

# Course descriptions

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## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde013/22	<b>Course title:</b> 20th Century Music Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 2 hours seminar/week, 22 hours total per semester, combined (primarily full-time) Student workload: 11 x 2 hours = 22 hours of direct teaching, 34 hours of preparation for seminar work and research; 34 hours for continuous assessment, 90 hours of student work in total Teaching methods: monological, discussion of the material covered	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: During the semester, the student will prepare and present three literature searches (each with a score of 0 - 15) and one term paper (with a score of 0 - 55). The total grade for the semester is the sum of the points obtained for the research and the term paper. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points and a grade of E requires at least 60 points. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required)	
<b>Learning outcomes:</b> Learning outcomes/ Objectives and learning outcomes: Through group discussions, individual consultations, study of recommended literature, listening to music, analytical work with notated material and practical exercises, the student will deepen his/her knowledge of the music of the 20th century, extending to the present day. Transferable Competencies: The course leads to independent work with literature and information sources, strengthens the competence to verbalize musical knowledge and experiences in words and writing for the needs of	

different levels of artistic education, and leads to pedagogical outcomes. In-depth study of specialist texts, scores and recordings relating to the field of music of the first and second half of the 20th century and the most recent trends in music making.

**Class syllabus:**

Course outcomes of subject (content):

Study of literature, sheet music, recordings and practical exercises to broaden your knowledge of 20th century music, with an overlap into the present day.

**Recommended literature:**

Compulsory readings:

BRINDLE, R. S. *New Music - The Avant-garde since 1945*. Oxford University Press, 1987.

DORUŽKA, P. a kol. *Hudba na pomezí*. Praha: Panton, 1991. ISBN 80-7039-125-1.

GRIFFITHS, P. *Modern Music. A Concise History*. Thames & Hudson, 1996. ISBN

0-500-20278-8.

HRČKOVÁ, N. a kol. *Dejiny hudby VI. Hudba 20. storočia (1)*. Bratislava: Ikar, 2005. ISBN 80-551-1241-2.

LÉBL, V. *Elektronická hudba*. Praha: SHV, 1966.

MARTINÁKOVÁ, Z. *Kapitoly z hudby 20. storočia*. In: *Hudobný život 1999/2000*. Bratislava: Hudobné centrum, ISSN 1335-4140.

MERTENS, W. *American Minimal Music*. London: Kahn & Averill, 1983. ISBN

0-912483-15-6.

NICHOLLS, D. *American Experimental Music 1890-1940*. Cambridge University Press, 1990. ISBN 052142464X.

NYMAN, M. *Experimental Music. Cage and Beyond*. Cambridge University Press, 2000. ISBN 0-521-65383-5.

NYMAN, M. *Experimentálna hudba. Cage a iní*. Bratislava: Hudobné centrum, 2007.

ISBN 978-80-88884-93-4.

ROSS, A. *Zbývá jen hluk*. Praha: Argo, 2011. ISBN 978-80-257-0558-2.

ŠTĚPÁNEK, V. *Francouzská moderní hudba*. Praha: Supraphon, 1967.

*Music*. Oxford University Press, 2010. ISBN 978-0-19-538484-0.

VYSLOUŽIL, J. *Hudobníci 20. storočia*. Bratislava: Opus, 1981.

*Orchestral Music in the 20th Century. A Conducted Tour by Sir Simon Rattle and City of Birmingham Symphony Orchestra. (7 DVD) Seriál o hudbe 20. storočia*. ARTHAUS Musik 1996.

ZILLIG, W. *Variace na novou hudbu*. Praha: Supraphon, 1971.

Recommended readings:

GREENBERG, R. *George Gershwin*. Phaidon Press, 1998. ISBN 0-7148-3504-8.

CHALMERS, K. *Béla Bartók*. Phaidon Press, 1995. ISBN 978-0-7148-4770-2.

JAFFÉ, D. *Sergey Prokofiev*. Phaidon Press, 1998. ISBN 0-7148-3513-7.

LARNEL, G. *Maurice Ravel*. Phaidon Press, 1996. ISBN 0-7148-3270-7.

ROLLAND, R. *Hudobníci prítomnosti*. Bratislava: Slovenské vydavateľstvo krásnej literatúry, 1960.

OLIVER, M. *Igor Stravinsky*. Phaidon Press, 1995. ISBN 0-7148-3158-1.

OLIVER, M. *Benjamin Britten*. Phaidon Press, 1996. ISBN 978-0-7148-4771-9.

ROBERTS, P. *Claude Debussy*. Phaidon Press, 2008. ISBN 978-0-7148-3512-9.

TARUSKIN, R. *Music in the Early Twentieth Century*. The Oxford History of Western

WILSON, C. *Giacomo Puccini*. Phaidon Press, 1997. ISBN 978-0-7148-4775-7. Selected issues of the review *Slovak Music and the magazine Musical Life*.

Remark:

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

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 20

A	ABS	B	C	D	E	FX
90,0	0,0	0,0	0,0	0,0	10,0	0,0

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde003/22	<b>Course title:</b> Aesthetics of Music
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form Form of teaching : lecture, combined form (primarily face-to-face) Recommended scope of teaching (in hours): Weekly :2 Over the study period: 22 hours Student workload: 22 hours of teaching, 15 hours for continuous assessment, 23 hours for final assessment, 60 hours in total Educational methods: monological (lecture), discussion of the material covered, problem-solving exercises, small group work, presentations combined with discussion, self-study of literature	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The assessment of the course is divided into two phases, the first is the assessment of classroom activity, continuous preparation, active participation in discussions, preparation of sub-assignments (60 points). During the semester, the student will prepare and publicly present an essay on the assigned topic, which will be graded between 0 and 40 points. The total grade is calculated by summation. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points, and a grade of E requires at least 60 points. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A - excellent performance, the student has acquired knowledge at the required level and to a sufficient extent, can critically evaluate it, combines previously acquired knowledge with new	

knowledge, systematises it, has produced an essay at the required level, the output meets all the specified criteria;

B - excellent performance, the student has acquired the knowledge at the required level with slight deviations, critical thinking is at a high level but with minor deficiencies in systematising the knowledge, has created an essay with minor deficiencies, which, however, do not prevent its understanding;

C - good performance, the student has mastered the required knowledge at an average level, has produced an essay with more significant deficiencies;

D - acceptable performance, the student has mastered and acquired knowledge of the subject area at a reduced level, critical thinking is significantly weakened, there is no linking of what has been learned, the essay has significant deficiencies, the acquired knowledge is not transferred into it to a sufficient extent.

E - Minimally acceptable performance, student has acquired knowledge at a very low level, critical thinking is failing, a more developed level of synthesis and generalisation is absent, the essay has significant deficiencies that do not represent the knowledge learnt in the subject;

Fx - unacceptable performance, the student has not met the requirements set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student will gain insight into the transformations of musical-aesthetic thinking. Critical reading, collaborative analysis and discussion of selected texts by philosophers, thinkers, composers and theorists is an important part of the course. The course includes attendance at concerts with their subsequent reflection and discussions on selected topics with personalities of Slovak musical culture.

Transferable competences:

The course aims to equip students with the competence to independently formulate and justify their own aesthetic judgements about musical works and musical culture in written and verbal form.

### **Class syllabus:**

Course outcomes of subject (content):

A basic overview of musical-aesthetic views from antiquity to the present, supplemented by excerpts and discussion of major paradigm-shifting controversies (Monteverdi vs. Artusi, Scheibe vs. Bach), or selections from texts from seminal works (Plato: The State, Hanslick: On the Musical Beautiful, etc.). Musical aesthetics in the system of musical science, relation to general aesthetics, basic categories of musical aesthetic and musical philosophical thought: expression, language, form, content, value, work, style. Creation, perception, and perception, knowledge, understanding. Theories of art and culture, contemporary music-aesthetic concepts and pop culture. The place and importance of aesthetics in music education.

### **Recommended literature:**

Compulsory/Recommended readings:

Compulsory readings (selected state):

ALBRECHT, J. Človek a umenie. Bratislava: Hudobné centrum, 1999. ISBN 80-8884.

CSERES, J. Hudobné simulakrá. Bratislava: Hudobné centrum, 2001. ISBN 80-88884-30-6.

EGGEBRECHT, H. H. Hudba a krásno. Praha: NLN, 2001. ISBN 80-7106-479-3. ELSCHKEK,

O. Hudobná veda súčasnosti. Bratislava: Veda, 1984. ISBN 80-88820-04-9. FISKE, J. Jak

rozumět populární kultuře. Praha: Akropolis, 2017. ISBN 978-80-7470-0. GODÁR, V. Luk a

lýra. Bratislava: Scriptorium Musicum, 2001. ISBN 80-88737-13-3. GRAHAM, G. Filozofie

umění. Brno: Barrister & Principal, 2004. ISBN 80-85947-53-6. HADRAVOVÁ, T. Co je nové v

estetice. Praha: Nová beseda, 2016. ISBN 978-80906089-7-9.

HINDEMITH, P. Skladatelův svět. Praha: AMU, 2008. ISBN 978-80-7331-132-2. HANSLICK, E. O hudobnom krásne. Bratislava: Hudobné centrum, 2010. ISBN 978-80-89427-07-9. HEBIDGE, D.: Subkultura a styl. Praha: Dauphin, 2012. ISBN 978-80-7272-197-9. SCRUTON, R. Hudobná estetika. Bratislava: Hudobné centrum, 2009. ISBN 978-80-89427-11-6. STRAVINSKIJ, I. Hudobná poetika. Kronika môjho života. Bratislava: Hudobné centrum, 2002. 80-88884-34-9. SHUSTERMAN, R: Estetika pragmatizmu. Krása a umenie života. Bratislava: Kalligram, 2003. 807149528X.

Recommended readings:

ADORNO, T. Filozofie Nové hudby. Praha: AMU, 2018. ISBN 978-80-7331-512-2. GOEHR, L. The Imaginary Museum of Musical Works. Oxford University Press, 1994. ISBN-13: 978-0195324785.

HEIDEGGER, M.: Zdroj umeleckého diela. Bratislava: Hronka, 2014. ISBN 978-80-971397-9-7. LANGEROVÁ, S. K. O významovosti v hudbe. Genéza umeleckého zmyslu. Bratislava: SNEH, 1998. ISBN 80-967445-6-9.

ECO, U. Skeptikové a tešitelé. Praha: Argo, 2006. ISBN 80-7203-706-4.

FREELANDOVÁ, C. Teorie umění. Praha: Dokořán, 2011. ISBN 978-80-7363-164-2.

KUNDERA, M. O hudbě a románu. Brno: Atlantis, 2014.

SCRUTON, R. Estetické porozumění. Eseje o filozofii, umění a kultuře. Brno: Barrister a Principal, 2005. ISBN 80-85947-92-7.

SCHOPENHAUER, A. O kráse a umení. Bratislava: Kalligram, 2007. ISBN 978-80-7149-997-8.

ZUFFI, S. (ed.) a kol.: Music in Art. Getty Publications, 2009. ISBN 978-0-89236-965-2.

**Languages necessary to complete the course:**

Slovak

**Notes:**

If the students have adequate language skills, the course includes work with foreign literature.

**Past grade distribution**

Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
40,74	0,0	37,04	18,52	3,7	0,0	0,0

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde003/22	<b>Course title:</b> Aesthetics of Music
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form Form of teaching : lecture, combined form (primarily face-to-face) Recommended scope of teaching (in hours): Weekly :2 Over the study period: 22 hours Student workload: 22 hours of teaching, 15 hours for continuous assessment, 23 hours for final assessment, 60 hours in total Educational methods: monological (lecture), discussion of the material covered, problem-solving exercises, small group work, presentations combined with discussion, self-study of literature	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The assessment of the course is divided into two phases, the first is the assessment of classroom activity, continuous preparation, active participation in discussions, preparation of sub-assignments (60 points). During the semester, the student will prepare and publicly present an essay on the assigned topic, which will be graded between 0 and 40 points. The total grade is calculated by summation. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points, and a grade of E requires at least 60 points. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A - excellent performance, the student has acquired knowledge at the required level and to a sufficient extent, can critically evaluate it, combines previously acquired knowledge with new	

knowledge, systematises it, has produced an essay at the required level, the output meets all the specified criteria;

B - excellent performance, the student has acquired the knowledge at the required level with slight deviations, critical thinking is at a high level but with minor deficiencies in systematising the knowledge, has created an essay with minor deficiencies, which, however, do not prevent its understanding;

C - good performance, the student has mastered the required knowledge at an average level, has produced an essay with more significant deficiencies;

D - acceptable performance, the student has mastered and acquired knowledge of the subject area at a reduced level, critical thinking is significantly weakened, there is no linking of what has been learned, the essay has significant deficiencies, the acquired knowledge is not transferred into it to a sufficient extent.

E - Minimally acceptable performance, student has acquired knowledge at a very low level, critical thinking is failing, a more developed level of synthesis and generalisation is absent, the essay has significant deficiencies that do not represent the knowledge learnt in the subject;

Fx - unacceptable performance, the student has not met the requirements set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student will gain insight into the transformations of musical-aesthetic thinking. Critical reading, collaborative analysis and discussion of selected texts by philosophers, thinkers, composers and theorists is an important part of the course. The course includes attendance at concerts with their subsequent reflection and discussions on selected topics with personalities of Slovak musical culture.

Transferable competences:

The course aims to equip students with the competence to independently formulate and justify their own aesthetic judgements about musical works and musical culture in written and verbal form.

### **Class syllabus:**

Course outcomes of subject (content):

A basic overview of musical-aesthetic views from antiquity to the present, supplemented by excerpts and discussion of major paradigm-shifting controversies (Monteverdi vs. Artusi, Scheibe vs. Bach), or selections from texts from seminal works (Plato: The State, Hanslick: On the Musical Beautiful, etc.). Musical aesthetics in the system of musical science, relation to general aesthetics, basic categories of musical aesthetic and musical philosophical thought: expression, language, form, content, value, work, style. Creation, perception, and perception, knowledge, understanding. Theories of art and culture, contemporary music-aesthetic concepts and pop culture. The place and importance of aesthetics in music education.

### **Recommended literature:**

Compulsory/Recommended readings:

Compulsory readings (selected state):

ALBRECHT, J. Človek a umenie. Bratislava: Hudobné centrum, 1999. ISBN 80-8884.

CSERES, J. Hudobné simulakrá. Bratislava: Hudobné centrum, 2001. ISBN 80-88884-30-6.

EGGEBRECHT, H. H. Hudba a krásno. Praha: NLN, 2001. ISBN 80-7106-479-3. ELSCHKEK,

O. Hudobná veda súčasnosti. Bratislava: Veda, 1984. ISBN 80-88820-04-9. FISKE, J. Jak

rozumět populární kultuře. Praha: Akropolis, 2017. ISBN 978-80-7470-0. GODÁR, V. Luk a

lýra. Bratislava: Scriptorium Musicum, 2001. ISBN 80-88737-13-3. GRAHAM, G. Filozofie

umění. Brno: Barrister & Principal, 2004. ISBN 80-85947-53-6. HADRAVOVÁ, T. Co je nové v

estetice. Praha: Nová beseda, 2016. ISBN 978-80906089-7-9.

HINDEMITH, P. Skladatelův svět. Praha: AMU, 2008. ISBN 978-80-7331-132-2. HANSLICK, E. O hudobnom krásne. Bratislava: Hudobné centrum, 2010. ISBN 978-80-89427-07-9. HEBIDGE, D.: Subkultura a styl. Praha: Dauphin, 2012. ISBN 978-80-7272-197-9. SCRUTON, R. Hudobná estetika. Bratislava: Hudobné centrum, 2009. ISBN 978-80-89427-11-6. STRAVINSKIJ, I. Hudobná poetika. Kronika môjho života. Bratislava: Hudobné centrum, 2002. 80-88884-34-9. SHUSTERMAN, R: Estetika pragmatizmu. Krása a umenie života. Bratislava: Kalligram, 2003. 807149528X.

Recommended readings:

ADORNO, T. Filozofie Nové hudby. Praha: AMU, 2018. ISBN 978-80-7331-512-2. GOEHR, L. The Imaginary Museum of Musical Works. Oxford University Press, 1994. ISBN-13: 978-0195324785.

HEIDEGGER, M.: Zdroj umeleckého diela. Bratislava: Hronka, 2014. ISBN 978-80-971397-9-7. LANGEROVÁ, S. K. O významovosti v hudbe. Genéza umeleckého zmyslu. Bratislava: SNEH, 1998. ISBN 80-967445-6-9.

ECO, U. Skeptikové a tešitelé. Praha: Argo, 2006. ISBN 80-7203-706-4.

FREELANDOVÁ, C. Teorie umění. Praha: Dokořán, 2011. ISBN 978-80-7363-164-2.

KUNDERA, M. O hudbě a románu. Brno: Atlantis, 2014.

SCRUTON, R. Estetické porozumění. Eseje o filozofii, umění a kultuře. Brno: Barrister a Principal, 2005. ISBN 80-85947-92-7.

SCHOPENHAUER, A. O kráse a umení. Bratislava: Kalligram, 2007. ISBN 978-80-7149-997-8.

ZUFFI, S. (ed.) a kol.: Music in Art. Getty Publications, 2009. ISBN 978-0-89236-965-2.

**Languages necessary to complete the course:**

Slovak

**Notes:**

If the students have adequate language skills, the course includes work with foreign literature.

**Past grade distribution**

Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
40,74	0,0	37,04	18,52	3,7	0,0	0,0

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde011/15			<b>Course title:</b> Andragogy			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 87						
A	ABS	B	C	D	E	FX
51,72	0,0	20,69	16,09	2,3	3,45	5,75
<b>Lecturers:</b> prof. PaedDr. ThDr. Monika Zaviš, PhD.						
<b>Last change:</b> 03.09.2016						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde011/15			<b>Course title:</b> Andragogy			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 87						
A	ABS	B	C	D	E	FX
51,72	0,0	20,69	16,09	2,3	3,45	5,75
<b>Lecturers:</b> prof. PaedDr. ThDr. Monika Zaviš, PhD., Ing. Mgr. Jozef Strakoš, PhD.						
<b>Last change:</b> 03.09.2016						
<b>Approved by:</b>						

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-št010/22	<b>Course title:</b> Art history, art theory, technologies and techniques
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<b>Last change:</b> 21.06.2022	
<b>Approved by:</b>	

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de007/22	<b>Course title:</b> Art pedagogy 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: 2 hours per week, 1 hour lecture, 1 hour seminar, combined method (primarily full-time) Student workload: 2PS: 1xlectures, 1xseminar, 11x2 hours of direct instruction is 22 hours, 30 hours of test preparation, 26 hours of midterm assignments, term paper 22 hours, discussion groups and evaluation 20 hours. Teaching methods: discussion on the presented topic, problem solving in groups, brainstorming on selected topics, discussion groups, application of theoretical knowledge to practical examples.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed by an examination consisting of a written test, a debate and a term paper on the assigned topic. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. To pass the course you must obtain a minimum of 60% of the marks. Credit will not be awarded to a student who fails to complete any of the assigned topics and assignments. The test is 30%, midterm assignments 25%, term paper 20%, discussion groups and evaluations 15%, debate on term paper 10%.	
<b>Learning outcomes:</b> Learning objectives and outcomes: The aim of education in this subject is to develop theoretical and practical competences in the context of didactics of art education. After completing the course the student: <ul style="list-style-type: none"> <li>• knows the theoretical and practical context of the didactics of art education,</li> <li>• has the ability of didactic interpretation of art pedagogy,</li> <li>• has the ability to independently design, organize and direct the educational process at the level of pre-primary, primary, lower and higher secondary education, as well as in the relevant school institutions,</li> <li>• is knowledgeable and knows how to apply the principles of art-pedagogical diagnostics,</li> </ul>	

- is capable of independent methodological and didactic transfer of knowledge to the preparation of art projects.

