student will acquire important skills and competencies necessary for their scientific research in the processing of the dissertation, as well as for their future profession in active participation in the scientific community. This is also related to the evaluation levels: A-excellent performance, the student can creatively solve the assigned problems related to the search for information in scientific databases and in external information and literary sources, terminologically correct and understandable can justify and explain them. B-very good performance, the student can creatively solve the assigned problems related to the search for information in scientific databases and in external information and literary sources, has only minor terminological shortcomings in its expression and explanation. C-good performance, the student can solve the assigned problems related to searching for information in scientific databases and external information and literary sources, in searching	

in some scientific databases and external literary sources has minor shortcomings in searching for relevant information, has only minor terminological shortcomings in its expression and explanations.

D-satisfactory performance, the student can solve simpler tasks related to information retrieval in scientific databases and external information and literary sources, searches in some type of scientific databases and external literary sources has serious shortcomings in searching for relevant information, sometimes has terminological shortcomings in his expression and explanation, he has very limited skills in solving more challenging tasks.

E-sufficient performance, the student can solve simple problems related to information retrieval in scientific databases and external information and literary sources, can orient and search only limited types of information in some scientific databases and external literary sources, has certain terminological shortcomings in its expression and explanation, it has limited ability to search for the necessary information in scientific databases and external literary sources for practice.

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

Learning outcomes:

Objective of the course - learning outcomes and competences: The aim of the course Work with external literary sources is to enable students to define the search strategy and search for scientific information using databases such as Web of Science, Scopus, ERIH PLUS and other databases used in the field of doctoral study according to the chosen focus. dissertation work. The student masters the presentation of scientific information on a given topic, processing of basic literary or bibliographic data, can present the results of searching for scientific information in a correct manner on a topic that is related to the focus of his dissertation. He can communicate professionally, he is able to orient himself in scientific texts, periodicals and publications in areas related to the focus of his dissertation.

These activities will support the student's communication skills, further develop his analytical and deductive thinking, critical thinking ability, ability to orient in various information and external literary sources in relation to applications that use the obtained and sought scientific information in practice.

Class syllabus:

- 1) Search and orientation in databases: Web of Science, Scopus, ERIH PLUS, The Norwegian Register for Scientific Journals, Series and Publishers and others.
- 2) Available sources of literature, external literary sources - monographs, scientific journals, edited books, and other types of publications.
- 3) Importance of search, search of scientific and professional literature according to keywords and other parameters, classification in scientific disciplines.
- 4) Impact factor and quartiles Web of Science, Scimago Journal & Country Rank, or others.
- 5) CVTI SR, academic libraries and their importance for working with external literary sources.

This content is intended to help the student to actively acquire the knowledge and information needed for effective work and search in scientific databases, to be able to integrate and use them in writing their dissertation and in their research. It supports his innovative, creative, and critical thinking in dealing with information that is obtained from external literary sources, as well as the ability to present the results of his own work correctly and professionally correctly with these sources.

Recommended literature:

Recommended literature:

Informačná gramotnosť (vyhľadávanie informácií a práca s externými literárnymi zdrojmi).

Dostupné online: <https://uniba.sk/o-univerzite/fakulty-a-dalsie-sucasti/akademicka-kniznica-uk/informacna-gramotnost/>

Websites of CVTI SR and academic libraries (especially PdF UK and UK) Scientific databases; original and review scientific articles. Katuščák, D. 2013. Ako písať záverečné a kvalifikačné práce. Nitra: Enigma, 2013. ISBN 8089132454						
Languages necessary to complete the course: Slovak language						
Notes:						
Past grade distribution Total number of evaluated students: 5						
A	ABS	B	C	D	E	FX
60,0	0,0	0,0	0,0	0,0	0,0	40,0
Lecturers: doc. PaedDr. Ján Gunčaga, PhD.						
Last change: 10.11.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex022/22	Course title: Working with professional text in a foreign language
Educational activities: Type of activities: practicals Number of hours: per week: per level/semester: 6s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type of instruction: exercise Extent of teaching: Block lessons together 6 hours, exercises Teaching methods: combined form, full-time and part-time Student workload: 1 credit = 25 hours, a total of 100 hours: of which 6 hours of direct teaching, 54 hours of home preparation for teaching, 20 hours for preparation of a professional text and its presentation, 20 hours for preparation for the final reading comprehension test. Training methods: explanation, brainstorming, discussion on the topic, work with professional text, guided self-study, monological methods (interpretation of reading comprehension strategies - identification of key information, etc., vocabulary interpretation)	
Number of credits: 4	
Recommended semester: 1., 3., 5.	
Educational level: III.	
Prerequisites:	
Course requirements: Interim evaluation (50%): Analysis and presentation of a professional text according to the student's own choice in the field of special pedagogy. The student prepares a text, identifies the topic, the problem of the text and the main ideas, which he presents to the group in the form of a PowerPoint presentation. He then raises questions for text-based discussion. Also, the student identifies professional vocabulary in the selected text (min. 15 professional words) and presents their meaning. Final evaluation (50%): Final test of reading a professional text with understanding in the field of special pedagogy. To complete the course, the student must achieve at least 70% The rating is given on a scale: Final classification: A (100-95%, excellent - excellent results), B (94-89%, very good - above average standard), C (88 - 83%, good - normal reliable work), D (82-77%, satisfactory - acceptable results), E (76-70%, sufficient - results meet minimum criteria),	