**Class syllabus:**

Art education in the school curriculum at the pre-primary, primary, lower and upper secondary levels, as well as in relevant school facilities. Orientation in the national curricula, their structure and content with regard to the educational areas of Art and Culture, the subject of Art Education and Art Education. Communication and mediation of visual culture and art in school, methods, forms and means. Knowledge and orientation in different philosophical and didactic approaches in the didactics of art education. The role of the teacher as a mediator of cognition, experience and reflection. Evaluation of process and product. Professional competences of the art educator. Art-pedagogical diagnostics and its use in school art education.

**Recommended literature:**

Compulsory reading:

CARNÝ, L. Výtvarná výchova pre 6. ročník základných škôl a 1. Ročník gymnázií s osemročným štúdiom. Bratislava: SPN, 2013. ISBN 978-80-89431-43-4.

ČARNÝ, L. Výtvarná výchova pre 7. ročník základnej školy a 2. Ročník gymnázia s osemročným štúdiom. Bratislava: SPN, 2011. ISBN 978-80-89431-22-3.

HAZUKOVÁ, H., ŠAMŠULA, P. Didaktika výtvarné výchovy I, II. Praha: Karolinum, 1990, 1991. ISBN 80-7066-368-5.

KMEŤ, M., VALACHOVÁ, D. Míľniky (auto)evalvácie vo výtvarnej výchove. Belianum Pedagogická fakulta UMB Banská Bystrica 2019, ISBN 978-80-557-1590-2

SLAVÍK, J. Hodnocení v současné škole. Praha: Portál, 1999. ISBN 80-717-826-29.

Štátne vzdelávacie programy ISCED 0, 1, 2, 3.

VALACHOVÁ, D., LIPÁROVÁ, L. Didaktika výtvarnej výchovy 1. Banská Bystrica : Belianum. 2020, ISBN 978-80-557-1808-8.

Štátne vzdelávacie programy: aktuálne platné

Suggested reading:

VALACHOVÁ, D. Výtvarná edukácia v predprimárnom vzdelávaní a mimoškolskej činnosti. Bratislava: UK, 2010. ISBN 978-80-223-2778-7.

VALACHOVÁ, D. Didaktika výtvarnej výchovy v primárnom vzdelávaní. Bratislava: UK, 2012. ISBN 978-80-223-3215-6.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 45

A	ABS	B	C	D	E	FX
33,33	0,0	28,89	31,11	6,67	0,0	0,0

**Lecturers:** prof. PaedDr. Daniela Valachová, PhD.

**Last change:** 25.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de008/22	<b>Course title:</b> Art pedagogy 2
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: 2 hours per week, 1 hour lecture, 1 hour seminar, combined method (primarily by attendance). Student workload: 2PS: 1x lecture, 1x seminar, 11x2 hours of direct teaching is 22 hours, continuous assignments 18 hours, 20 hours term paper preparation, discussion groups and assessment 30 hours. Teaching methods: Discussion of the presented topic, problem solving in groups, brainstorming on selected topics, discussion groups, application of theoretical knowledge to practical examples, reflection on intermediate assignments.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KVV/M-VU-de007/22 - Art pedagogy 1	
<b>Course requirements:</b> The course is completed by an examination consisting of intermediate assignments, a term paper and a debate on the assigned topic. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to complete any of the assigned topics and assignments. Midterm assignments 35%, term paper 30%, discussion groups and evaluations 25%, debate on term paper 10%.	
<b>Learning outcomes:</b> Learning objectives and outcomes: The aim of learning in this subject is to develop contextual thinking in the design of art education at each level of education and at primary art school. After completing the course, the student: <ul style="list-style-type: none"> <li>• has the ability to didactically interpret art teaching,</li> <li>• has the ability to independently design, organize and direct the educational process at the level of pre-primary, primary, lower and upper secondary education, as well as in the relevant school institutions, especially the ZUŠ,</li> </ul>	

- can analyse, assess and implement elements of alternative educational programmes in art education,
- can communicate pedagogical and professional knowledge effectively with the wider lay and professional community,
- is able to independently prepare art education projects for educational practice.

**Class syllabus:**

The course develops the student's ability to think contextually as they develop a single topic within a broader time frame. It uses a variety of didactic principles, respecting the journey from the child's visual experience to deeper visual knowledge. Study forms, methods, methods, processes, and other alternative practices that develop visuality, visual literacy, and visual intelligence in particular. Art education in elementary school, content focus with methods of implementation. Specific management of art activities, homogeneous and heterogeneous groups. Teacher as a facilitator in ZUŠ, communication with parents. Preparation of projects for the development of artistic creativity in ZUŠ.

**Recommended literature:**

Compulsory reading:

HAZUKOVÁ, H. Příprava učitele na rozhodování II (skript.) 1. vydání. Praha: PedF UK, 1995.

HAZUKOVÁ, H. Příprava učitele na rozhodování ve výtvarné výchově I (skript.) 1. vydání. Praha: PedF UK, 1994.

ROESELOVÁ, V. Proudny ve výtvarné výchově. Praha: Sarah, 1997. ISBN 80-902267-3-6.

KOVÁČOVÁ, B., VALACHOVÁ, D. Fenomén výtvarného nadania vo vývine človeka (teoreticko-výskumná paradigma). - 1. vyd. - Banská Bystrica : Vydavateľstvo Univerzity Mateja Bela - Belianum, 2018. - ISBN 978-80-557-1483-7.

SLAVÍK, J. Od výrazu k dialogu ve výchově : Artefiletika. Praha: Karolinum, 1997. ISBN 80-7184-437-3.

Štátne vzdelávacie programy pre ZUŠ pre primárne a sekundárne vzdelávanie.

Suggested reading:

KMEŤ, M., VALACHOVÁ, D. Míľniky (auto)evalvácie vo výtvarnej výchove. Belianum Pedagogická fakulta UMB Banská Bystrica 2019, ISBN 978-80-557-1590-2.

VALACHOVÁ, D., LIPÁROVÁ, L. Didaktika výtvarnej výchovy 1. Banská Bystrica : Belianum. 2020, ISBN 978-80-557-1808-8.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 16

A	ABS	B	C	D	E	FX
56,25	0,0	25,0	12,5	6,25	0,0	0,0

**Lecturers:** prof. PaedDr. Daniela Valachová, PhD.

**Last change:** 25.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de013/22	<b>Course title:</b> Art projects
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: 2 hours seminar/week; combined method (primarily face-to-face). Student workload: 2S (2credits): 11 x 2 hours of direct instruction is 22 hours, 12 hours of intermediate assignments (4 intermediate assignments, 3 hours each), 10 hours of term paper, 6 hours of preparation for debate on term paper. Teaching methods: Discussion and brainstorming on selected topics, case studies, small group work, application of theoretical knowledge to practical examples.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KVV/M-VU-de007/22 - Art pedagogy 1	
<b>Course requirements:</b> The course is continuously assessed by four assignments for independent and group work and finished with a debate and a term paper on the assigned topic in the range of six pages, 100% of the continuous assessment. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. Credit will not be awarded to a student who fails to complete any of the assigned topics and assignments. The midterm assignments account for 50%, the term paper for 40%, and the discussion of the term paper for 10% of the total course grade.	
<b>Learning outcomes:</b> Learning objectives and outcomes: The aim of education in this course is to develop students' artistic-pedagogical thinking in the context of conceiving their own art projects. After completing the course, the student: <ul style="list-style-type: none"> <li>• has knowledge of the broader theoretical context of art education at different levels of education,</li> <li>• can analyze, assess and implement elements of alternative educational programs in art education, can analyze their advantages and disadvantages in specific situations,</li> <li>• can communicate pedagogical and professional knowledge effectively to the wider lay public,</li> </ul>	

- on the basis of theoretical backgrounds, the student can conceive his/her own art projects.

**Class syllabus:**

The course focuses on the conception of art projects with an emphasis on contemporary art and culture, as well as other areas of education. The student is guided through art projects to orient themselves to current issues in art pedagogy.

**Recommended literature:**

Compulsory reading:

COUFALOVÁ, J. Projektové vyučování pro první stupeň základní školy. Náměty pro učitele. Praha: Fortuna, 2010. ISBN 80-7168-958-0.

KOVALIKOVÁ, S. – OLSENOVÁ, K. Integrované tematické vyučovanie. Bratislava: Faber, 1996. ISBN 80-967492-6-9.

TOMKOVÁ, A. - KAŠOVÁ, J. - DVOŘÁKOVÁ, M. Učíme v projektech. Praha: Portál, Praha, 2009. ISBN 978-80-7367-527-1.

Suggested reading:

Kolektív autorov. Od vzdelávacieho programu k vyučovací hodine. Praha: Portál, 1998. Praha, ISBN 80-717-812-7-4.

PRETTY, G. Moderní vyučování. Praha: Portál, 2013. ISBN 978-80-262-0367-4.

VALACHOVÁ, D. Výtvarná edukácia v predprimárnom vzdelávaní a mimoškolskej činnosti. Bratislava: UK, 2010. ISBN 978-80-223-2778-7.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 7

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

**Lecturers:** Mgr. Miroslava Repiská, PhD.

**Last change:** 25.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de013/22	<b>Course title:</b> Art projects
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: 2 hours seminar/week; combined method (primarily face-to-face). Student workload: 2S (2credits): 11 x 2 hours of direct instruction is 22 hours, 12 hours of intermediate assignments (4 intermediate assignments, 3 hours each), 10 hours of term paper, 6 hours of preparation for debate on term paper. Teaching methods: Discussion and brainstorming on selected topics, case studies, small group work, application of theoretical knowledge to practical examples.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KVV/M-VU-de007/22 - Art pedagogy 1	
<b>Course requirements:</b> The course is continuously assessed by four assignments for independent and group work and finished with a debate and a term paper on the assigned topic in the range of six pages, 100% of the continuous assessment. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. Credit will not be awarded to a student who fails to complete any of the assigned topics and assignments. The midterm assignments account for 50%, the term paper for 40%, and the discussion of the term paper for 10% of the total course grade.	
<b>Learning outcomes:</b> Learning objectives and outcomes: The aim of education in this course is to develop students' artistic-pedagogical thinking in the context of conceiving their own art projects. After completing the course, the student: <ul style="list-style-type: none"> <li>• has knowledge of the broader theoretical context of art education at different levels of education,</li> <li>• can analyze, assess and implement elements of alternative educational programs in art education, can analyze their advantages and disadvantages in specific situations,</li> <li>• can communicate pedagogical and professional knowledge effectively to the wider lay public,</li> </ul>	

- on the basis of theoretical backgrounds, the student can conceive his/her own art projects.

**Class syllabus:**

The course focuses on the conception of art projects with an emphasis on contemporary art and culture, as well as other areas of education. The student is guided through art projects to orient themselves to current issues in art pedagogy.

**Recommended literature:**

Compulsory reading:

COUFALOVÁ, J. Projektové vyučování pro první stupeň základní školy. Náměty pro učitele. Praha: Fortuna, 2010. ISBN 80-7168-958-0.

KOVALIKOVÁ, S. – OLSENOVÁ, K. Integrované tematické vyučovanie. Bratislava: Faber, 1996. ISBN 80-967492-6-9.

TOMKOVÁ, A. - KAŠOVÁ, J. - DVOŘÁKOVÁ, M. Učíme v projektech. Praha: Portál, Praha, 2009. ISBN 978-80-7367-527-1.

Suggested reading:

Kolektív autorov. Od vzdelávacieho programu k vyučovací hodine. Praha: Portál, 1998. Praha, ISBN 80-717-812-7-4.

PRETTY, G. Moderní vyučování. Praha: Portál, 2013. ISBN 978-80-262-0367-4.

VALACHOVÁ, D. Výtvarná edukácia v predprimárnom vzdelávaní a mimoškolskej činnosti. Bratislava: UK, 2010. ISBN 978-80-223-2778-7.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 7

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

**Lecturers:** prof. PaedDr. Daniela Valachová, PhD.

**Last change:** 25.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de011/22	<b>Course title:</b> Art therapy
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: 2 hours per week, 1 hour lecture, 1 hour seminar, combined method (primarily by attendance). Student workload: 2 PS (2credits): 11 x 2 hours of direct instruction is 22 hours, 14 hours of intermediate assignments, 14 hours of test preparation. Teaching methods: discussion and brainstorming on selected topics, work in small groups, application of theoretical knowledge to practical examples, creation of mind maps, practical art work.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with an assessment, a mid-term test during the semester and the submission of artwork created during the seminars. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. Credit will not be awarded to a student who fails to complete any of the assigned topics and assignments. 100% of the passing grade. The interim assignments represent 50% and the test represents 50% of the total course grade.	
<b>Learning outcomes:</b> Learning objectives and outcomes: The aim of education in this course is to develop and deepen knowledge of the forms and possibilities of using art therapy in the context of the study programme. After completing the course, the student: <ul style="list-style-type: none"> <li>• knows and understands the basic theoretical background of art therapy,</li> <li>• has a basic knowledge of the historical and intermedia context and the psychological and psychotherapeutic background of art therapy in relation to the professional competences of an art educator,</li> <li>• knows the principles of creating and designing art therapy methods,</li> </ul>	

- strengthens communication and organizational skills in the direct implementation of art therapy activities,
- based on the theoretical foundations of art therapy, the student can conceive his/her own art therapy edutts.

**Class syllabus:**

The aim of the course is to gain knowledge about forms of art therapy, group and individual art therapy, family art therapy, goals of art therapy in children and adolescents. On a practical level, it provides a closer acquaintance with the art medium and materials used in art therapy. On a practical level, the student will test the creation of art therapy assignments, not only in the area of the art assignment but in the full breadth of art therapy contexts. By completing the course, the student will acquire the competence to lead art activities related to the principles of art therapy in individual or group implementation in the field of educational activities in relation to the content focus of the study programme.

**Recommended literature:**

Compulsory reading:

LHOTOVÁ, M. – PEROUT, E Arteterapie v souvislostech. Praha: Portál, 2018. ISBN 978-80-2621-272-0.

LIEBMANN, M. Skupinová arteterapie: nápady, témata a cvičení pro skupinovou výtvarnou práci. Praha: Portál, 2005. ISBN 80-7178-864-3.

ŠICKOVÁ, J. Základy arteterapie. Praha: Portál, 2002. ISBN 80-7178-616-0.

ŠICKOVÁ, J. Arteterapia – úžitkové umenie? Bratislava: Petrus, 2006. ISBN 80-89233-40-4.

ŠICKOVÁ, J. Význam výtvarných materiálů a médií v arteterapii. Bratislava: OZ Terra terapeutica, 2005. ISBN 80-969376-2-6.

Suggested reading:

HAUSCHKOVÁ, M. Arteterapie. Podstata a úkoly terapeutického malování. Lelekovice: Franesa, 2020. ISBN 978-80-8833-705-8.

LHOTOVÁ, M. Proměny výtvarné tvorby v arteterapii. České Budejovice: Scimetia, 2010. ISBN 978-80-7394-209-0.

Recommended English literature:

MALCHIODI, C. A. Understanding Children's Drawings. New York: Guildford press, 1998. ISBN 1-57230-351-4

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 33

A	ABS	B	C	D	E	FX
81,82	0,0	9,09	3,03	0,0	3,03	3,03

**Lecturers:** Mgr. Zuzana Ťulák Krčmáriková, PhD.

**Last change:** 25.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de023/15			<b>Course title:</b> Ceramic Art			
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week:</b> 3 <b>per level/semester:</b> 42 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 2						
A	ABS	B	C	D	E	FX
50,0	0,0	50,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de023/15			<b>Course title:</b> Ceramic Art			
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week:</b> 3 <b>per level/semester:</b> 42 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 2						
A	ABS	B	C	D	E	FX
50,0	0,0	50,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde017/22	<b>Course title:</b> Chamber Music I
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 1 hour seminar/week, 1 hour exercise/week, total 22 hours per semester, combined form (primarily full-time) Student workload : 11x2 hours of direct teaching - 22 hours, 26 hours of preparation for individual seminars, 8 hours of preparation for the final output . Total 56 hours of student work per semester. Teaching methods: demonstration, dialogical, analytical, dialogical, practical	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student will be evaluated continuously for 3 practical outcomes. Two will take place during the semester (with a score of 0 - 30 points), the third will take place at the end of the semester (with a score of 0 - 40 points). The practical outcomes consist of a rehearsed repertoire and a verbal interpretation of the rehearsed works. For a grade of A, a total of at least 91 points is required, for a grade of B at least 81 points, for a grade of C at least 73 points, for a grade of D at least 66 points and for a grade of E at least 60 points. The marks are awarded on a scale: A(100-91% ) excellent - outstanding B(90-81 %) very good - above average C(80-73% ) good - normal standard work D(72-66% )satisfactory- acceptable results E(65-60% )satisfactory- minimum criteria Fx(59-0% )insufficient A - excellent performance, the student masters the basic theoretical concepts and technical elements based on individual musical abilities and aptitudes, he/she can practically apply what he/she has learned; B - excellent performance, the student masters the basic theoretical concepts and technical elements on the basis of individual musical abilities and aptitudes, but slight deficiencies are observed in practical performance;	

C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to practice - the practical performance shows deficiencies;  
 D - acceptable performance, the student has only partially acquired the knowledge, there are major deficiencies in the subject matter, he/she cannot apply what he/she has learned in practice - the practical performance shows major deficiencies;  
 E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately into practice - significant deficiencies are observed in practical performance;  
 Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student learns the principles and principles of ensemble playing, learns to work in partnership with colleagues in the study of a piece of music, acquires the ability to analyse his/her individual part within the musical ensemble. They also develop their individual instrumental playing skills. In pedagogical work, he is able to apply this acquired knowledge in collective work with pupils, or in extracurricular activities when leading various ensembles.

**Class syllabus:**

Course outcomes of subject (content):

The subject Chamber Playing is a subject of professional and artistic-pedagogical training, the purpose of which is to acquire knowledge and experience in practical playing in chamber ensembles from duos to sextets and to learn about specific musical literature for these ensembles. The student is guided toward the ability to participate in the construction of the musical whole and to share responsibility for the final shape of the musical work.

**Recommended literature:**

Compulsory/Recommended readings:

Musical literature - the specific repertoire depends on the instrumental or vocal-instrumental cast of the ensemble and also on the individual maturity of the ensemble members, these attributes will be considered by the teacher of the subject.

Recommended theoretical readings:

REŽUCHA, B. – PARÍK I.. Ako čítať partitúru. Bratislava: Opus, 1986.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 17

A	ABS	B	C	D	E	FX
88,24	0,0	5,88	5,88	0,0	0,0	0,0

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde017/22	<b>Course title:</b> Chamber Music I
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 1 hour seminar/week, 1 hour exercise/week, total 22 hours per semester, combined form (primarily full-time) Student workload : 11x2 hours of direct teaching - 22 hours, 26 hours of preparation for individual seminars, 8 hours of preparation for the final output . Total 56 hours of student work per semester. Teaching methods: demonstration, dialogical, analytical, dialogical, practical	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student will be evaluated continuously for 3 practical outcomes. Two will take place during the semester (with a score of 0 - 30 points), the third will take place at the end of the semester (with a score of 0 - 40 points). The practical outcomes consist of a rehearsed repertoire and a verbal interpretation of the rehearsed works. For a grade of A, a total of at least 91 points is required, for a grade of B at least 81 points, for a grade of C at least 73 points, for a grade of D at least 66 points and for a grade of E at least 60 points. The marks are awarded on a scale: A(100-91% ) excellent - outstanding B(90-81 %) very good - above average C(80-73% ) good - normal standard work D(72-66% )satisfactory- acceptable results E(65-60% )satisfactory- minimum criteria Fx(59-0% )insufficient A - excellent performance, the student masters the basic theoretical concepts and technical elements based on individual musical abilities and aptitudes, he/she can practically apply what he/she has learned; B - excellent performance, the student masters the basic theoretical concepts and technical elements on the basis of individual musical abilities and aptitudes, but slight deficiencies are observed in practical performance;	

C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to practice - the practical performance shows deficiencies;  
 D - acceptable performance, the student has only partially acquired the knowledge, there are major deficiencies in the subject matter, he/she cannot apply what he/she has learned in practice - the practical performance shows major deficiencies;  
 E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately into practice - significant deficiencies are observed in practical performance;  
 Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student learns the principles and principles of ensemble playing, learns to work in partnership with colleagues in the study of a piece of music, acquires the ability to analyse his/her individual part within the musical ensemble. They also develop their individual instrumental playing skills. In pedagogical work, he is able to apply this acquired knowledge in collective work with pupils, or in extracurricular activities when leading various ensembles.

**Class syllabus:**

Course outcomes of subject (content):

The subject Chamber Playing is a subject of professional and artistic-pedagogical training, the purpose of which is to acquire knowledge and experience in practical playing in chamber ensembles from duos to sextets and to learn about specific musical literature for these ensembles. The student is guided toward the ability to participate in the construction of the musical whole and to share responsibility for the final shape of the musical work.

**Recommended literature:**

Compulsory/Recommended readings:

Musical literature - the specific repertoire depends on the instrumental or vocal-instrumental cast of the ensemble and also on the individual maturity of the ensemble members, these attributes will be considered by the teacher of the subject.

Recommended theoretical readings:

REŽUCHA, B. – PARÍK I.. Ako čítať partitúru. Bratislava: Opus, 1986.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 17

A	ABS	B	C	D	E	FX
88,24	0,0	5,88	5,88	0,0	0,0	0,0

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde018/22	<b>Course title:</b> Chamber Music II
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 1 hour seminar/week, 1 hour exercise/week, total 22 hours per semester, combined form (primarily full-time) Student workload : 11x2 hours of direct teaching - 22 hours, 26 hours of preparation for individual seminars, 8 hours of preparation for the final output . Total 56 hours of student work per semester. Teaching methods: demonstration, dialogical, analytical, dialogical, practical	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student will be assessed continuously for 3 practical outcomes. Two will take place during the semester (with a score of 0 - 30 points), the third will take place at the end of the semester (with a score of 0 - 40 points). The practical outcomes consist of a rehearsed repertoire and a verbal interpretation of the rehearsed works. For a grade of A, a total of at least 91 points is required, for a grade of B at least 81 points, for a grade of C at least 73 points, for a grade of D at least 66 points and for a grade of E at least 60 points. The marks are awarded on a scale: A(100-91% ) excellent - outstanding B(90-81 %) very good - above average C(80-73% ) good - normal standard work D(72-66% )satisfactory- acceptable results E(65-60% )satisfactory- minimum criteria Fx(59-0% )insufficient A - excellent performance, the student masters the basic theoretical concepts and technical elements based on individual musical abilities and aptitudes, he/she can practically apply what he/she has learned; B - excellent performance, the student masters the basic theoretical concepts and technical elements on the basis of individual musical abilities and aptitudes, but slight deficiencies are observed in practical performance;	

C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to practice - the practical performance shows deficiencies;  
 D - acceptable performance, the student has only partially acquired the knowledge, there are major deficiencies in the subject matter, he/she cannot apply what he/she has learned in practice - the practical performance shows major deficiencies;  
 E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately into practice - significant deficiencies are observed in practical performance;  
 Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student is able to perform in a chamber ensemble appropriate to his/her individual skills. He/she is able to interpret his/her part within a musical ensemble and is able to work with his/her fellow players in the areas of interplay, dynamics and phrasing of a given piece. He also develops his individual instrumental playing skills. In pedagogical work, he is able to apply this acquired knowledge in collective work with pupils, or in extracurricular activities when leading various ensembles.

**Class syllabus:**

Course outcomes of subject (content):

The subject Chamber Playing is a subject of professional and artistic-pedagogical training, the purpose of which is to acquire knowledge and experience in practical playing in chamber ensembles from duos to sextets and to learn about specific musical literature for these ensembles. The student is guided toward the ability to participate in the construction of the musical whole and to share responsibility for the final shape of the musical work.

**Recommended literature:**

Recommended readings:

Musical literature - the specific repertoire depends on the instrumental or vocal-instrumental cast of the ensemble and also on the individual maturity of the ensemble members, these attributes will be considered by the teacher of the subject.

Recommended theoretical literature:

REŽUCHA, B. – PARÍK I. Ako čítať partitúru. Bratislava: Opus, 1986.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 2

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

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde018/22	<b>Course title:</b> Chamber Music II
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 1 hour seminar/week, 1 hour exercise/week, total 22 hours per semester, combined form (primarily full-time) Student workload : 11x2 hours of direct teaching - 22 hours, 26 hours of preparation for individual seminars, 8 hours of preparation for the final output . Total 56 hours of student work per semester. Teaching methods: demonstration, dialogical, analytical, dialogical, practical	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student will be assessed continuously for 3 practical outcomes. Two will take place during the semester (with a score of 0 - 30 points), the third will take place at the end of the semester (with a score of 0 - 40 points). The practical outcomes consist of a rehearsed repertoire and a verbal interpretation of the rehearsed works. For a grade of A, a total of at least 91 points is required, for a grade of B at least 81 points, for a grade of C at least 73 points, for a grade of D at least 66 points and for a grade of E at least 60 points. The marks are awarded on a scale: A(100-91% ) excellent - outstanding B(90-81 %) very good - above average C(80-73% ) good - normal standard work D(72-66% )satisfactory- acceptable results E(65-60% )satisfactory- minimum criteria Fx(59-0% )insufficient A - excellent performance, the student masters the basic theoretical concepts and technical elements based on individual musical abilities and aptitudes, he/she can practically apply what he/she has learned; B - excellent performance, the student masters the basic theoretical concepts and technical elements on the basis of individual musical abilities and aptitudes, but slight deficiencies are observed in practical performance;	

C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to practice - the practical performance shows deficiencies;  
 D - acceptable performance, the student has only partially acquired the knowledge, there are major deficiencies in the subject matter, he/she cannot apply what he/she has learned in practice - the practical performance shows major deficiencies;  
 E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately into practice - significant deficiencies are observed in practical performance;  
 Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student is able to perform in a chamber ensemble appropriate to his/her individual skills. He/she is able to interpret his/her part within a musical ensemble and is able to work with his/her fellow players in the areas of interplay, dynamics and phrasing of a given piece. He also develops his individual instrumental playing skills. In pedagogical work, he is able to apply this acquired knowledge in collective work with pupils, or in extracurricular activities when leading various ensembles.

**Class syllabus:**

Course outcomes of subject (content):

The subject Chamber Playing is a subject of professional and artistic-pedagogical training, the purpose of which is to acquire knowledge and experience in practical playing in chamber ensembles from duos to sextets and to learn about specific musical literature for these ensembles. The student is guided toward the ability to participate in the construction of the musical whole and to share responsibility for the final shape of the musical work.

**Recommended literature:**

Recommended readings:

Musical literature - the specific repertoire depends on the instrumental or vocal-instrumental cast of the ensemble and also on the individual maturity of the ensemble members, these attributes will be considered by the teacher of the subject.

Recommended theoretical literature:

REŽUCHA, B. – PARÍK I. Ako čítať partitúru. Bratislava: Opus, 1986.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 2

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

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde007/22	<b>Course title:</b> Choir and Conducting
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 1 hour seminar, 1 hour exercise/week, total 22 hours per semester, combined form (primarily full-time) Student workload: 11 x 2 hours of direct teaching (total: 22 hours); 22 hours of continuous preparation for teaching; 8 hours of preparation for final performance. Total 52 hours of student work. Teaching methods: Combination of monological methods (instruction) and practical methods.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The prerequisite for the course is the mastery of certain choral compositions in terms of tact technique, rendering of their musical content using adequate means of musical expression. The assessment criteria are based on the intermediate and final practical collective performance. The assessment of the intermediate practical performance includes the performance of partial tasks within individual voice groups and the completion of any internal, public or other concert performances. The final practical performance consists of a collective presentation of a selection of rehearsed repertoire of at least 15 minutes. Intermediate practical performance: A-60 points, B-55 points, C-50 points, D-45 points, E-40 points. Final practical performance: A-40 points, B-35 points, C-30 points, D-27 points, E-25 points. A score of at least 91 points is required for an A grade, a score of at least 81 points for a B grade, a score of at least 73 points for a C grade, a score of at least 66 points for a D grade and a score of at least 60 points for an E grade. The marks shall be awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work)	

D (72-66%, satisfactory - acceptable results)

E (65-60%, satisfactory - results meet minimum criteria)

Fx (59-0%, inadequate - extra work required)

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

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

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

D - acceptable performance, the student has only partially acquired the knowledge, there are major deficiencies in the subject matter, he/she cannot apply what he/she has learned in practice - the practical performance shows major deficiencies;

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

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

#### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The aim of the course is to apply the basics of conducting technique, to deepen and develop practical experience and competences for rehearsing and interpreting choral compositions. The student will learn the principles necessary for establishing and managing a choir. The student will acquire interpersonal communication skills, the ability to work collectively and manage a group, and the ability to present oneself.

#### **Class syllabus:**

Course outcomes of subject (content):

The content of the course includes the principles of working with choral scores and the use of various methodological procedures in their rehearsal.

#### **Recommended literature:**

Compulsory/Recommended readings:

Compulsory readings:

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

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

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

MIRONOV, S. - PODSTAVKOVÁ, I. - RANINEC J.. Detský zborový spev Teória a metodika práce. Bratislava: Veda, 2004.

Recommended (of interest) literature:

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

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

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

LÝSEK, F. Cantus choralis infantium. Brno: Univerzita J. E. Purkyně, 1968.

ISBN 55-010-69.

SEDLICKÝ, T. Příprava učitel'a - dirigenta na prácu so speváckym zborom. In: Zborník Cantus Choralis Slovaca. Banská Bystrica: UMB, 1994. ISBN 80-88825-33-4.

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

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

Sheet music will be determined by the teacher.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
96,3	0,0	3,7	0,0	0,0	0,0	0,0

**Lecturers:** doc. Monika Bažíková, ArtD.

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde007/22	<b>Course title:</b> Choir and Conducting
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 1 hour seminar, 1 hour exercise/week, total 22 hours per semester, combined form (primarily full-time) Student workload: 11 x 2 hours of direct teaching (total: 22 hours); 22 hours of continuous preparation for teaching; 8 hours of preparation for final performance. Total 52 hours of student work. Teaching methods: Combination of monological methods (instruction) and practical methods.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The prerequisite for the course is the mastery of certain choral compositions in terms of tact technique, rendering of their musical content using adequate means of musical expression. The assessment criteria are based on the intermediate and final practical collective performance. The assessment of the intermediate practical performance includes the performance of partial tasks within individual voice groups and the completion of any internal, public or other concert performances. The final practical performance consists of a collective presentation of a selection of rehearsed repertoire of at least 15 minutes. Intermediate practical performance: A-60 points, B-55 points, C-50 points, D-45 points, E-40 points. Final practical performance: A-40 points, B-35 points, C-30 points, D-27 points, E-25 points. A score of at least 91 points is required for an A grade, a score of at least 81 points for a B grade, a score of at least 73 points for a C grade, a score of at least 66 points for a D grade and a score of at least 60 points for an E grade. The marks shall be awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work)	

D (72-66%, satisfactory - acceptable results)

E (65-60%, satisfactory - results meet minimum criteria)

Fx (59-0%, inadequate - extra work required)

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

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

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

D - acceptable performance, the student has only partially acquired the knowledge, there are major deficiencies in the subject matter, he/she cannot apply what he/she has learned in practice - the practical performance shows major deficiencies;

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

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

#### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The aim of the course is to apply the basics of conducting technique, to deepen and develop practical experience and competences for rehearsing and interpreting choral compositions. The student will learn the principles necessary for establishing and managing a choir. The student will acquire interpersonal communication skills, the ability to work collectively and manage a group, and the ability to present oneself.

#### **Class syllabus:**

Course outcomes of subject (content):

The content of the course includes the principles of working with choral scores and the use of various methodological procedures in their rehearsal.

#### **Recommended literature:**

Compulsory/Recommended readings:

Compulsory readings:

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

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

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

MIRONOV, S. - PODSTAVKOVÁ, I. - RANINEC J.. Detský zborový spev Teória a metodika práce. Bratislava: Veda, 2004.

Recommended (of interest) literature:

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

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

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

LÝSEK, F. Cantus choralis infantium. Brno: Univerzita J. E. Purkyně, 1968.

ISBN 55-010-69.

SEDLICKÝ, T. Příprava učitel'a - dirigenta na práci so speváckym zborom. In: Zborník Cantus Choralis Slovaca. Banská Bystrica: UMB, 1994. ISBN 80-88825-33-4.

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

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

Sheet music will be determined by the teacher.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
96,3	0,0	3,7	0,0	0,0	0,0	0,0

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde025/22	<b>Course title:</b> Class management
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the continuous assessment, the course is completed with an assessment Assessment: consists of an interim and a final assessment (20+30, 50 points in total). Intermediate assessment: consists of a critical analysis of domestic and foreign sources - 10 points and the formulation of partial components of the semester project - 10 points. The final assessment consists of: the semester project and its oral presentation. The semester project consists of: the complete creation of a project according to the set structure for 30b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students (creators of the semester project) in the 11th week of continuous teaching. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 46 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A minimum of 41 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average	

orientation to the subject matter, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 37 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the teacher.

A minimum of 33 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A minimum of 30 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.

### **Learning outcomes:**

Learning objectives and outcomes:

By completing the Classroom Management course, the student should:

- Know the basic principles of successful classroom management aimed at conducting a meaningful learning process with minimal disruptive behaviour,
- to acquire knowledge of classroom and classroom management from the position of a classroom teacher in cooperation with other teaching and non-teaching staff,
- to acquire skills in the administration of pedagogical documentation of the class teacher,
- know the competences and job description of the class teacher,
- can analyse the different forms of family-school cooperation and assess their suitability in relation to parents and pupils,
- be able to apply the acquired knowledge and knowledge from other scientific disciplines in the development of a semester project,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.

Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course.

### **Class syllabus:**

Brief outline of the course:

The content focus of the course is divided into two main areas: classroom management from the position of a teacher of any subject and communication with the classroom team from the position of a classroom teacher at the lower and upper secondary level. Classroom management leading to a successfully implemented teaching process and pupils' cooperative action in it with minimization of pupils' disruptive behaviour, thus making it possible to move towards meaningful learning for pupils.

Methodology for managing and coordinating the teaching process - the basic pillars of successful classroom management - planning, creating a productive classroom climate and promoting teamwork in the classroom, arranging the conditions of the learning space, guiding the learning activities of pupils/students, guiding the tasks of pupils/students related to the running of the

classroom, activities to maintain discipline in the classroom, activities to prevent problematic behaviour, classroom rules. Classroom management and the class teacher in the context of legislation - qualifications for classroom management, rights and responsibilities of the class teacher. Roles and activities of the class teacher. Competencies and skills of the class teacher. Personality requirements of a class teacher. Pedagogical documentation of the classroom. Plan, organization and management of classroom lessons and classroom activities. Problem behaviours and baseline documents. The class teacher and educational measures. Communication and cooperation of class teachers with school management, teaching staff, professional staff, with legal representatives of pupils/students, and with representatives of various institutions and organizations. Evaluation of classroom activities.

### **Recommended literature:**

Compulsory reading:

DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020]  
Dostupné z: [http://www.odyssea.cz/localImages/tridnicke\\_hodiny.pdf](http://www.odyssea.cz/localImages/tridnicke_hodiny.pdf)

DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020]  
Dostupné z: [http://www.odyssea.cz/localImages/tridnicke\\_hodiny.pdf](http://www.odyssea.cz/localImages/tridnicke_hodiny.pdf)

DUTKOVÁ, K., MEDLENOVÁ, J. (2007). Sprievodca triedneho učiteľa. 1. vyd. Bratislava: Raabe, 1800 s. ISBN 80-89182-03-0-8.

EICHHORN, E. – GEBAUER, K. (2014). Manažment triedy, Bratislava: Dr. Josef Raabe. 194 s. ISBN 978-80-8140-096-4. <http://is.komposyt.com/pre-odbornikov/ziak-so-svvp/preview-file/1-manazment-tr-982.pdf>

KOREŇOVÁ, S. (2020). Príklady dobrej praxe - Aktivity na triednických hodinách. Online časopis Didaktika 6/2020. <https://www.direktor.sk/sk/casopis/didaktika/priklady-dobrej-praxe-aktivita-na-triednickych-hodinach.m-1013.html>

SITKOVÁ, D. (2014). Skúsenosti s intervenciou žiakov s problémovým správaním na primárnom stupni vzdelávania. Banská Bystrica: Metodicko-pedagogické centrum, 35 s..

VIŠŇOVSKÝ, Ľ. – BABICOVÁ, Z. (2012). Triedny Učiteľ a spolupráca školy s rodinou. 1. vyd. Banská Bystrica: Univerzita Mateja Bela, 153 s.. ISBN 9788055705071.

Ďalší študijný text bude študentom dostupný a v pravidelných intervaloch sprístupňovaný v elektronickej podobe prostredníctvom univerzitného LMS Moodle – kurz s názvom Triedny manažment.

Particularly for beginning classroom teachers, it is essential to become familiar with the legislation that directly affects the status of the classroom teacher:

Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov

Zákon č. 553/2003 Z. z. Zákon o odmeňovaní niektorých zamestnancov pri výkone práce vo verejnom záujme a o zmene a doplnení niektorých zákonov.

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

Vyhláška MŠVVaŠ SR č. 445/2009 Z. z. o rozsahu vyučovacej a výchovnej činnosti pedagogických zamestnancov.

Vyhláška MŠVVaŠ SR č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

Nariadenie vlády SR č. 201/2019 Z. z. o priamej výchovno-vzdelávacej činnosti (namiesto

Vyhláška MŠVVaŠ SR č. 445/2009 Z. z. o rozsahu vyučovacej a výchovnej činnosti pedagogických zamestnancov).

vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 437/2020 Z. z., ktorou sa mení a dopĺňa vyhláška Ministerstva školstva Slovenskej republiky č. 320/2008 Z. z. o základnej škole v znení neskorších predpisov.