Fx (69% -0%, insufficient - additional work required)

Grade A - excellent performance, the student is able to work independently and without errors with the text and present a professional text in the field of special pedagogy. Can independently find and select a suitable professional text, identify relevant information in the text, understand the main idea of the text and present the issue in written and spoken form. The student works independently with professional lexical structures at the B2 level according to SERR. The student is able to synthesize ideas appropriately and use the right means of cohesion in oral presentation (in the presentation of the text and in the discussion).

Grade B - excellent performance, the student is able to work with minimal help and without errors and present a professional text in the field of special education. Can select a suitable professional text with minimal help from a teacher, identify relevant information in the text, understand the main idea of the text and present the issue in written and spoken form. The student works with professional help with professional lexical structures at the B2 level according to SERR. The student is able to synthesize ideas appropriately and use the right means of cohesion in oral presentation (in the presentation of the text and in the discussion).

Grade C - good performance, the student is able to work with the text and with only minor errors to work with the text and present a professional text in the field of special pedagogy. Can select a suitable professional text with the help of a teacher, identify relevant information in the text, understand the main idea of the text and present the issue in written and spoken form. The student works with professional lexical structures at the B2 level according to SERR with only minimal errors. The student is able to synthesize ideas appropriately and mostly correctly use the means of cohesion in oral expression (in the presentation of the text and in the discussion).

Grade D - satisfactory performance, the student is able to work with intensive help, but only with less serious errors and present a professional text in the field of special pedagogy. With the intensive help of a teacher, he / she can select a suitable professional text, identify relevant information in the text, understand the main idea of the text and present the issue in written and spoken form. The student works with professional lexical structures at the B2 level according to SERR, while also making more serious mistakes. The student is able to synthesize ideas appropriately and mostly use the means of cohesion in oral expression (in the presentation of the text and in the discussion).

Grade E - sufficient performance, the student is able to work with intensive help, but with more serious errors and to present a professional text in the field of special pedagogy. With the support and intensive help of a teacher, he / she can select a suitable professional text, identify mostly relevant information in the text, understand the main idea of the text and present the issue with several errors. The student works with professional lexical structures at the B2 level according to SERR, which also makes more serious mistakes. The student is able to synthesize ideas appropriately, he also makes more serious mistakes in the use of means of cohesion and phrases in oral expression (in the presentation of the text and in the discussion).

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

Learning outcomes:

Learning objectives and outcomes:

The aim of the course is to develop students' communication competence at level B2 according to the Common European Framework of Reference for Languages (SEFR), especially with regard to professional language in the field of special education. This course aims to acquire the following knowledge, skills and competences:

Knowledge:

The student knows the techniques of working with text and presentation techniques, understands the difference between general and professional text, is oriented in the field of science and research of special pedagogy and is aware of the rules of interpretation of professional types of text. The student recognizes the various levels of the English language system (grammar, lexical base, stylistics)

and knows the ways of their application in working with professional texts in the field of special pedagogy and in its interpretation. The student will learn the principles of successful presentation. The student will acquire the vocabulary needed to express even more complex and complex topics in a formal style, as well as vocabulary from the field of science and research of special pedagogy. Skills: The student has developed foreign language communication skills at the B2 level, can analyze a professional text in the field of special pedagogy in English. Can understand the context and identify the main idea of a professional text. Can describe and explain the main ideas presented in a professional text, can present them using adequate English professional terminology of special pedagogy. The student is able to work with authentic text and lead a fluent conversation using adequate vocabulary in a discussion on professional topics in the field of special education. Competences: The student is able to orientate in professional texts in the field of special pedagogy, research and research methodology, can independently acquire, process information and reconcile knowledge. The student is able to substantiate their claims, present their views in English. The student is able to understand a wide range of demanding, longer texts, compare them, process the presented information. Can express himself / herself fluently at the given language level (B2). Can produce comprehensible, cohesive speech on a variety of specialist topics in the field of special pedagogy, using connecting terms and means of cohesion.
Class syllabus: Work with professional text - formal, professional style, text interpretation Vocabulary from the field of special pedagogy and pedagogical research Skills - skills associated with working with professional text Presentation skills Through the above content, the student is prepared for future work in the field of science and research and special education. The student knows the techniques and strategies of working with professional text and techniques and strategies for presenting professional knowledge, which will later be used in the preparation of presentations for foreign conferences. The student has a developed foreign language communication competence at the B2 level. He is able to argue, present and defend his views and opinions. The student has developed communication strategies, including compensation mechanisms.
Recommended literature: Main literature: Hewings, M. et al. (2012). Cambridge Academic English, Upper-intermediate. Cambridge: Cambridge University Press. International Journal of Special Education (http://www.internationalsped.com/ijse/index) Journal of Research in Special Educational Needs (https://nasenjournals.onlinelibrary.wiley.com/toc/14713802/2022/22/1) Annals of Dyslexia (https://link.springer.com/journal/11881/volumes-and-issues/71-3) Journal of Deaf Studies and Deaf Education (https://academic.oup.com/jdsde) Powell, M. (2010). Dynamic Presentations. Cambridge: Cambridge University Press. Recommended literature: European Journal of Special Needs Education (https://www.tandfonline.com/toc/rejs20/current) McCarthy, M., O'Dell, F. (2017). English Collocations in Use Advanced. Cambridge: CUP. McCarthy, M., O'Dell, F. (2017). English Phrasal Verbs in Use Advanced. Cambridge: CUP. Uvedené zdroje sú dostupné v slovenských knižniciach a kníhkupectvách
Languages necessary to complete the course: Slovak language, English language

Notes:					
Past grade distribution					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: doc. PaedDr. Martina Šipošová, PhD., Mgr. Kristína Hankerová, PhD., prof. PaedDr. Darina Tarciová, PhD.					
Last change: 10.11.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2022/2023	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/D-SPPex022/22	Course title: Working with professional text in a foreign language
Educational activities: Type of activities: practicals Number of hours: per week: per level/semester: 6s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type of instruction: exercise Extent of teaching: Block lessons together 6 hours, exercises Teaching methods: combined form, full-time and part-time Student workload: 1 credit = 25 hours, a total of 100 hours: of which 6 hours of direct teaching, 54 hours of home preparation for teaching, 20 hours for preparation of a professional text and its presentation, 20 hours for preparation for the final reading comprehension test. Training methods: explanation, brainstorming, discussion on the topic, work with professional text, guided self-study, monological methods (interpretation of reading comprehension strategies - identification of key information, etc., vocabulary interpretation)	
Number of credits: 4	
Recommended semester: 2., 4., 6.	
Educational level: III.	
Prerequisites:	
Course requirements: Interim evaluation (50%): Analysis and presentation of a professional text according to the student's own choice in the field of special pedagogy. The student prepares a text, identifies the topic, the problem of the text and the main ideas, which he presents to the group in the form of a PowerPoint presentation. He then raises questions for text-based discussion. Also, the student identifies professional vocabulary in the selected text (min. 15 professional words) and presents their meaning. Final evaluation (50%): Final test of reading a professional text with understanding in the field of special pedagogy. To complete the course, the student must achieve at least 70% The rating is given on a scale: Final classification: A (100-95%, excellent - excellent results), B (94-89%, very good - above average standard), C (88 - 83%, good - normal reliable work), D (82-77%, satisfactory - acceptable results), E (76-70%, sufficient - results meet minimum criteria),	

Fx (69% -0%, insufficient - additional work required)

Grade A - excellent performance, the student is able to work independently and without errors with the text and present a professional text in the field of special pedagogy. Can independently find and select a suitable professional text, identify relevant information in the text, understand the main idea of the text and present the issue in written and spoken form. The student works independently with professional lexical structures at the B2 level according to SERR. The student is able to synthesize ideas appropriately and use the right means of cohesion in oral presentation (in the presentation of the text and in the discussion).

Grade B - excellent performance, the student is able to work with minimal help and without errors and present a professional text in the field of special education. Can select a suitable professional text with minimal help from a teacher, identify relevant information in the text, understand the main idea of the text and present the issue in written and spoken form. The student works with professional help with professional lexical structures at the B2 level according to SERR. The student is able to synthesize ideas appropriately and use the right means of cohesion in oral presentation (in the presentation of the text and in the discussion).

Grade C - good performance, the student is able to work with the text and with only minor errors to work with the text and present a professional text in the field of special pedagogy. Can select a suitable professional text with the help of a teacher, identify relevant information in the text, understand the main idea of the text and present the issue in written and spoken form. The student works with professional lexical structures at the B2 level according to SERR with only minimal errors. The student is able to synthesize ideas appropriately and mostly correctly use the means of cohesion in oral expression (in the presentation of the text and in the discussion).