Legislation related to the performance of the work of a class teacher:

Zákon č. 357/2009 Z. z. o štátnom jazyku Slovenskej republiky 357/2009.  
Zákon č. 63/1993 Z. z. o štátnych symboloch SR a ich používaní v znení neskorších predpisov.  
Zákon č. 395/2002 Z. z. o archívoch a registratúrach a o doplnení niektorých zákonov.  
Vyhláška č. 326/2008 Z. z. o druhoch a náležitostiach vysvedčení a ostatných školských tlačív vrátane spôsobov ich evidencie a uloženia.  
Vyhláška č. 231/2009 Z. z. o podrobnostiach o organizácii školského roka na základných školách, na stredných školách, na základných umeleckých školách, na praktických školách, na odborných učilištiach a na jazykových školách.  
Vyhláška č. 307/2008 Z. z. o výchove a vzdelávaní žiakov s intelektovým nadaním.

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 46

A	ABS	B	C	D	E	FX
89,13	0,0	0,0	10,87	0,0	0,0	0,0

**Lecturers:** Mgr. Adriana Poliaková, PhD., Ing. Eva Tóblová, PhD.

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde025/22	<b>Course title:</b> Class management
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the continuous assessment, the course is completed with an assessment Assessment: consists of an interim and a final assessment (20+30, 50 points in total). Intermediate assessment: consists of a critical analysis of domestic and foreign sources - 10 points and the formulation of partial components of the semester project - 10 points. The final assessment consists of: the semester project and its oral presentation. The semester project consists of: the complete creation of a project according to the set structure for 30b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students (creators of the semester project) in the 11th week of continuous teaching. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 46 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A minimum of 41 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average	

orientation to the subject matter, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 37 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the teacher.

A minimum of 33 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A minimum of 30 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.

### **Learning outcomes:**

Learning objectives and outcomes:

By completing the Classroom Management course, the student should:

- Know the basic principles of successful classroom management aimed at conducting a meaningful learning process with minimal disruptive behaviour,
- to acquire knowledge of classroom and classroom management from the position of a classroom teacher in cooperation with other teaching and non-teaching staff,
- to acquire skills in the administration of pedagogical documentation of the class teacher,
- know the competences and job description of the class teacher,
- can analyse the different forms of family-school cooperation and assess their suitability in relation to parents and pupils,
- be able to apply the acquired knowledge and knowledge from other scientific disciplines in the development of a semester project,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.

Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course.

### **Class syllabus:**

Brief outline of the course:

The content focus of the course is divided into two main areas: classroom management from the position of a teacher of any subject and communication with the classroom team from the position of a classroom teacher at the lower and upper secondary level. Classroom management leading to a successfully implemented teaching process and pupils' cooperative action in it with minimization of pupils' disruptive behaviour, thus making it possible to move towards meaningful learning for pupils.

Methodology for managing and coordinating the teaching process - the basic pillars of successful classroom management - planning, creating a productive classroom climate and promoting teamwork in the classroom, arranging the conditions of the learning space, guiding the learning activities of pupils/students, guiding the tasks of pupils/students related to the running of the

classroom, activities to maintain discipline in the classroom, activities to prevent problematic behaviour, classroom rules. Classroom management and the class teacher in the context of legislation - qualifications for classroom management, rights and responsibilities of the class teacher. Roles and activities of the class teacher. Competencies and skills of the class teacher. Personality requirements of a class teacher. Pedagogical documentation of the classroom. Plan, organization and management of classroom lessons and classroom activities. Problem behaviours and baseline documents. The class teacher and educational measures. Communication and cooperation of class teachers with school management, teaching staff, professional staff, with legal representatives of pupils/students, and with representatives of various institutions and organizations. Evaluation of classroom activities.

### **Recommended literature:**

Compulsory reading:

DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020]  
Dostupné z: [http://www.odyssea.cz/localImages/tridnicke\\_hodiny.pdf](http://www.odyssea.cz/localImages/tridnicke_hodiny.pdf)

DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020]  
Dostupné z: [http://www.odyssea.cz/localImages/tridnicke\\_hodiny.pdf](http://www.odyssea.cz/localImages/tridnicke_hodiny.pdf)

DUTKOVÁ, K., MEDLENOVÁ, J. (2007). Sprievodca triedneho učiteľa. 1. vyd. Bratislava: Raabe, 1800 s. ISBN 80-89182-03-0-8.

EICHHORN, E. – GEBAUER, K. (2014). Manažment triedy, Bratislava: Dr. Josef Raabe. 194 s. ISBN 978-80-8140-096-4. <http://is.komposyt.com/pre-odbornikov/ziak-so-svvp/preview-file/1-manazment-tr-982.pdf>

KOREŇOVÁ, S. (2020). Príklady dobrej praxe - Aktivity na triednických hodinách. Online časopis Didaktika 6/2020. <https://www.direktor.sk/sk/casopis/didaktika/priklady-dobrej-praxe-aktivita-na-triednickych-hodinach.m-1013.html>

SITKOVÁ, D. (2014). Skúsenosti s intervenciou žiakov s problémovým správaním na primárnom stupni vzdelávania. Banská Bystrica: Metodicko-pedagogické centrum, 35 s..

VIŠŇOVSKÝ, Ľ. – BABICOVÁ, Z. (2012). Triedny Učiteľ a spolupráca školy s rodinou. 1. vyd. Banská Bystrica: Univerzita Mateja Bela, 153 s.. ISBN 9788055705071.

Ďalší študijný text bude študentom dostupný a v pravidelných intervaloch sprístupňovaný v elektronickej podobe prostredníctvom univerzitného LMS Moodle – kurz s názvom Triedny manažment.

Particularly for beginning classroom teachers, it is essential to become familiar with the legislation that directly affects the status of the classroom teacher:

Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov

Zákon č. 553/2003 Z. z. Zákon o odmeňovaní niektorých zamestnancov pri výkone práce vo verejnom záujme a o zmene a doplnení niektorých zákonov.

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

Vyhláška MŠVVaŠ SR č. 445/2009 Z. z. o rozsahu vyučovacej a výchovnej činnosti pedagogických zamestnancov.

Vyhláška MŠVVaŠ SR č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

Nariadenie vlády SR č. 201/2019 Z. z. o priamej výchovno-vzdelávacej činnosti (namiesto

Vyhláška MŠVVaŠ SR č. 445/2009 Z. z. o rozsahu vyučovacej a výchovnej činnosti pedagogických zamestnancov).

vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 437/2020 Z. z., ktorou sa mení a dopĺňa vyhláška Ministerstva školstva Slovenskej republiky č. 320/2008 Z. z. o základnej škole v znení neskorších predpisov.

Legislation related to the performance of the work of a class teacher:

Zákon č. 357/2009 Z. z. o štátnom jazyku Slovenskej republiky 357/2009.  
 Zákon č. 63/1993 Z. z. o štátnych symboloch SR a ich používaní v znení neskorších predpisov.  
 Zákon č. 395/2002 Z. z. o archívoch a registratúrach a o doplnení niektorých zákonov.  
 Vyhláška č. 326/2008 Z. z. o druhoch a náležitostiach vysvedčení a ostatných školských tlačív vrátane spôsobov ich evidencie a uloženia.  
 Vyhláška č. 231/2009 Z. z. o podrobnostiach o organizácii školského roka na základných školách, na stredných školách, na základných umeleckých školách, na praktických školách, na odborných učilištiach a na jazykových školách.  
 Vyhláška č. 307/2008 Z. z. o výchove a vzdelávaní žiakov s intelektovým nadaním.

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 46

A	ABS	B	C	D	E	FX
89,13	0,0	0,0	10,87	0,0	0,0	0,0

**Lecturers:** Mgr. Adriana Poliaková, PhD., Ing. Eva Tóblová, PhD.

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde022/22		<b>Course title:</b> Cognitive psychology and neurodidactics				
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 19						
A	ABS	B	C	D	E	FX
42,11	0,0	42,11	5,26	5,26	0,0	5,26
<b>Lecturers:</b> doc. Mgr. Zlatica Zacharová, PhD., PaedDr. Anežka Hamranová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde022/22			<b>Course title:</b> Cognitive psychology and neurodidactics			
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 19						
A	ABS	B	C	D	E	FX
42,11	0,0	42,11	5,26	5,26	0,0	5,26
<b>Lecturers:</b> doc. Mgr. Zlatica Zacharov, PhD., PaedDr. Aneka Hamranov, PhD.						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de012/22	<b>Course title:</b> Contemporary art in Central Europe
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: (full-time): 3 hours per week seminar, total 33 hours per semester, combined form; (primarily full-time). Student workload: 3S, (3 credits): 11x3 hours of direct instruction = 33 hours; 33 hours of direct teaching - lecture, lecture, discussion, 17 hours preparation of a seminar paper; 10 hours preparation of a presentation; 30 hours study of theoretical knowledge and preparation for assessment. Total 90 hours of student work. Teaching methods: combination of monological, dialogical and discussion methods: lecture, explanation, explanation, narration, interview, discussion, polemic on the given topic, excursion, visit to a current exhibition project related to the Central European art environment, independent processing and presentation of a selected problem of one of the topics of the student's choice, combined with a discussion, application of theoretical knowledge on practical examples from Central European and Central European art environment, discussion of a given topic, application of theoretical knowledge on practical examples from the Central European and Central European art environment. Theoretical reflection on current events in contemporary Central European visual arts and their implications and impulses for art education.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with an assessment. The student will be evaluated continuously for the activity in seminars and for the seminar work developed and presented in the seminar (max 100 points) with discussion. A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. A minimum of 60% of the course grade is required to pass. The grade is awarded on a scale of:	

A (100-91%, excellent - outstanding results), the student has an excellent command of the material, can theoretically reflect on the issues of Central European and domestic visual arts, analyze, critically evaluate, argue and take his/her own position;

B (90-81%, very good - above average standard), the student has an above average command of the material, demonstrates independent critical thinking and evaluation;

C (80-73%, good - normal reliable work), the student has an average command of the material, has a reliable understanding of the situation in Central European visual art, critical thinking is borderline;

D (72-66%, satisfactory - acceptable performance), the student has demonstrated an average knowledge of Central European visual art, an average ability to reflect on and theoretically generalize the subject matter;

E (65-60%, satisfactory - results meet the minimum criteria), the student has demonstrated basic knowledge but minimal ability for independent critical and theoretical reflection. Cannot apply knowledge to practice.

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

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of education within the course is to broaden and deepen the acquired knowledge of visual arts within the Central European region.

After the course the student will:

- Knows the broader context of current events in the contemporary Central European and domestic visual art scene,
- The student will be familiar with the contexts of artistic development and art theory in the Central European region,
- has a special orientation in the territory of Slovak artists and artistic currents,
- - is oriented in the field of visual arts and architecture of the Central European region.

### **Class syllabus:**

Centrum and periphery in Europe in historical perspective. Issues of Western, Eastern and Central European art, the difference of social contexts of creation. Visual arts of the so-called Eastern bloc. Unofficial Central European and Slovak art scene of the 1970s-1980s. Slovak visual art from World War II to the present. Architecture in Slovakia from World War II to the present. Solitary personalities of Central European and Slovak visual arts. Presentations and interpretations of Central European art. Central European institutional art world. Creative, exhibition activities, projects in the Central European space and in Slovakia. Current exhibition projects and artists' symposia in Slovakia. Art of women in Slovakia. Tradition and contemporaneity in art and architecture. Art in public space.

### **Recommended literature:**

Required reading:

ORIŠKOVÁ, M. Two-voice history of art. Bratislava: Petrus, 2002. ISBN 8088939518.

GERŽOVÁ, J. Dictionary of World and Slovak Fine Arts of the Second Half of the 20th Century. Bratislava: Profil, 1999. ISBN 8096828304.

Recommended reading:

BARTOŠOVÁ, Z. Despite totalitarianism. The unofficial Slovak art scene of the 1970s and 1980s. Kalligram 2011, Bratislava, 360 p.

BARTOŠOVÁ, Z., GERÁT, I., HERUCOVÁ, M., MEDVECKÝ, J., VANČO, M. Art in Slovakia. Bratislava: Slovart, 2007. ISBN 9788080854355

DULLA, M., KVASNICOVÁ, M., MORAVČÍKOVÁ, H., POHANIČOVÁ, J. Architecture in Slovakia. Bratislava: Slovart, 2006. ISBN 8080850798.

<p>GERŽOVÁ, J.(ed.) Slovak Fine Arts 1949 - 1989 from the Perspective of Contemporary Literature. An anthology of texts on visual arts. VŠVU Bratislava, 2006. ISBN 978-80-89259-07-6.</p> <p>GERŽOVÁ, J. 21 August 1968 - the occupation of Czechoslovakia and its consequences for art. In: Profil, no.2, 2018, pp. 24-41. Available online: <a href="http://www.profilart.sk/wpcontent/uploads/2018/10/Gerzova_Profil-2-2018.pdf">http://www.profilart.sk/wpcontent/uploads/2018/10/Gerzova_Profil-2-2018.pdf</a>.</p> <p>JANEVSKI, A., MARCOCI, R., NOURIL, K. (eds.). Art and Theory of Post-1989 Central and Eastern Europe. A Critical Anthology. The Museum of Modern Art, New York, August 2018. 408 p. Art and Theory of Post-1989 Central and Eastern Europe. A critical anthology.</p> <p>PIOTROWSKI, P. In the Shadow of Yalta. Art and the Avant-garde in Eastern Europe, 1945-1989, London: Reaktion Books 2009</p> <p>PIOTROWSKI, P. Eastern European artistic peripheries in the face of postcolonial theories. In: Rider . Print bulletin boards on contemporary visual art. vol.VI, no.1/2014, pp.1, 8-12. Dostupné online: <a href="https://www.artdispecing.sk/jazdec/archiv/IDe=32544&amp;IDcheck=534609504356b9d3fc4e74346f57d92f&amp;view">https://www.artdispecing.sk/jazdec/archiv/IDe=32544&amp;IDcheck=534609504356b9d3fc4e74346f57d92f&amp;view</a></p> <p>RUHRBERG, K. Art of the 20th century. Prague: Slovart, 2004. ISBN 8072095218.</p> <p>RUSINOVÁ , Z.(ed.), At the Crossroads of Cultures? Central Europe and 20th century art. Proceedings of the international symposium held on 12-13 October at the Slovak National Gallery in Bratislava, Bratislava: SNG 2000.</p>						
<p><b>Languages necessary to complete the course:</b> Slovak and Czech language</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b> Total number of evaluated students: 22</p>						
A	ABS	B	C	D	E	FX
31,82	0,0	54,55	13,64	0,0	0,0	0,0
<p><b>Lecturers:</b> doc. PhDr. Magdaléna Kvasnicová, PhD.</p>						
<p><b>Last change:</b> 25.10.2022</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de014/22	<b>Course title:</b> Contemporary forms of painting
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: (full-time study): 1 hour per week seminar + 2 hours per week exercises, total 33 hours per semester, combined form; (primarily full-time). Student workload: 1PS+ 2C, (3 credits): 11x3 hours of direct instruction = 33 hours; 20 hours of lecture, instruction on the subject; 9 hours of studying theoretical knowledge on the subject; 40 hours of work on assignments (application of knowledge from instruction to the creation of a set of term papers); 11 hours of consultation and discussion on the created works; 9 hours of documentation, digitization, archiving of the set of term papers and preparation for the defense; 1 defense and reflection of the set of term papers; 90 hours of student's work in total. Teaching methods: Combination of monological, dialogical and practical methods: explanation, instruction, discussion on the presented topic, solving practical tasks, brainstorming within the selected topics, application of theoretical knowledge to practice and discussion on them, polemic, debate.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with an assessment consisting of the presentation and defence of term papers, i.e. assignments carried out in class, and also the defence of homework on the assigned topics. For a final grade of A at least 91 points are required, for a grade of B at least 81 points, for a grade of C at least 73 points, for a grade of D at least 66 points and for a grade of E at least 60 points. To pass the course you must obtain a minimum of 60% of the marks. Credit will not be awarded to a student who fails to complete any of the assigned topics and assignments. Semester work 20%, midterm assignments 70%, discussion of semester and midterm work 10%. Grades are awarded on a scale: A (100-91%, excellent - outstanding 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%, satisfactory - results meet minimum criteria)

Fx (59-0%, inadequate - extra work required)

**Learning outcomes:**

Learning objectives and outcomes:

The aim of learning in the above course is to become practically and theoretically acquainted with the current possibilities in painting.

After completing the course, the student will:

- Masters the skills, artistic techniques and/or technologies in contemporary painting,
- can design and realize an art project,
- has the ability to didactically interpret an art project in the context of contemporary painting,
- has the ability to independently design, organize and direct the educational process in the field of contemporary painting,
- can analyze, assess and implement elements of alternative art education programs,
- is able to independently apply practical skills in the field of contemporary painting in a programmatic manner,
- the ability to think critically in the field of contemporary painting.

**Class syllabus:**

The course offers the opportunity for individual painterly expressions and individual painting programs, conceptions and labours in the medium of painting. The student conducts his/her own research in the territory of painting and builds a solid foundation of individual painting expression reflecting the current situation on the Slovak and world art or painting scene.

**Recommended literature:**

Required reading:

DEMPSEY, A. Artistic styles, schools, movements. Prague: Slovart, 2002. ISBN 80-7209-402-5.

GERŽOVÁ, J. Dictionary of World and Slovak Fine Arts of the Second Half of the 20th Century. Bratislava: Profil, 1999. ISBN 80-9682-830-4.

Recommended reading:

BERGEROVÁ, X. Impression-Expression-Abstraction. In: Bergerová, Drahoš, Kmet's. On art education. Bratislava: Comenius University in Bratislava. 2019. ISBN 978-80-223-4757-0. 27.-40. s.

BERGEROVÁ, X. Metamorphoses of colour and painting techniques. In. On art education. Bratislava: Comenius University in Bratislava. 2019. ISBN 978-80-223-4757-0. 9.- 26. s.

BERGER, J. Ways of seeing. Labyrinth. 2016. ISBN 978-80-8726-078-4.

GERŽOVÁ, J. Conversations about painting. Bratislava: Slovart, 2009. ISBN 978-80-80-8085-939-8.

PROFILE. Contemporary visual art. Magazine, published since 1990, four times a year.

GERŽOVÁ, J.(ed.). Painting in Contexts / Contexts of Painting. Bratislava: Slovart, 2013. ISBN 978-80-556-07931.

GERŽOVÁ, J.(ed.) Maľba v postmediálnom veku / Painting in the Postmedial Age. Bratislava: Slovart, 2013. ISBN 978-80-556-08815.

BREUVART, V. Vitamin P, New Perspectives in Painting. Phaidon, 2002.

ISBN 0-7148-4246-X.

SCHWABSKY, B. Vitamin P 2, New perspectives in Painting. Phaidon. 2011.

ISBN-9780714861609.

SMITH, E. L. Art Today. Prague: Slovart,1996. ISBN 80 -85871-97-1.

SPACE. Flash Art CZ/SK magazine, in Czech-Slovak version, published since September 2006, four times a year.

**Languages necessary to complete the course:**

Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 29						
A	ABS	B	C	D	E	FX
58,62	0,0	24,14	17,24	0,0	0,0	0,0
<b>Lecturers:</b> doc. Mgr. art. Xénia Bergerová, ArtD.						
<b>Last change:</b> 25.10.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de002/22	<b>Course title:</b> Contemporary visual arts
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: (full-time): 1 hour per week lecture + 2 hours per week seminar, total 33 hours per semester, combined form; (primarily full-time). Student workload: 1P + 2S, (3 credits): 11x3 hours of direct instruction = 33 hours, 33 hours of lecture, lecturing, discussion of the topic, 27 hours of seminar paper preparation; 10 hours of presentation preparation; 20 hours of exam preparation; total of 90 hours of student work. Teaching methods: Combination of monological, dialogical and discussion methods: lecturing, explanation, explanation, narration, discussion, polemic on the given topic; independent elaboration and presentation of a selected problem of one of the discussed topics according to the student's choice, combined with discussion within the seminar, application of theoretical knowledge on practical examples from visual arts. A visit to a studio or a relevant current exhibition in a gallery in Bratislava or a quickly accessible nearby foreign country (e.g. Vienna), combined with a discussion.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed by an examination in the form of a written test of the acquired knowledge for the whole semester worth 50 points. The student will be evaluated continuously for the independent work on the assigned topic carried out during the semester. The student will be evaluated continuously for the activity in seminars and for the seminar work developed and presented in the seminar (max 50 points) and the examination in the form of a written test (max 50 points). A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. A minimum of 60% of the course grade is required to pass. In the written final test, a minimum score of 26 points is required. The grade is awarded on a scale of:	

A (100-91%, excellent - outstanding results), the student has an excellent command of the material, can theoretically reflect on the issues of contemporary visual art, analyze, critically evaluate, argue and take his/her own position;

B (90-81%, very good - above average standard), the student has an above average command of the material, demonstrates independent critical thinking and evaluation;

C (80-73%, good - normal reliable work), student has average command of the substance, reliable knowledge of contemporary visual art, critical thinking is borderline;

D (72-66%, satisfactory - acceptable performance), the student has demonstrated an average knowledge of contemporary art, an average ability to reflect on and theoretically generalize issues in the visual arts;

E (65-60%, satisfactory - results meet minimum criteria), the student demonstrated basic knowledge of contemporary visual art but minimal ability to reflect critically and theoretically independently. The student is unable to apply the knowledge to practice.

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

### **Learning outcomes:**

Learning objectives and outcomes:

The learning objective of the above course is to expand the already acquired knowledge of contemporary visual arts and the ability to analyze.

After completing the course:

- has a broader knowledge of current events in the contemporary visual art scene,
- knows and understands the contexts of current events in artistic development and art theory,
- is oriented in the field of contemporary visual art and architecture. Knowledge and experience from the course will help him/her to orient himself/herself in the current theoretical discourse related to contemporary visual arts and to apply them in future pedagogical and creative practice.
- Gain an overview of significant events, strategies, themes and personalities on the world and domestic art scene from the last quarter of the 20th century to the present,
- be able to take a position and be able to communicate contemporary art to pupils and students.

### **Class syllabus:**

Centre and periphery model. Territories of artistic creation. Tradition and contemporaneity in the art of today. The position of art in the present - cultural and sociological contexts. Art in public space. Woman in art - in historical context and in contemporary work. Portrait / self-portrait. Situation and institutional world of contemporary visual art. Themes and strategies of contemporary visual art. Contemporary architecture and design. Minimalism and post-minimalism. Procedural art. Conceptual art. Installation; Institutional critique, site specific. Performance and Body Art. Feminism, postcolonial art and identity art. Photography, film, video art and projected image, intermedia.

### **Recommended literature:**

Required reading:

FOSTER, H., KRAUSS, R., BOIS, Y. A., BUCHLOH, B. Art after 1900. Prague: Slovart, 2007, ISBN 978-80-7209-9528.

Recommended reading:

BELTING, H. The End of Art History. Prague: Mladá Fronta, 2000.

GERŽOVÁ, J. Dictionary of World and Slovak Fine Arts of the Second Half of the 20th Century. Bratislava: Profil, 1999. ISBN 8096828304.

ORIŠKOVÁ, M. Two-Voice Art History. Bratislava: Petrus, 2002. ISBN 8088939518.

RUHRBERG, K. Art of the 20th century. Prague: Slovart, 2004. ISBN 8072095218.

Kol. authors. Art in Slovakia. Bratislava: Slovart, 2007. ISBN 978808080854355.

Profile of contemporary visual art. Available online.

Workbook for art, theory and related zones. Available online Archiv  
VVP AVU  
www.artalk.sk;

**Languages necessary to complete the course:**  
Slovak and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 23

A	ABS	B	C	D	E	FX
39,13	0,0	43,48	13,04	0,0	0,0	4,35

**Lecturers:** doc. PhDr. Magdaléna Kvasnicová, PhD.

**Last change:** 25.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de029/20			<b>Course title:</b> Creating visual presentations			
<b>Educational activities:</b> <b>Type of activities:</b> internship <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. Daniela Valachová, PhD.						
<b>Last change:</b> 04.02.2021						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de029/20			<b>Course title:</b> Creating visual presentations			
<b>Educational activities:</b> <b>Type of activities:</b> internship <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. Daniela Valachová, PhD.						
<b>Last change:</b> 04.02.2021						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de020/22	<b>Course title:</b> Creative laboratory in the landscape
<b>Educational activities:</b> <b>Type of activities:</b> training session <b>Number of hours:</b> <b>per week: per level/semester:</b> 39s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: 39 hours of other forms of instruction; 39 hours total per semester in combined form; (primarily full-time). Student workload: 39s, (3 credits): 2 x 6 hours and 3 x 9 hours of other forms of instruction = 39 hours; 17 hours of preparation and study of theoretical knowledge on the subject; 10 hours of work on assignments; 7 hours of documentation, digitization, processing of outputs into a portfolio and archiving of a set of works; 1 preparation for defence; 1 defence and reflection of a set of assessed works. A total of 75 hours of student work. Teaching methods: Combination of monological, dialogical and practical methods: interpretation, briefing on the topic, discussion, polemics on the topic, application of knowledge from the interpretation to the process of assignment implementation, continuous consultation of assignments.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with an assessment by the 13th week of the semester, a final presentation and defense of a body of completed work focused on the interconnection of the medium of painting and digital media in the environment of landscape and urban space. Participation in ongoing consultations of the realized works is also a prerequisite. Attendance and participation in lecture activities 0-10 points; lab work and preparation of preliminary drafts and sketches 0-20 points; final realization of selected assignments 0-60 points; documentation, digitalization, archiving of the semester work files and their defense 0-10 points. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to complete any of the assigned topics, fails to attend a minimum number of midterm tutorials, or fails to submit the required documentation of a set of term papers.	

Grades are awarded on a scale of:

A 100-91%, excellent - outstanding results, the student can individually and creatively apply the acquired practical and theoretical knowledge in the field of land art - creation in the landscape, i.e. he/she is oriented in the strategies of contemporary art associated with creation in the landscape and contemporary forms of plein air painting, has excellent technical skills, can digitally edit his/her output using available creative software and applications, his/her work is conceptually clear, reflects the abstract and critical thinking of the student's personality;

B 90-81%, very good - above average standard, the student applies the acquired practical and theoretical knowledge in the field of land art - creation in the landscape very well, i.e. he/she is oriented in contemporary art strategies related to creation in the landscape and contemporary forms of plein air painting, he/she has technical skills, he/she can digitally edit his/her outputs for the needs of the assignment his/her work is systematic and conceptual;

C 80-73%, good - routine reliable work, student understands the principles of landscape and plein air painting, has a basic technical understanding of digital editing of his/her output but is unable to apply them comprehensively and creatively to assignments, conceptual thinking is weaker in his/her work;

D 72-66%, satisfactory - acceptable results, the student knows only part of the principles and technical procedures of landscape and plein air painting, but cannot apply them comprehensively and work individually on assignments, critical thinking is absent;

E (65-60%, sufficient - the results meet the minimum criteria), the student knows only a fraction of the principles and technical procedures of creation in landscape and plein air painting, he/she is unable to apply them even after repeated consultations with the teacher to complete the assignment, critical and creative thinking is absent;

Fx 59-0%, insufficient - extra work is required, student does not acquire even partial knowledge and principles necessary to work on the assignment, fails to think critically and creatively.

### **Learning outcomes:**

Learning objectives and outcomes:

The aim of education within the above mentioned course is to gain theoretical knowledge of the basic characteristics and concepts and practical experience focused on the interconnection of the medium of painting and digital media in the environment of landscape and urban space.

After completing the course:

- Masters the skills, techniques, and/or technologies of each area of his/her subject specialization with an emphasis on painting and digital media,
- is able to work fluently in interdisciplinary art media,
- is able to collaborate on professional projects in the area of subject specialisation.

### **Class syllabus:**

The course focuses on the interconnection of the medium of painting and digital media in the environment of landscape and urban space. Students will creatively develop painting practices and ideas into their own artistic expression. In parallel, they are encouraged to labored painting skills towards conceptual processing in digital media and vice versa.

### **Recommended literature:**

AUMONT, J., *Obraz*, Praha: Akademie múzických umění, 2006, ISBN 8073310457.

ČARNÁ, D., *Z mesta von*, Umenie v prírode, Bratislava: GMB, 2007.

GERŽOVÁ, J., (ed.) *Maľba v postmediálnom veku / Painting in the Postmedial Age*, Bratislava: Sloart, 2013.

GERŽOVÁ, J., *Maľba v kontextoch / Kontexty maľby*, Bratislava: Sloart, 2013.

LOSOS, L., *Techniky maľby*, Bratislava: Pallas, 1992. ISBN 80-7095-014-5.

RUSH, M., New media in art, 2nd ed. London: Thames-Hudson, 2005. ISBN 0500203784.  
RUSNÁKOVÁ, K., História a teória mediálneho umenia na Slovensku, Bratislava: VŠVU, 2006.  
ISBN 80-89259-04-9.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 33

A	ABS	B	C	D	E	FX
57,58	0,0	27,27	0,0	0,0	0,0	15,15

**Lecturers:** Mgr. art. Anabela Sládek, ArtD., Mgr. art. Natália Okolicsányiová, ArtD.

**Last change:** 25.10.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde012/22	<b>Course title:</b> Didactics and Methodics of Musical Education
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b>            Course completion requirements:            State examination in the field of theoretical knowledge of the didactics of psychological disciplines and their application in the design and management of the teaching process.            The assessment is awarded on a scale:            A (excellent - excellent results),            B (very good - above average standard),            C (good - normal reliable work),            D (satisfactory - acceptable results),            E (satisfactory - results meet the minimum criteria),            Fx (insufficient - additional work required)</p>	
<p><b>Learning outcomes:</b>            Learning outcomes/ Objectives and learning outcomes:            The aim of the state examination is to verify the student's ability to solve specific didactic tasks in the field of music and relevant subject didactics. The student will demonstrate the following skills and competencies:</p> <ul style="list-style-type: none"> <li>- apply the knowledge and theories of general didactics in the didactics of music</li> <li>- characterise and define basic didactic concepts with a focus on the specificities in music education in lower and upper secondary education,</li> <li>- design and prepare music education lessons in accordance with the didactic principles and the requirements of the relevant pedagogical documentation for individual types of schools</li> <li>- characterise, apply and evaluate current functional and progressive didactic methods</li> <li>- propose adequate methods of assessing student performance</li> <li>- on the basis of a reflection on pedagogical practice, document selected problems in the field of lesson preparation, the selection of teaching methods and didactical analysis of the curriculum.</li> </ul>	
<p><b>Class syllabus:</b>            Course outcomes of subject (content):</p> <ol style="list-style-type: none"> <li>1. Music education, music pedagogy, music didactics, music education methodology. Characteristics of the disciplines, area of research and focus, applications, position of the disciplines in the structure of pedagogical and music science, current domestic and international infrastructure of music pedagogical sciences, areas and disciplines - institutions, documents, textbooks, current situation in the field.</li> <li>2. Music education as a synthesis of musical art (content), musical skills (goal) and musical activities (method). Interdependence of elements.</li> <li>3. Musical activities. Classification, characteristics, specifics, applications.</li> <li>4. Musical abilities. Classification, characteristics, specifics, applications.</li> </ol>	

5. Musical art in the context of music education. Didactic strategies, music-pedagogical interpretation, musical-expressive means of music as the content of music education.
6. Teacher-pupil interaction in the context of music education. Pedagogical communication, teacher's personality.
7. E. J. Dalcroze, C. Orff and Z. Kodály as the starting points of modern music education.
8. Preparation of the music teacher, preparation for teaching music education, music doctrine. Procedures, strategies, logical operations, lesson structure, objectives, content, methods, methodological procedure.  
Educational standards of music education, music teaching.

**State exam syllabus:****Recommended literature:**

Recommended readings:

SEDLÁK, F. a VÁŇOVÁ H. Hudební psychologie pro učitele. 1. vyd. Praha: Karolinum, 2013. ISBN 978-80-246-2060-2.

BLAŽEKOVÁ, M. Orff-Schulwerk: princípy a adaptácia. Nitra: Univerzita Konštantína Filozofa, 2011. ISBN 978-80-8094-997-6.

DANIEL, L. Metodika hudební výchovy. Praha: Montanex, 2010. ISBN 8072253298.

BALCÁROVÁ, B. Alfa didaktiky hudobnej výchovy. Prešov : Súzvuk, 2004. ISBN 80-89188-00-1.

SEDLÁK, F. a kol. Didaktika hudební výchovy I. Praha: SPN,1985.

SEDLÁK, F. a kol. Didaktika hudební výchovy II. Praha: SPN,1979.

PETLÁK, E. Všeobecná didaktika. Bratislava: Iris, 2004. ISBN 8089018645.

JENČKOVÁ, E. Hudba a pohyb ve škole. Hradec Králové: Tandem, 2002. ISBN 80-903115-7-1.

TUREK, I. Didaktika. Bratislava: Iura Edition, 2010. ISBN 9788080783228.

BURLAS, L. Teória hudobnej pedagogiky. Prešov: FHaPV PU, 1997. ISBN 808888506X.

PETTY, G. a KOVAŘÍK Š. Moderní vyučování. Praha: Portál, 2008. ISBN 8073674270.

Educational standards, curricula, state and school curricula (available at [www.statpedu.sk](http://www.statpedu.sk)), music education, music education textbooks.

**Languages necessary to complete the course:**

Slovak

**Last change:** 10.11.2022**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde005/22	<b>Course title:</b> Didactics of Musical Education I
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: In full-time study: Form of teaching : 1 lecture, 1 seminar, combined form (primarily by attendance) Recommended length of teaching (in hours): Weekly :2 Per study period: 22 hours Student workload: 11 x 2 hours of direct teaching (total: 22 hours); 40 hours preparation of seminar work;38 hours study of literature and preparation for continuous assessment. 100 hours of student work in total. Teaching methods: Combination of monological methods (instruction), situational methods (case studies), dialogical methods (interview, discussion), and practical methods ((induction, deduction, analysis, synthesis).	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: There will be two written examinations of 50 points each during the semester. Students may earn 50 points for each review. The final grade will be the sum of the points earned from both quizzes. A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who obtains less than 25 points in either of the two written examinations. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required)	

A - excellent performance, the student masters the basic concepts of didactics of music education, can apply what he/she has learned in theory to practice; critically evaluates, analyzes, connects;  
B - excellent performance, the student masters the basic concepts in the field of didactics of music education, however, when applying the knowledge to practice, slight deficiencies are observed - he/she solves model situations with minor hesitations; critical thinking is borderline;  
C - good performance, although the student has acquired knowledge in the field of didactics of music education, but he can only partially apply what he has learned to practice; he has problems with complex problem solving;  
D - acceptable performance, the student has only partially mastered the knowledge in the field of didactics of music education, he/she has significant deficiencies in the problem, he/she cannot apply what he/she has learnt in practice, he/she has problems solving model situations; his/her term paper meets the minimum criteria;  
E - minimally acceptable performance, the student has acquired minimal knowledge in the field of didactics of music education, he/she is unable to transfer it adequately into practice;  
Fx - unacceptable performance, the student has not sufficiently mastered the knowledge in the field of didactics of music education, or has not fulfilled the conditions set by the teacher during the semester.

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student acquires a basic orientation in the field of didactics of music, understands its subject, focus, content, objectives, subject of research, structure, division, links to related pedagogical and music science disciplines. The student understands the direct connection between didactics and education, can theoretically reflect on selected educational processes using specific terminology, can apply selected theoretical bases in music education. The problems of didactics of music and music education are made clear to the student by three elements: content, objectives, method. The content is primarily musical expressive means, the aim is the development of musical abilities as well as key competences of the pupil, and the methodological bases are musical activities in accordance with the requirement of the musical-activity character of education.

**Class syllabus:**

Course outcomes of subject (content):

Didactics of music - subject, systematics, historical context. Links between didactics and pedagogy, education and methodology. Content of education - didactic aspect of musical expressive means: rhythmic education, intonation education, vocal education, work with song, improvisation, composition, listening to music. Methodological background - specific methods, musical activities as a primary way of acquiring music. Aim - development of musical abilities, overlaps of music on the development of pupils' key competences.

**Recommended literature:**

Compulsory/Recommended readings:

Compulsory readings:

BALCÁROVÁ, B. Integrovaná didaktiky hudobnej výchovy v primárnej edukácii. Prešov: Prešovská univerzita v Prešove, Pedagogická fakulta, 2004. ISBN 978-80-555-2324-8.

BOROŠ, T. Hudobná edukácia. Teória a prax. Bratislava: Univerzita Komenského, 2018. ISBN 978-80-223-4430-2.

BARANOVÁ, E. Ako učiť hudobnú výchovu. Ružomberok: Katolícka univerzita, 2001. ISBN 80-89039-03-0.

Recommended (of interest) readings:

BALCÁROVÁ, B. Alfa didaktiky hudobnej výchovy. Prešov: Súzvuk, 2004.

ISBN 80-89188-00-1.

BARANOVÁ, E. Hudobná výchova – výchova hudbou k hudbe. Banská Bystrica: Pedagogická fakulta UMB, 2010. ISBN 978-80-8083-866-9.

EBEN, P – HURNÍK, I. Česká Orffova škola. Praha: Supraphon, 1969.

FELIX, B. Hudobno-dramatické činnosti na základnej škole. Banská Bystrica: PF UMB, 2013. ISBN 978-80-557-0614-6.

FRIDMAN, L. a kol. Aktuálne podnety modernizácie didaktiky hudobnej edukácie. Banská Bystrica: PF UMB, 2013. ISBN 978-80-8083-755-6.

HURNÍK, I. Umění poslouchat hudbu. 6 CD. Praha: Supraphon, 2004.

JENČKOVÁ, E. Hudba a pohyb ve škole. Hradec Králové: Tandem, 2002. ISBN 80-903115-7-1.

KODEJŠKA, M. Integrativní hudební výchova dítěte předškolního věku. Praha: PF UK Praha, 2002. ISBN 80-7290-080-3.

SEDLÁK, F. – VÁŇOVÁ, H. Hudební psychologie pro učitele. Praha: Karolinum, 2013. ISBN 978-80-246-2060-2.

ŠIMONEKOVÁ, H. Hudobno-pohybová rytmika. Bratislava: AT Publishing, 2008. ISBN: 80-88954-10-X.