Grade D - satisfactory performance, the student is able to work with intensive help, but only with less serious errors and present a professional text in the field of special pedagogy. With the intensive help of a teacher, he / she can select a suitable professional text, identify relevant information in the text, understand the main idea of the text and present the issue in written and spoken form. The student works with professional lexical structures at the B2 level according to SERR, while also making more serious mistakes. The student is able to synthesize ideas appropriately and mostly use the means of cohesion in oral expression (in the presentation of the text and in the discussion).

Grade E - sufficient performance, the student is able to work with intensive help, but with more serious errors and to present a professional text in the field of special pedagogy. With the support and intensive help of a teacher, he / she can select a suitable professional text, identify mostly relevant information in the text, understand the main idea of the text and present the issue with several errors. The student works with professional lexical structures at the B2 level according to SERR, which also makes more serious mistakes. The student is able to synthesize ideas appropriately, he also makes more serious mistakes in the use of means of cohesion and phrases in oral expression (in the presentation of the text and in the discussion).

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

Learning outcomes:

Learning objectives and outcomes:

The aim of the course is to develop students' communication competence at level B2 according to the Common European Framework of Reference for Languages (SEFR), especially with regard to professional language in the field of special education. This course aims to acquire the following knowledge, skills and competences:

Knowledge:

The student knows the techniques of working with text and presentation techniques, understands the difference between general and professional text, is oriented in the field of science and research of special pedagogy and is aware of the rules of interpretation of professional types of text. The student recognizes the various levels of the English language system (grammar, lexical base, stylistics)

and knows the ways of their application in working with professional texts in the field of special pedagogy and in its interpretation. The student will learn the principles of successful presentation. The student will acquire the vocabulary needed to express even more complex and complex topics in a formal style, as well as vocabulary from the field of science and research of special pedagogy. Skills: The student has developed foreign language communication skills at the B2 level, can analyze a professional text in the field of special pedagogy in English. Can understand the context and identify the main idea of a professional text. Can describe and explain the main ideas presented in a professional text, can present them using adequate English professional terminology of special pedagogy. The student is able to work with authentic text and lead a fluent conversation using adequate vocabulary in a discussion on professional topics in the field of special education. Competences: The student is able to orientate in professional texts in the field of special pedagogy, research and research methodology, can independently acquire, process information and reconcile knowledge. The student is able to substantiate their claims, present their views in English. The student is able to understand a wide range of demanding, longer texts, compare them, process the presented information. Can express himself / herself fluently at the given language level (B2). Can produce comprehensible, cohesive speech on a variety of specialist topics in the field of special pedagogy, using connecting terms and means of cohesion.
Class syllabus: Work with professional text - formal, professional style, text interpretation Vocabulary from the field of special pedagogy and pedagogical research Skills - skills associated with working with professional text Presentation skills Through the above content, the student is prepared for future work in the field of science and research and special education. The student knows the techniques and strategies of working with professional text and techniques and strategies for presenting professional knowledge, which will later be used in the preparation of presentations for foreign conferences. The student has a developed foreign language communication competence at the B2 level. He is able to argue, present and defend his views and opinions. The student has developed communication strategies, including compensation mechanisms.
Recommended literature: Main literature: Hewings, M. et al. (2012). Cambridge Academic English, Upper-intermediate. Cambridge: Cambridge University Press. International Journal of Special Education (http://www.internationalsped.com/ijse/index) Journal of Research in Special Educational Needs (https://nasenjournals.onlinelibrary.wiley.com/toc/14713802/2022/22/1) Annals of Dyslexia (https://link.springer.com/journal/11881/volumes-and-issues/71-3) Journal of Deaf Studies and Deaf Education (https://academic.oup.com/jdsde) Powell, M. (2010). Dynamic Presentations. Cambridge: Cambridge University Press. Recommended literature: European Journal of Special Needs Education (https://www.tandfonline.com/toc/rejs20/current) McCarthy, M., O'Dell, F. (2017). English Collocations in Use Advanced. Cambridge: CUP. McCarthy, M., O'Dell, F. (2017). English Phrasal Verbs in Use Advanced. Cambridge: CUP. Uvedené zdroje sú dostupné v slovenských knižniciach a kníhkupectvách
Languages necessary to complete the course: Slovak language, English language

Notes:					
Past grade distribution					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: doc. PaedDr. Martina Šipošová, PhD., Mgr. Kristína Hankerová, PhD.					
Last change: 10.11.2022					
Approved by:					