Remark:

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

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
62,96	0,0	18,52	14,81	3,7	0,0	0,0

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde006/22	<b>Course title:</b> Didactics of Musical Education II
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Full-time: Form of instruction : 1 lecture, 1 seminar, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly :2 Over the study period: 22 hours Student workload: 11 x 2 hours of direct teaching (total: 22 hours);40 hours preparation of seminar work;38 hours study of literature and preparation for continuous assessment. 100 hours of student work in total. Teaching methods: Combination of monological methods (instruction), situational methods (case studies), dialogical methods (interview, discussion), and practical methods (induction, deduction, analysis, synthesis).	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KHV/M-KHVde005/22 - Didactics of Musical Education I	
<b>Course requirements:</b> Course completion requirements: During the semester, the student will prepare and publicly present a written preparation for a music education lesson, which will include the creation of a didactic aid for 60 points, and will pass a test on the didactics of music education for 40 points. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who obtains less than 25 points in either of the two written examinations. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required)	

A - excellent performance, the student masters the concepts of didactics of music education, can apply what he/she has learned in theory to practice; critically evaluates, analyzes, connects;  
B - excellent performance, the student masters the concepts from the field of didactics of music education, however, when applying the knowledge to practice, slight deficiencies are observed - he/she solves model situations with minor hesitations; critical thinking is borderline;  
C - good performance, although the student has acquired knowledge in the field of didactics of music education, but he can only partially apply what he has learned to practice; he has problems with complex problem solving;  
D - acceptable performance, the student has only partially mastered the knowledge in the field of didactics of music education, he/she has significant deficiencies in the problem, he/she cannot apply what he/she has learnt in practice, he/she has problems solving model situations; his/her term paper meets the minimum criteria;  
E - minimally acceptable performance, the student has acquired minimal knowledge in the field of didactics of music education, he/she is unable to transfer it adequately into practice;  
Fx - unacceptable performance, the student has not sufficiently mastered the knowledge in the field of didactics of music education, or has not fulfilled the conditions set by the teacher during the semester.

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student knows theoretically and practically (own proposals) the problems of the lesson - its stages, structure, form, tectonics, as well as related activities - teacher's preparation for teaching. The student is oriented in music-pedagogical and didactic constructs (plans, curricula, standards, programmes), in current textbooks, in the issue of material and didactic means, he/she knows the basic principles of teacher-pupil interaction and pedagogical communication, he/she can apply general didactic principles in music education. Gain an overview of current progressive didactic models and concepts.

**Class syllabus:**

Course outcomes of subject (content):

Teaching lesson - structure, stages, construction, principles. Music-educational activities, music-didactic games. Teacher's preparation for teaching - objectives, content, methodological procedure. Material-didactic means, up-to-date textbooks. Teacher's personality. Teacher-pupil interaction, artistic and pedagogical communication. Music-didactic models and concepts. Creation of a music-pedagogical project. Management of the music-educational process.

**Recommended literature:**

Compulsory/Recommended readings:

Compulsory readings:

BALCÁROVÁ, B. Integrovaná didaktiky hudobnej výchovy v primárnej edukácii. Prešov: Prešovská univerzita v Prešove, Pedagogická fakulta, 2004. ISBN 978-80-555-2324-8.

BOROŠ, T. Hudobná edukácia. Teória a prax. Bratislava: Univerzita Komenského, 2018. ISBN 978-80-223-4430-2.

BALCÁROVÁ, B. Alfa didaktiky hudobnej výchovy. Prešov: Súzvuk, 2004. ISBN 80-89188-00-1

Recommended (of interest):

BARANOVÁ, E. Ako učiť hudobnú výchovu. Ružomberok: Katolícka univerzita, 2001. ISBN 80-89039-03-0.

BARANOVÁ, E. Hudobná výchova – výchova hudbou k hudbe. Banská Bystrica: Pedagogická fakulta UMB, 2010. ISBN 978-80-8083-866-9.

EBEN, P. – HURNÍK, I. Česká Orffova škola. Praha: Supraphon, 1969.

FELIX, B.. Hudobno-dramatické činnosti na základnej škole. Banská Bystrica: PF UMB, 2013. ISBN 978-80-557-0614-6.  
 FRIDMAN, L. a kol. Aktuálne podnety modernizácie didaktiky hudobnej edukácie. Banská Bystrica: PF UMB, 2013. ISBN 978-80-8083-755-6.  
 HURNÍK, I.. Umění poslouchat hudbu. 6 CD. Praha: Supraphon, 2004.  
 JENČKOVÁ, E. Hudba a pohyb ve škole. Hradec Králové: Tandem, 2002. ISBN 80-903115-7-1.  
 KODEJŠKA, M. Integrativní hudební výchova dítěte předškolního věku. Praha: PF UK Praha, 2002. ISBN 80-7290-080-3.  
 SEDLÁK, F. – VÁŇOVÁ, H. Hudební psychologie pro učitele. Praha: Karolinum, 2013. ISBN 978-80-246-2060-2.  
 ŠIMONEKOVÁ, H. Hudobno-pohybová rytmika. Bratislava: AT Publishing, 2008. ISBN: 80-88954-10-X.

Remark:

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

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 26

A	ABS	B	C	D	E	FX
84,62	0,0	7,69	3,85	0,0	3,85	0,0

**Lecturers:** PaedDr. Lenka Kaščáková, PhD.

**Last change:** 10.11.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-št009/22	<b>Course title:</b> Didactics of art education
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<b>Last change:</b> 21.06.2022	
<b>Approved by:</b>	

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de024/15			<b>Course title:</b> Digital illustration			
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week:</b> 3 <b>per level/semester:</b> 42 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 5						
A	ABS	B	C	D	E	FX
80,0	0,0	20,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. art. Anabela Sládek, ArtD.						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de024/15			<b>Course title:</b> Digital illustration			
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week:</b> 3 <b>per level/semester:</b> 42 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 5						
A	ABS	B	C	D	E	FX
80,0	0,0	20,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de018/22	<b>Course title:</b> Digital image
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: 1 hour lecture, 2 hours seminar; total 33 hours per semester, combined form; (primarily full-time). Student workload: 1P + 2S, (3 credits): 11x3 hours of direct instruction = 33 hours; 12 hours of continuous assignments, 30 hours of term work. Total of 75 hours of student work. Teaching methods: Explanation, discussion on the presented topics, brainstorming, practical methods (graphic and artistic works), creation of digital portfolio, application of theoretical knowledge in the practical procedures of creation, instruction of selected technical procedures - tutorials, by teachers and students, consultation.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with an assessment consisting of a practical presentation/defence of a term paper on a given topic. Theoretical knowledge in the field of digital imaging 0-10b; preparation of a digital portfolio and communication with the teacher (in the context of teaching) 0-10b; ability to apply theoretical knowledge to implementation (continuous assignments and term paper) 0-70b; defense and archiving of a set of term papers 0-10b of the total course grade. During the semester there will be an interim assessment which counts towards the overall grade. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to complete any of the assigned topics. Grades are awarded on a scale of: A 100-91%, excellent - excellent results, the student can individually and creatively apply the acquired practical and theoretical knowledge of digital image, has excellent technical skills in creating in graphic software, his/her work is conceptually clearly formulated, reflects the abstract and critical thinking of the student's personality;	

B 90-81%, very good - above average standard, the student has a working knowledge of the acquired principles and technical media of the digital image, can work in the graphics software required to complete the assignment, his/her work is conceptual in nature;

C 80-73%, good - normal reliable work, the student understands the principles and basic technical procedures but cannot apply them comprehensively to creative assignments, conceptual thinking is less evident in assignment work;

D 72-66%, satisfactory - acceptable results, student understands only part of the principles and technical procedures of the digital image medium, but cannot apply them comprehensively and work individually on assignments, critical thinking is absent;

E (65-60%, satisfactory - results meet the minimum criteria), the student knows only a fraction of the principles and technical procedures of the digital image medium, is unable to apply them even after repeated consultations with the teacher to complete the assignment, critical and creative thinking is absent;

Fx 59-0%, insufficient - extra work is required, student does not master even partial knowledge and principles of working with the medium of digital image, cannot think critically and creatively.

### **Learning outcomes:**

Learning objectives and outcomes:

The aim of education in the course is to gain theoretical knowledge and practical experience focused on the creation and characteristics of the bitmap image in visual art and creative expression.

After completing the course:

- Masters the skills, artistic techniques, or technologies of each area of his/her subject specialization focused on digital image,
- has the ability of didactic interpretation of his/her specialization,
- has the ability to independently design, organize and direct the educational process,
- can analyse, assess and implement elements of alternative educational programmes,
- can effectively communicate pedagogical and professional knowledge to the wider lay and professional community,
- knows and analyses the latest trends in contemporary visual arts,
- is able to independently apply theoretical and practical knowledge of digital visual media in a programmatic manner,
- is familiar with the principles of the application of digital technologies in education,
- - critical and methodological thinking skills.

### **Class syllabus:**

This course focuses theoretically and practically on the creation and characteristics of the bitmap image in fine art and creative expression. Digital manipulation and transformation of the image in the content of the student's own opinion on semester topics is the goal of the course. Within a digital environment that allows for student creative expression, the digital image is one of the fundamentals in student expression in elementary and secondary schools. The experience and knowledge gained in the field will become the basis for his/her future teaching activities.

### **Recommended literature:**

AUMONT, J. *Obraz*. Praha: Akademie múzických umění. 2006. ISBN 8073310457.

FLUSSER, V. *Do universa technických obrazů*. 2001. Praha: OSVU, 162 s. ISBN 8023875698.

MANOVICH, L. *Jazyk nových médií*. 2018. - 1. čes. vyd. - Praha : Univerzita Karlova. Nakl. Karolinum, 378 s. ISBN 978-80-246-2961-2.

RUSNÁKOVÁ, K. *V toku pohyblivých obrazov*. Bratislava, 2005. ISBN 8088675979.

RUSNÁKOVÁ, K. *Premietané obrazy v digitálnom veku: súčasné videoumenie v múzeu umenia a galérii*. Banská Bystrica: Fakulta výtvarných umení, Akadémia umení v Banskej Bystrici, 2018. ISBN 9788082060051.

SHANKEN, E. A. Art and electronic media. London; New York : Phaidon Press, 2009. ISBN: 9780714847825.

SLÁDEK, A.: Digital image - a new form in art and education = Digitálny obraz - nová matrica vo výtvarnom vzdelávaní. In: Horizonty umenia 5. Strenáčiková, M, ed.; 1. vyd. – Banská Bystrica (Slovensko) : Akadémia umení. Fakulta múzických umení, 2018. – ISBN 978-80-8206-007-5.

SLÁDEK, A.: Introduction to the evaluation specifics for assessing digital creations of students of art education = Úvod do problematiky špecifik hodnotenia digitálnej tvorby študentov výtvarnej výchovy. In: Horizonty umenia 7: Zborník abstraktov z medzinárodnej vedeckej webovej konferencie / Strenáčiková, M. ed.; 1. vyd. – Roč. 7. – Banská Bystrica (Slovensko) : Akadémia umení. Fakulta múzických umení, 2020. – ISBN 978-80-8206-036-5.

VIRILIO, P. Stroj videnia. 2002. Bratislava: Slovenský filmový ústav, 111 s. ISBN 8085187310.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 30

A	ABS	B	C	D	E	FX
46,67	0,0	40,0	13,33	0,0	0,0	0,0

**Lecturers:** Mgr. art. Anabela Sládek, ArtD.

**Last change:** 25.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de018/22	<b>Course title:</b> Digital image
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: 1 hour lecture, 2 hours seminar; total 33 hours per semester, combined form; (primarily full-time). Student workload: 1P + 2S, (3 credits): 11x3 hours of direct instruction = 33 hours; 12 hours of continuous assignments, 30 hours of term work. Total of 75 hours of student work. Teaching methods: Explanation, discussion on the presented topics, brainstorming, practical methods (graphic and artistic works), creation of digital portfolio, application of theoretical knowledge in the practical procedures of creation, instruction of selected technical procedures - tutorials, by teachers and students, consultation.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with an assessment consisting of a practical presentation/defence of a term paper on a given topic. Theoretical knowledge in the field of digital imaging 0-10b; preparation of a digital portfolio and communication with the teacher (in the context of teaching) 0-10b; ability to apply theoretical knowledge to implementation (continuous assignments and term paper) 0-70b; defense and archiving of a set of term papers 0-10b of the total course grade. During the semester there will be an interim assessment which counts towards the overall grade. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to complete any of the assigned topics. Grades are awarded on a scale of: A 100-91%, excellent - excellent results, the student can individually and creatively apply the acquired practical and theoretical knowledge of digital image, has excellent technical skills in creating in graphic software, his/her work is conceptually clearly formulated, reflects the abstract and critical thinking of the student's personality;	

B 90-81%, very good - above average standard, the student has a working knowledge of the acquired principles and technical media of the digital image, can work in the graphics software required to complete the assignment, his/her work is conceptual in nature;

C 80-73%, good - normal reliable work, the student understands the principles and basic technical procedures but cannot apply them comprehensively to creative assignments, conceptual thinking is less evident in assignment work;

D 72-66%, satisfactory - acceptable results, student understands only part of the principles and technical procedures of the digital image medium, but cannot apply them comprehensively and work individually on assignments, critical thinking is absent;

E (65-60%, satisfactory - results meet the minimum criteria), the student knows only a fraction of the principles and technical procedures of the digital image medium, is unable to apply them even after repeated consultations with the teacher to complete the assignment, critical and creative thinking is absent;

Fx 59-0%, insufficient - extra work is required, student does not master even partial knowledge and principles of working with the medium of digital image, cannot think critically and creatively.

### **Learning outcomes:**

Learning objectives and outcomes:

The aim of education in the course is to gain theoretical knowledge and practical experience focused on the creation and characteristics of the bitmap image in visual art and creative expression.

After completing the course:

- Masters the skills, artistic techniques, or technologies of each area of his/her subject specialization focused on digital image,
- has the ability of didactic interpretation of his/her specialization,
- has the ability to independently design, organize and direct the educational process,
- can analyse, assess and implement elements of alternative educational programmes,
- can effectively communicate pedagogical and professional knowledge to the wider lay and professional community,
- knows and analyses the latest trends in contemporary visual arts,
- is able to independently apply theoretical and practical knowledge of digital visual media in a programmatic manner,
- is familiar with the principles of the application of digital technologies in education,
- - critical and methodological thinking skills.

### **Class syllabus:**

This course focuses theoretically and practically on the creation and characteristics of the bitmap image in fine art and creative expression. Digital manipulation and transformation of the image in the content of the student's own opinion on semester topics is the goal of the course. Within a digital environment that allows for student creative expression, the digital image is one of the fundamentals in student expression in elementary and secondary schools. The experience and knowledge gained in the field will become the basis for his/her future teaching activities.

### **Recommended literature:**

AUMONT, J. *Obraz*. Praha: Akademie múzických umění. 2006. ISBN 8073310457.

FLUSSER, V. *Do universa technických obrazů*. 2001. Praha: OSVU, 162 s. ISBN 8023875698.

MANOVICH, L. *Jazyk nových médií*. 2018. - 1. čes. vyd. - Praha : Univerzita Karlova. Nakl. Karolinum, 378 s. ISBN 978-80-246-2961-2.

RUSNÁKOVÁ, K. *V toku pohyblivých obrazov*. Bratislava, 2005. ISBN 8088675979.

RUSNÁKOVÁ, K. *Premietané obrazy v digitálnom veku: súčasné videoumenie v múzeu umenia a galérii*. Banská Bystrica: Fakulta výtvarných umení, Akadémia umení v Banskej Bystrici, 2018. ISBN 9788082060051.

SHANKEN, E. A. Art and electronic media. London; New York : Phaidon Press, 2009. ISBN: 9780714847825.

SLÁDEK, A.: Digital image - a new form in art and education = Digitálny obraz - nová matrica vo výtvarnom vzdelávaní. In: Horizonty umenia 5. Strenáčiková, M, ed.; 1. vyd. – Banská Bystrica (Slovensko) : Akadémia umení. Fakulta múzických umení, 2018. – ISBN 978-80-8206-007-5.

SLÁDEK, A.: Introduction to the evaluation specifics for assessing digital creations of students of art education = Úvod do problematiky špecifik hodnotenia digitálnej tvorby študentov výtvarnej výchovy. In: Horizonty umenia 7: Zborník abstraktov z medzinárodnej vedeckej webovej konferencie / Strenáčiková, M. ed.; 1. vyd. – Roč. 7. – Banská Bystrica (Slovensko) : Akadémia umení. Fakulta múzických umení, 2020. – ISBN 978-80-8206-036-5.

VIRILIO, P. Stroj videnia. 2002. Bratislava: Slovenský filmový ústav, 111 s. ISBN 8085187310.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 30

A	ABS	B	C	D	E	FX
46,67	0,0	40,0	13,33	0,0	0,0	0,0

**Lecturers:**

**Last change:** 25.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de030/20		<b>Course title:</b> Digital technologies for school				
<b>Educational activities:</b> <b>Type of activities:</b> internship <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 6						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. Daniela Valachová, PhD.						
<b>Last change:</b> 04.02.2021						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de030/20		<b>Course title:</b> Digital technologies for school				
<b>Educational activities:</b> <b>Type of activities:</b> internship <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 6						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. Daniela Valachová, PhD.						
<b>Last change:</b> 04.02.2021						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde023/22	<b>Course title:</b> Disorders of child development, learning and behaviour
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites: 100% of the continuous assessment, the course is completed by assessment. During the semester, students will prepare a seminar paper (max. 30 points), present the seminar paper (max. 10 points) and pass an intermediate didactic test (max. 60 points). The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. The test and the seminar paper are designed to verify the learning outcomes. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the course it is necessary to obtain at least 60% of the points from all partial tasks. For an A grade, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through a variety of literature sources, are able to select relevant sources for their studies, are able to navigate the issues of childhood developmental, learning and behavioural disorders, i.e. have basic information on their aetiopathogenesis, epidemiology, diagnosis and differential diagnosis, as well as on possible forms of intervention. A grade of B means that students performed above average throughout the semester, were able to study independently, are proficient in basic information related to childhood developmental disorders, behavioral and learning disorders, and are able to navigate the literature. A grade of C means that the students performed well during the semester, their theoretical knowledge of the subject is at a good level, but their ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge is lacking. A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to the subject of education and greater problems	

in independent implementation work, they are unable to critically analyze information and have problems applying knowledge to practice.

A grade of E means that students fail more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, and fail to think critically, but have mastered most of the theoretical knowledge in the course.

**Learning outcomes:**

The goal is to familiarize students with the basic classification and manifestations of developmental, behavioral, and learning disorders in childhood and their impact on a child's school functioning. Students will gain a basic understanding of the most General developmental disorders, behavioral and learning disorders occurring primarily in the school-aged child. The ability to navigate the subject matter is essential for future subject specialty teachers at the lower and upper secondary levels, especially in the context of pro-inclusive school policies. They will not only acquire theoretical knowledge, but will also acquire sufficient competence to work with other professionals involved in dealing with developmental, learning and behavioural disorders. It is anticipated that teachers will be confronted with an increasing number of different images of developmental disorders in the years to come, and it is therefore essential to acquire not only the knowledge but also the competences for possible cooperation. Students are familiarised with the issue of normality in child psychology, with the risks of developmental disorders and with international classifications, which will enable them to better understand the origins and manifestations of individual disorders. A good understanding of the subject is a prerequisite for an individualised teacher-pupil relationship with a developmental, learning and behavioural disorder. Such a relationship requires not only empathy, but must also be underpinned by acquired skills. An important goal is to prepare students to participate in the implementation of individual education plans for children with developmental, learning and behavioural disabilities. Most children with developmental, learning and behavioural disorders (with few exceptions) are pupils in mainstream primary schools and it is therefore important that students are able to work competently with the inclusion team, but also with specialists in other fields such as a neurologist, psychologist, speech and language therapist and paediatrician.

**Class syllabus:**

Brief outline of the course:

1. Introduction to developmental disorders /definition of developmental disorders, precursors of developmental disorders, classification of developmental disorders.
2. Etiology of developmental disorders /pathogenic factors and the complexity of their action, risks in the pre-, peri- and post-natal period, early diagnosis, intervention, stimulation, deprivation/.
3. Psychomotor retardation /general developmental delay/ and mental retardation /intellectual disorders, etiology, classification, possibilities and limitations of intervention.
4. Enuresis, encopresis, tics - psychogenic conditioned disorders in the somatic area. Manifestations, forms, possibilities of intervention.
5. Primary psychogenic communication disorders - barking and mutism /definition, classification, possibilities of intervention/.
6. Pervasive developmental disorders or autism spectrum disorders / autism, Asperger's syndrome, Rett's syndrome, etiology, clinical picture, organization of care.
7. The problem of organicity in child psychology. Cerebral palsy - etiology, clinical picture. Developmental disorder of motor functions.
8. Mild brain dysfunction, present - hyperkinetic syndrome or ADHD  
The most significant factors in working with children with ADHD, ADD.
9. Specific learning disabilities - diagnosis and differential diagnosis, remedial programmes in work with children with specific learning disabilities.

10. Emotional disorders in childhood - anxiety disorders and depression in childhood and adolescence.

11. Behavioural disorders, classification, manifestations and intervention options

**Recommended literature:**

VÁGNEROVÁ, M. (2014). Současná psychopatologie pro pomáhající profese. Praha: Portál, 816 s., ISBN 9788026206965

VÁRYOVÁ, B., ANDREÁNSKA, V. (2016). Vývinové poruchy. In: HERETIK, A. sr., HERETIK, A. jr. (ed.), Klinická psychológia, 2. prepracované a rozšírené vydanie. s. 415-459. Psychoprof, s. r. o. ISBN 9788089322244

Recommended reading:

BRUNCLÍKOVÁ, Z. (2020). Inkluzívne vzdelávanie z pohľadu učiteľov. In Tolerancia inakosti ako priorita (nielen) sociálnej pedagogiky. Univerzita Komenského. s 6-13. ISBN 978-80-223-4976-5

BRUNCLÍKOVÁ, Z., ANDREÁNSKA, V. (2013). Problematika dyslexie vo vyučovaní cudzích jazykov. In Psychológia (v) škole (elektronický zdroj). Univerzita Komenského. s. 171-177, ISBN 978-80-223-3483-9

BRUNCLÍKOVÁ, Z. (2014). Šikana v integrovanej triede základnej školy. In Inovácie v teórie a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím. Bratislava: Iris. s. 461-469. ISBN 978-80-89726-28-8

GLASOVÁ, M., HARVANOVÁ, S., VANCU, E. (2021). Emocionálna regulácia a vzťahová väzba. In: GLASOVÁ, M., HARVANOVÁ, S., VANCU E., Multimodalita vývinu emocionálnej regulácie u adolescentov. 1. vyd., s. 26-32. Bratislava: Univerzita Komenského. ISBN 978-80-223-5131-7

GLASOVÁ, M., GROMA, M. (2019). Psychologické 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., s. 57-96. Bratislava: Univerzita Komenského. ISBN 978-80-223-4862-1

POKORNÁ, V. (2015). Teorie a náprava vývojových poruch učení a chování. 3. rozšírené vydanie. Praha: Portál. 339 s. ISBN 978-80-7367-817-3

PUGNEROVÁ, M., KVITOVÁ, J. (2016). Přehled poruch psychického vývinu. Praha: Grada Publishing.

ŘÍČAN, P., KREJČÍŘOVÁ, D. a kol. (2006). Dětská klinická psychologie. 4., přepracované a doplněné vydání. Praha: Grada Publishing. 269 s. ISBN 978-80-2475-4529

periodicals and scientific databases:

PsycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie and others

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

subject with psychological focus, in the study plan marked \*)

**Past grade distribution**

Total number of evaluated students: 456

A	ABS	B	C	D	E	FX
77,85	0,0	12,28	4,82	1,75	0,88	2,41

**Lecturers:** Mgr. Zuzana Štefanec, PhD.

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde023/22	<b>Course title:</b> Disorders of child development, learning and behaviour
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites: 100% of the continuous assessment, the course is completed by assessment. During the semester, students will prepare a seminar paper (max. 30 points), present the seminar paper (max. 10 points) and pass an intermediate didactic test (max. 60 points). The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. The test and the seminar paper are designed to verify the learning outcomes. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the course it is necessary to obtain at least 60% of the points from all partial tasks. For an A grade, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through a variety of literature sources, are able to select relevant sources for their studies, are able to navigate the issues of childhood developmental, learning and behavioural disorders, i.e. have basic information on their aetiopathogenesis, epidemiology, diagnosis and differential diagnosis, as well as on possible forms of intervention. A grade of B means that students performed above average throughout the semester, were able to study independently, are proficient in basic information related to childhood developmental disorders, behavioral and learning disorders, and are able to navigate the literature. A grade of C means that the students performed well during the semester, their theoretical knowledge of the subject is at a good level, but their ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge is lacking. A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to the subject of education and greater problems	

in independent implementation work, they are unable to critically analyze information and have problems applying knowledge to practice.

A grade of E means that students fail more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, and fail to think critically, but have mastered most of the theoretical knowledge in the course.

**Learning outcomes:**

The goal is to familiarize students with the basic classification and manifestations of developmental, behavioral, and learning disorders in childhood and their impact on a child's school functioning. Students will gain a basic understanding of the most General developmental disorders, behavioral and learning disorders occurring primarily in the school-aged child. The ability to navigate the subject matter is essential for future subject specialty teachers at the lower and upper secondary levels, especially in the context of pro-inclusive school policies. They will not only acquire theoretical knowledge, but will also acquire sufficient competence to work with other professionals involved in dealing with developmental, learning and behavioural disorders. It is anticipated that teachers will be confronted with an increasing number of different images of developmental disorders in the years to come, and it is therefore essential to acquire not only the knowledge but also the competences for possible cooperation. Students are familiarised with the issue of normality in child psychology, with the risks of developmental disorders and with international classifications, which will enable them to better understand the origins and manifestations of individual disorders. A good understanding of the subject is a prerequisite for an individualised teacher-pupil relationship with a developmental, learning and behavioural disorder. Such a relationship requires not only empathy, but must also be underpinned by acquired skills. An important goal is to prepare students to participate in the implementation of individual education plans for children with developmental, learning and behavioural disabilities. Most children with developmental, learning and behavioural disorders (with few exceptions) are pupils in mainstream primary schools and it is therefore important that students are able to work competently with the inclusion team, but also with specialists in other fields such as a neurologist, psychologist, speech and language therapist and paediatrician.

**Class syllabus:**

Brief outline of the course:

1. Introduction to developmental disorders /definition of developmental disorders, precursors of developmental disorders, classification of developmental disorders.
2. Etiology of developmental disorders /pathogenic factors and the complexity of their action, risks in the pre-, peri- and post-natal period, early diagnosis, intervention, stimulation, deprivation/.
3. Psychomotor retardation /general developmental delay/ and mental retardation /intellectual disorders, etiology, classification, possibilities and limitations of intervention.
4. Enuresis, encopresis, tics - psychogenic conditioned disorders in the somatic area. Manifestations, forms, possibilities of intervention.
5. Primary psychogenic communication disorders - barking and mutism /definition, classification, possibilities of intervention/.
6. Pervasive developmental disorders or autism spectrum disorders / autism, Asperger's syndrome, Rett's syndrome, etiology, clinical picture, organization of care.
7. The problem of organicity in child psychology. Cerebral palsy - etiology, clinical picture. Developmental disorder of motor functions.
8. Mild brain dysfunction, present - hyperkinetic syndrome or ADHD  
The most significant factors in working with children with ADHD, ADD.
9. Specific learning disabilities - diagnosis and differential diagnosis, remedial programmes in work with children with specific learning disabilities.

10. Emotional disorders in childhood - anxiety disorders and depression in childhood and adolescence.

11. Behavioural disorders, classification, manifestations and intervention options

**Recommended literature:**

VÁGNEROVÁ, M. (2014). Současná psychopatologie pro pomáhající profese. Praha: Portál, 816 s., ISBN 9788026206965

VÁRYOVÁ, B., ANDREÁNSKA, V. (2016). Vývinové poruchy. In: HERETIK, A. sr., HERETIK, A. jr. (ed.), Klinická psychológia, 2. prepracované a rozšírené vydanie. s. 415-459. Psychoprof, s. r. o. ISBN 9788089322244

Recommended reading:

BRUNCLÍKOVÁ, Z. (2020). Inkluzívne vzdelávanie z pohľadu učiteľov. In Tolerancia inakosti ako priorita (nielen) sociálnej pedagogiky. Univerzita Komenského. s 6-13. ISBN 978-80-223-4976-5

BRUNCLÍKOVÁ, Z., ANDREÁNSKA, V. (2013). Problematika dyslexie vo vyučovaní cudzích jazykov. In Psychológia (v) škole (elektronický zdroj). Univerzita Komenského. s. 171-177, ISBN 978-80-223-3483-9

BRUNCLÍKOVÁ, Z. (2014). Šikana v integrovanej triede základnej školy. In Inovácie v teórie a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím. Bratislava: Iris. s. 461-469. ISBN 978-80-89726-28-8

GLASOVÁ, M., HARVANOVÁ, S., VANCU, E. (2021). Emocionálna regulácia a vzťahová väzba. In: GLASOVÁ, M., HARVANOVÁ, S., VANCU E., Multimodalita vývinu emocionálnej regulácie u adolescentov. 1. vyd., s. 26-32. Bratislava: Univerzita Komenského. ISBN 978-80-223-5131-7

GLASOVÁ, M., GROMA, M. (2019). Psychologické 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., s. 57-96. Bratislava: Univerzita Komenského. ISBN 978-80-223-4862-1

POKORNÁ, V. (2015). Teorie a náprava vývojových poruch učení a chování. 3. rozšírené vydanie. Praha: Portál. 339 s. ISBN 978-80-7367-817-3

PUGNEROVÁ, M., KVITOVÁ, J. (2016). Přehled poruch psychického vývinu. Praha: Grada Publishing.

ŘÍČAN, P., KREJČÍŘOVÁ, D. a kol. (2006). Dětská klinická psychologie. 4., přepracované a doplněné vydání. Praha: Grada Publishing. 269 s. ISBN 978-80-2475-4529

periodicals and scientific databases:

PsycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie and others

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

subject with psychological focus, in the study plan marked \*)

**Past grade distribution**

Total number of evaluated students: 456

A	ABS	B	C	D	E	FX
77,85	0,0	12,28	4,82	1,75	0,88	2,41

**Lecturers:** Mgr. Zuzana Štefanec, PhD., PaedDr. Anežka Hamranová, PhD., Mgr. Miroslava Lemešová, PhD.

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde001/22	<b>Course title:</b> Educational diagnostics and evaluation
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: Weighting of interim and final assessment: 50/50 - the course is completed by examination. During the semester there will be three colloquial midterm evaluations of 10 points each and four midterm assignments of 5b will be worked on. The final exam will be graded 50pts. Credit will not be awarded to a student who receives less than 5 points on any of the three interim assessments and fails to submit all processed distance assignments for at least a 3b. A minimum of 60% of the course grade is required for successful completion of the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

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

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

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

### **Learning outcomes:**

Learning objectives and outcomes:

- The graduate of the course can react originally, flexibly and fluently to situations that may arise in the teaching process. He/she is able to realistically set the goals and processes of pedagogical diagnosis, while being able to adapt them on the basis of reflection to the educational needs of the pupils.

- It takes a comprehensive approach to pedagogical diagnostics, using both the process of analysis and synthesis in the search for solutions. It uses thinking strategies based on critical appraisal in its decision-making, which relies on facts and clearly formulated information from reliable sources of information.

- He/she is aware of his/her own responsibility and the social and ethical impact of his/her decisions in the process of pedagogical diagnostics. Can make decisions with incomplete information and in the new situations that the teaching process and the current times bring. Is aware of the interdisciplinary scope of pedagogical diagnostics not only in relation to teaching but also in relation to the current needs of society.

- The graduate is able to carry out his/her own microanalysis - reflection of the lesson and take the necessary decisions related to it. He/she is able to carry out action research in the context of teaching.

- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. He/she can analyse the problem and synthesise new solutions. Actively and flexibly brings new solutions to the assigned task. Can formulate clear conclusions and justifications that can be presented to both the professional community and the general public.

- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning. Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective skills, self-reflection and the perception of self-responsibility with personal decisions.

### **Class syllabus:**

Brief outline of the course:

1. Introduction to educational diagnostics:

- Understanding the purpose and goals of pedagogical diagnosis in the context of effective teaching.

- Opportunities for self-discovery and the importance of teacher self-reflection.

- Basic mind-sets (fixed and growth-oriented) in the context of controlling versus autonomous teaching.

- Pedagogical diagnosis in critical motivational moments of the teaching process.

2. The diagnostic process:

- Diagnostic cycle

- Stages of diagnosis
  - Edumetric vs. casuistic approach
  - Implicit and explicit diagnosis
  - Individual, group diagnosis and diagnosis in relation to the norm.
  - Principles of effective pedagogical diagnostics
  - Grades, verbal evaluation and feedback
3. Three units in one: the personality of the pupil in pedagogical diagnostics.
- Perception of the personality of the pupil through three interrelated parts: cognitive, affective and (volitional) behavioural.
  - Cognitive domain: differentiation of cognitive functions and processes, metacognition and executive functions. Working with the possible contents and contexts of the concepts: knowledge, ability, skill, competence and competence.
  - Affective domain: differentiation of affective functions and processes in experiencing (differentiation of emotions and feelings). Working with possible contents and contexts of concepts: attitudes, values, motivational factors.
  - Conative area: manifestations of experiencing and thinking in the pupil's behaviour, volitional processes. Work with possible contents and contexts of the concepts: relationship, action, behaviour, group dynamics.
4. Pedagogical diagnostics and the cognitive area of the pupil's personality.
- Overview of basic methods and forms of diagnosis of knowledge and skills.
  - Principles of didactic test construction (written versus didactic test and adaptive didactic test).
  - Verbal rehearsal versus diagnostic presentation skills.
  - Effective feedback versus verbal evaluation.
  - Pupil self-assessment
  - A global and analytical approach to diagnosis in the cognitive domain.
5. Pedagogical diagnostics and the affective area of the pupil's personality.
- An overview of basic methods and forms of diagnosing student attitudes, values and motivators in school.
  - Possibilities of diagnosing attitudinal and value preferences.
  - Methods of recognizing the motivating factors (interests, passions, internal goal setting) of the learner.
  - Diagnosis of the pupil's learning needs (individual learning preferences).
6. Pedagogical diagnosis and pupil behaviour.
- An overview of basic methods and forms of diagnosing relationships and group dynamics in the classroom.
  - Every student-human being has his/her own reasons why he/she behaves the way he/she does (subconscious or conscious)
  - Setting and assessing the motivational potential of the activity/task.
  - Setting and assessing pupil engagement in relationships with the teacher and in relationships with classmates.
  - Working with conflict in the classroom (teacher as a conflict actor and as a facilitator).
  - Group dynamics of the classroom and its atmosphere, climate and environment.
7. Thinking strategies and key communication skills of the teacher.
- Rules for effective individual and group observation
  - Rules for effective (facilitative) individual and group conversation with pupils.
  - Principles of effective conversation with the parent(s) of the pupil.
  - Basic teacher thinking strategies needed for effective observation and interviewing.
- Colloquial midterm assessment and distance assignments: the student will develop four midterm assignments during the semester (e.g., microanalysis of four different events (video) from the

lesson, didactic test model). They present and discuss their interim assignment in a small group (3-4 students), followed by a class discussion across groups (colloquial interim assessment). Final evaluation: after each lecture and seminar (including the colloquial mid-term evaluation) the student will make a short reflection (what I found interesting, what I learned, what hindered me, what I need to convey differently) in a simple portfolio. The final assessment is done individually through a short conversation between the teacher and the student, focusing on the student's entries in the portfolio. The student's final evaluation is the result of the student's self-evaluation and feedback from the instructor.

**Recommended literature:**

Recommended reading:

Compulsory reading:

GAVORA, P. (2010). Akí sú moji žiaci? Pedagogická diagnostika žiaka. Nitra: Enigma. 216s. ISBN 978-80-89132-91-1

KURUC, M. (2013). Poruchy správania u detí a adolescentov a ich pedagogická diagnostika. Bratislava: Univerzita Komenského v Bratislave. 65s. CD-Rom. ISBN 978-80-223-3512-6

Recommended reading:

HATTIE, J. (2012). Visible Learning For Teachers: Maximizing impact on Learning. New York: Routledge Taylor & Francis Group, US. 286p. ISBN 978-0-415-69015-7

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

MERTIN, V., KREJČOVÁ, L. (2016). Metódy a postupy poznávavání žáka, pedagogická diagnostika. 2. doplnené a aktualizované vydanie. Praha: Wolters Kluwer, CZ. 400s. ISBN 978-80-7552-014-2

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 894

A	ABS	B	C	D	E	FX
84,0	0,0	7,38	4,14	2,13	0,78	1,57

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

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde001/22	<b>Course title:</b> Educational diagnostics and evaluation
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: Weighting of interim and final assessment: 50/50 - the course is completed by examination. During the semester there will be three colloquial midterm evaluations of 10 points each and four midterm assignments of 5b will be worked on. The final exam will be graded 50pts. Credit will not be awarded to a student who receives less than 5 points on any of the three interim assessments and fails to submit all processed distance assignments for at least a 3b. A minimum of 60% of the course grade is required for successful completion of the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

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

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

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

### **Learning outcomes:**

Learning objectives and outcomes:

- The graduate of the course can react originally, flexibly and fluently to situations that may arise in the teaching process. He/she is able to realistically set the goals and processes of pedagogical diagnosis, while being able to adapt them on the basis of reflection to the educational needs of the pupils.

- It takes a comprehensive approach to pedagogical diagnostics, using both the process of analysis and synthesis in the search for solutions. It uses thinking strategies based on critical appraisal in its decision-making, which relies on facts and clearly formulated information from reliable sources of information.

- He/she is aware of his/her own responsibility and the social and ethical impact of his/her decisions in the process of pedagogical diagnostics. Can make decisions with incomplete information and in the new situations that the teaching process and the current times bring. Is aware of the interdisciplinary scope of pedagogical diagnostics not only in relation to teaching but also in relation to the current needs of society.

- The graduate is able to carry out his/her own microanalysis - reflection of the lesson and take the necessary decisions related to it. He/she is able to carry out action research in the context of teaching.

- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. He/she can analyse the problem and synthesise new solutions. Actively and flexibly brings new solutions to the assigned task. Can formulate clear conclusions and justifications that can be presented to both the professional community and the general public.

- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning. Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective skills, self-reflection and the perception of self-responsibility with personal decisions.

### **Class syllabus:**

Brief outline of the course:

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  - Affective domain: differentiation of affective functions and processes in experiencing (differentiation of emotions and feelings). Working with possible contents and contexts of concepts: attitudes, values, motivational factors.
  - Conative area: manifestations of experiencing and thinking in the pupil's behaviour, volitional processes. Work with possible contents and contexts of the concepts: relationship, action, behaviour, group dynamics.
4. Pedagogical diagnostics and the cognitive area of the pupil's personality.
- Overview of basic methods and forms of diagnosis of knowledge and skills.
  - Principles of didactic test construction (written versus didactic test and adaptive didactic test).
  - Verbal rehearsal versus diagnostic presentation skills.
  - Effective feedback versus verbal evaluation.
  - Pupil self-assessment
  - A global and analytical approach to diagnosis in the cognitive domain.
5. Pedagogical diagnostics and the affective area of the pupil's personality.
- An overview of basic methods and forms of diagnosing student attitudes, values and motivators in school.
  - Possibilities of diagnosing attitudinal and value preferences.
  - Methods of recognizing the motivating factors (interests, passions, internal goal setting) of the learner.
  - Diagnosis of the pupil's learning needs (individual learning preferences).
6. Pedagogical diagnosis and pupil behaviour.
- An overview of basic methods and forms of diagnosing relationships and group dynamics in the classroom.
  - Every student-human being has his/her own reasons why he/she behaves the way he/she does (subconscious or conscious)
  - Setting and assessing the motivational potential of the activity/task.
  - Setting and assessing pupil engagement in relationships with the teacher and in relationships with classmates.
  - Working with conflict in the classroom (teacher as a conflict actor and as a facilitator).
  - Group dynamics of the classroom and its atmosphere, climate and environment.
7. Thinking strategies and key communication skills of the teacher.
- Rules for effective individual and group observation
  - Rules for effective (facilitative) individual and group conversation with pupils.
  - Principles of effective conversation with the parent(s) of the pupil.
  - Basic teacher thinking strategies needed for effective observation and interviewing.
- Colloquial midterm assessment and distance assignments: the student will develop four midterm assignments during the semester (e.g., microanalysis of four different events (video) from the

lesson, didactic test model). They present and discuss their interim assignment in a small group (3-4 students), followed by a class discussion across groups (colloquial interim assessment). Final evaluation: after each lecture and seminar (including the colloquial mid-term evaluation) the student will make a short reflection (what I found interesting, what I learned, what hindered me, what I need to convey differently) in a simple portfolio. The final assessment is done individually through a short conversation between the teacher and the student, focusing on the student's entries in the portfolio. The student's final evaluation is the result of the student's self-evaluation and feedback from the instructor.

**Recommended literature:**

Recommended reading:

Compulsory reading:

GAVORA, P. (2010). Akí sú moji žiaci? Pedagogická diagnostika žiaka. Nitra: Enigma. 216s. ISBN 978-80-89132-91-1

KURUC, M. (2013). Poruchy správania u detí a adolescentov a ich pedagogická diagnostika. Bratislava: Univerzita Komenského v Bratislave. 65s. CD-Rom. ISBN 978-80-223-3512-6

Recommended reading:

HATTIE, J. (2012). Visible Learning For Teachers: Maximizing impact on Learning. New York: Routledge Taylor & Francis Group, US. 286p. ISBN 978-0-415-69015-7

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

MERTIN, V., KREJČOVÁ, L. (2016). Metódy a postupy poznávavání žáka, pedagogická diagnostika. 2. doplnené a aktualizované vydanie. Praha: Wolters Kluwer, CZ. 400s. ISBN 978-80-7552-014-2

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 894

A	ABS	B	C	D	E	FX
84,0	0,0	7,38	4,14	2,13	0,78	1,57

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

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de025/15			<b>Course title:</b> Graphic experiment			
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week:</b> 3 <b>per level/semester:</b> 42 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 1						
A	ABS	B	C	D	E	FX
0,0	0,0	100,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de025/15			<b>Course title:</b> Graphic experiment			
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week:</b> 3 <b>per level/semester:</b> 42 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 1						
A	ABS	B	C	D	E	FX
0,0	0,0	100,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de016/22	<b>Course title:</b> Graphic overlaps
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: 1 hour seminar, 2 hours tutorial; total 33 hours per semester, combined form; (primarily full-time) Student workload: 1S + 2C, (3 credits): 11x3 hours of direct teaching = 33 hours; 10 hours study of theoretical knowledge on the subject; 20 hours work on term papers; 4 documentation, archiving of term papers; 7 preparation for examination and defence; 1 defence of a set of term papers. Total 75 hours of student work. Teaching methods: Lecturing, interpretation, instruction on the subject; interview, discussion on the given topic; practical: realization of works on the given topics, which are continuously consulted.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KVV/M-VU-de006/22 - Graphics, illustration	
<b>Course requirements:</b> Requirements for successful completion of the course: The course is completed by an exam, on which the student demonstrates theoretical knowledge in the field of graphic media with a focus on its transmediation possibilities and a final defense of a set of term papers. Participation in ongoing consultations of the works is also a prerequisite. Theoretical knowledge in the field of graphics 0-10 points; realization of a set of semester works 0-80 points; documentation, and defense of semester works 0-10 points. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to produce the required number of papers; fails to attend the minimum number of tutorials; fails to submit the required documentation of term papers. Grades are awarded on a scale: A (100-91%, excellent - outstanding 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%, satisfactory - results meet minimum criteria)	

Fx (59-0%, inadequate - extra work required)

**Learning outcomes:**

Learning objectives and outcomes:

The aim of education within the above course is to gain professional theoretical knowledge and practical experience in the field of printmaking with a focus on its possible positions - intersections across other art. After completing the course, the student:

- Gains practical and theoretical knowledge of the connections between different means of artistic expression and their influences on the resulting graphic work;
- in the preparation and realization of a graphic work, uses all available possibilities of classical and contemporary media and technologies as a means to the resulting artistic artifact;
- the basis of the creation is the ideological intention, to which the available technological possibilities are subordinated;
- is able to independently apply theoretical knowledge and practical skills in the field of graphic arts to an independent project;
- is able to effectively communicate professional knowledge to the wider lay and professional community

**Class syllabus:**

The course focuses on the use of knowledge and characteristics of classical graphic techniques in conjunction with the use of other art techniques and new media. The emphasis is on the final effect, leaving the means of its creation to the creative invention of the listener. The resulting work is either a subsequent combination of several techniques or a combination of techniques alone (computer graphics, classical graphic techniques, monotype, coloured graphics, etc.). However, the basic form of printmaking is retained: it is an indirectly mediated work using another medium.

**Recommended literature:**

BENCA, I., a kol. Trans/mediálny priestor grafiky, Asimilácia vs. originál, 1. vyd. Banská Bystrica : FVU AVU, 2011. 192 s. ISBN 978-80-89078-88-2.

KREJČA, A. Grafika : Výtvarné techniky - Grafika, Praha : AVENTINUM, 2010. 205 s. ISBN 978-80-7442-003-0.

MICHÁLEK, O. Magie otisku, Grafické techniky a technologie tisku. Barrister & Principal, 1. vyd. Brno, 2016, 273 s. ISBN 978-80-74851-098-1.

ŠEVČOVIČ, M. Princípiá grafického média v tvorbe slovenských autorov. [online]. 1. vyd. Univerzita Komenského v Bratislave, 2021. 127 s. ISBN 978#80#223#5320#5.

VRBANOVÁ, A. Alternatívna slovenská grafika. Netradičné, experimentálne a autorské podoby slovenskej grafiky v druhej polovici 20. storočia. Bratislava: Roman Fecik Gallery. 2019, 267. ISBN 978-80-971847-4-2.

Výtvarné časopisy a katalógy z medzinárodných prehliadok grafiky.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 14

A	ABS	B	C	D	E	FX
28,57	0,0	42,86	21,43	0,0	0,0	7,14

**Lecturers:**

**Last change:** 25.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de016/22	<b>Course title:</b> Graphic overlaps
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: 1 hour seminar, 2 hours tutorial; total 33 hours per semester, combined form; (primarily full-time) Student workload: 1S + 2C, (3 credits): 11x3 hours of direct teaching = 33 hours; 10 hours study of theoretical knowledge on the subject; 20 hours work on term papers; 4 documentation, archiving of term papers; 7 preparation for examination and defence; 1 defence of a set of term papers. Total 75 hours of student work. Teaching methods: Lecturing, interpretation, instruction on the subject; interview, discussion on the given topic; practical: realization of works on the given topics, which are continuously consulted.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KVV/M-VU-de006/22 - Graphics, illustration	
<b>Course requirements:</b> Requirements for successful completion of the course: The course is completed by an exam, on which the student demonstrates theoretical knowledge in the field of graphic media with a focus on its transmediation possibilities and a final defense of a set of term papers. Participation in ongoing consultations of the works is also a prerequisite. Theoretical knowledge in the field of graphics 0-10 points; realization of a set of semester works 0-80 points; documentation, and defense of semester works 0-10 points. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to produce the required number of papers; fails to attend the minimum number of tutorials; fails to submit the required documentation of term papers. Grades are awarded on a scale: A (100-91%, excellent - outstanding 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%, satisfactory - results meet minimum criteria)	

Fx (59-0%, inadequate - extra work required)

**Learning outcomes:**

Learning objectives and outcomes:

The aim of education within the above course is to gain professional theoretical knowledge and practical experience in the field of printmaking with a focus on its possible positions - intersections across other art. After completing the course, the student:

- Gains practical and theoretical knowledge of the connections between different means of artistic expression and their influences on the resulting graphic work;
- in the preparation and realization of a graphic work, uses all available possibilities of classical and contemporary media and technologies as a means to the resulting artistic artifact;
- the basis of the creation is the ideological intention, to which the available technological possibilities are subordinated;
- is able to independently apply theoretical knowledge and practical skills in the field of graphic arts to an independent project;
- is able to effectively communicate professional knowledge to the wider lay and professional community

**Class syllabus:**

The course focuses on the use of knowledge and characteristics of classical graphic techniques in conjunction with the use of other art techniques and new media. The emphasis is on the final effect, leaving the means of its creation to the creative invention of the listener. The resulting work is either a subsequent combination of several techniques or a combination of techniques alone (computer graphics, classical graphic techniques, monotype, coloured graphics, etc.). However, the basic form of printmaking is retained: it is an indirectly mediated work using another medium.

**Recommended literature:**

BENCA, I., a kol. Trans/mediálny priestor grafiky, Asimilácia vs. originál, 1. vyd. Banská Bystrica : FVU AVU, 2011. 192 s. ISBN 978-80-89078-88-2.

KREJČA, A. Grafika : Výtvarné techniky - Grafika, Praha : AVENTINUM, 2010. 205 s. ISBN 978-80-7442-003-0.

MICHÁLEK, O. Magie otisku, Grafické techniky a technologie tisku. Barrister & Principal, 1. vyd. Brno, 2016, 273 s. ISBN 978-80-74851-098-1.

ŠEVČOVIČ, M. Princípiá grafického média v tvorbe slovenských autorov. [online]. 1. vyd. Univerzita Komenského v Bratislave, 2021. 127 s. ISBN 978#80#223#5320#5.

VRBANOVÁ, A. Alternatívna slovenská grafika. Netradičné, experimentálne a autorské podoby slovenskej grafiky v druhej polovici 20. storočia. Bratislava: Roman Fecik Gallery. 2019, 267. ISBN 978-80-971847-4-2.

Výtvarné časopisy a katalógy z medzinárodných prehliadok grafiky.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 14

A	ABS	B	C	D	E	FX
28,57	0,0	42,86	21,43	0,0	0,0	7,14

**Lecturers:**

**Last change:** 25.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de006/22	<b>Course title:</b> Graphics, illustration
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: 1 hour lecture, 2 hours seminar; total for the semester 33 hours, combined form; (primarily full-time) Student workload: 1P + 2S, (3 credits): 11x3 hours of direct teaching = 33 hours; 20 hours study of theoretical knowledge on the subject; 22 hours work on term papers; 5 documentation, archiving of term papers; 9 preparation for the exam and defence; 1 defence of a set of term papers. Total 90 hours of student work. Teaching methods: lecturing, explanation, briefing on the subject; interview, discussion on the given topic; practical: realization of works on the given topics, which are continuously consulted.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed by an examination, on which the student demonstrates theoretical knowledge in the field of graphic arts with a focus on the issue of illustration and the final defense of a set of semester works in the form of illustrations. Participation in ongoing consultations of the works is also a prerequisite. Theoretical knowledge in the field of graphic arts with a focus on illustration 0-10 points; ability to apply theoretical knowledge to the design of illustrations 0-20 points; realization of illustrations to a selected text 0-60 points; documentation of a set of realized illustrations and their defense 0-10 points. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to produce the required number of papers in the form of illustrations at the required level; fails to attend the minimum number of tutorials; fails to submit the required documentation of term papers. Grades are awarded on a scale of: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard),	

<p>C (80-73%, good - normal reliable work),  D (72-66%, satisfactory - acceptable results),  E (65-60%, satisfactory - results meet minimum criteria),  Fx (59-0%, inadequate - extra work required).</p>						
<p><b>Learning outcomes:</b>  Learning objectives and outcomes: The aim of education within the course is to acquire professional theoretical knowledge and practical experience in the field of graphics with a focus on the visualization of text content in the form of illustration.  After completing the course the student:</p> <ul style="list-style-type: none"> <li>• gains practical and theoretical knowledge of the medium of graphics in connection with the illustration of text,</li> <li>• has a basic knowledge in the graphic artistic expression applicable in the illustration of books and brings his/her artistic program in the specializations of the different forms of artistic means in illustration,</li> <li>• Emphasis is placed on illustrating children's educational literature,</li> <li>• is able to independently apply theoretical knowledge and practical skills in the field of graphic arts with a focus on text illustration,</li> <li>• can effectively communicate professional knowledge to the broader lay and professional community.</li> </ul>						
<p><b>Class syllabus:</b>  Text and image as one expressive artistic unit, especially in the field of book culture or other media. The listener is introduced to the basic principles of graphic design of text in connection with the visual component and the handling of text as a work of art. The student applies his/her previous theoretical and practical knowledge in independent artwork, where the content of the text is in harmony with the illustrative art component, thus creating a unified work (book illustrations of fiction, poetry, educational literature, textbooks, posters, etc.).</p>						
<p><b>Recommended literature:</b>  BÖHMEROVÁ, Z., JANČÁR I. Slovenská grafika 20. storočia, Bratislava : GMB a Roman Fečík, 2007. 431 s. ISBN 978-80-88762-90-4.  Kol. autorov, Správa o stave mladej ilustrácie, Vydalo: Provocation Bureau, 2012. ISBN 978-8097-1132-09.  KNAPČOKOVÁ, S. K dejinám knižnej ilustrácie na Slovensku, Slovenská národná knižnica, 2018. ISBN 9788081491030.  MICHÁLEK, O. Magie otisku, Grafické techniky a technológie tisku. Barrister &amp; Principal, 1. vyd. Brno, 2016. 273 s. ISBN 978-80-74851-098-1.  ŠEVČOVIČ, M. Princípiá grafického média v tvorbe slovenských autorov. [online]. 1. vyd. Univerzita Komenského v Bratislave, 2021. 127 s. ISBN 978#80#223#5320#5.</p>						
<p><b>Languages necessary to complete the course:</b>  Slovak language and Czech language</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 55</p>						
A	ABS	B	C	D	E	FX
45,45	0,0	25,45	25,45	3,64	0,0	0,0
<p><b>Lecturers:</b> Mgr. art. Martin Ševčovič, ArtD.</p>						

<b>Last change:</b> 25.10.2022
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<b>Approved by:</b>
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## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde014/22	<b>Course title:</b> Inclusive education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course ends with an assessment, weighting of the interim and final assessment 100/0 - participation in class or active involvement in discussions (30 points); - group presentation of a selection of topics (30 points) The individual groups will be divided according to the following topics: 1) Inclusive education and the Dalton Plan; 2) Inclusive education and Maria Montessori's Pedagogy; 3) Inclusive education and Susan Kovalik's Integrated Thematic Teaching; 4) Inclusive education and another alternative pedagogical approach of their choice. Each group has to present in an engaging way a general description of the chosen pedagogical approach; present several concrete examples of pedagogical or didactic activities from this approach; demonstrate at least one activity (relevant for the 2nd grade of primary or secondary school) in the classroom; evaluate the usefulness and relevance of this approach for Inclusive education; provide basic information about schools in Slovakia that apply these pedagogical approaches in practice. - group seminar paper on the topic of the presentation (40 points) The seminar paper will be co-authored by all members of the group who will present on the topic. The assignment is to present (approx. 10 standard pages) the pedagogical approach about which the group presented in class and analytically and critically evaluate its usefulness in pedagogical practice in relation to Inclusive education with a focus on the second level of primary and/or secondary schools in the Slovak Republic, or to discuss its advantages, disadvantages and limitations. It is to be a seminar paper based on a critical analysis of the literature. It should therefore not be exclusively descriptive work, but also analytical. The aim is to critically and argumentatively evaluate the usefulness of the approach in relation to Inclusive education. One of the criteria of the thesis is coherence, i.e. the unity of the thesis as a whole. The rating is awarded on a scale: A 100 - 91% (excellent - outstanding results), B 90 - 81% (very good - above average standard), C 80 - 73% (good - normal reliable operation), D 72 - 66% (satisfactory - acceptable results), E 65 - 60% (sufficient - results meet minimum criteria),	

Fx 59% or less (insufficient).

A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.

For a grade of A, the student needs to produce consistently excellent results, be capable of independent study, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is familiar with theoretical and empirical knowledge in the field of Inclusive education and can apply it in his/her pedagogical practice. At the same time, students are able to work in a team and collaborate on assignments.

A grade of B means that the student achieved above average results throughout the semester, was able to study independently, knows basic information about Inclusive education, can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are also shortcomings in his critical and creative thinking. At the same time, students are able to work in a team and collaborate on assignments.

A grade of C means that the student has performed standardly well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare individual literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.

The grade D means that the student was less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, as well as in group work, cannot critically analyze information and has problems applying knowledge to practice.

A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge in the course.

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

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of the training is for students to understand the differences between school integration and inclusion and to acquire relevant theoretical knowledge and practical skills related to the concept of Inclusive education for children with disabilities or with any social, cultural, linguistic, health and other disadvantages in mainstream education. The graduate will gain insight into the sociological critique of special pedagogy and the potential for using the knowledge of special pedagogy and various other pedagogical approaches in Inclusive education and be able to critically evaluate their usefulness or, conversely, their risks. The student will also be briefly acquainted with the specifics of education (with regard to individual disabilities or disadvantages) in the mainstream school system. They will also be able to assess, analyse and compare information, be able to think critically and evaluate individual examples of good practice and generalise knowledge.

### **Class syllabus:**

Brief outline of the course:

1. Defining Inclusive education and the arguments for and against Inclusive education;
2. Disability and ethnicity as social constructs;
3. The difference between inclusion and integration;
4. The relationship of Inclusive education to special education;
5. Inclusion index and teacher collaboration;

6. The inclusion index and collaboration with parents as a tool for inclusion;
7. National and international legal documents on Inclusive education;
8. Systemic mechanisms leading to segregation of children with special educational needs and Roma children;
9. Examples of good practice of inclusive schools in Slovakia;
10. Examples of good practice in Inclusive education: the Dalton Plan and Inclusive education; Maria Montessori pedagogy and Inclusive education; Susan Kovalik's Integrated Thematic Teaching and Inclusive education; other alternative pedagogical approaches and Inclusive education.

### **Recommended literature:**

Recommended reading:

BAGALOVÁ, L., BIZÍKOVÁ, L., FATULOVÁ, Z. (2015). Metodika podporujúca inkluzívne vzdelávanie v školách. Bratislava: ŠPÚ, 154 s. ISBN: 978-80-8118-143-6

[https://www.statpedu.sk/files/articles/nove\\_dokumenty/projekty/eea\\_grants/metodika-podporujuca-inkluzivne-vzdelavanie-skolach.pdf](https://www.statpedu.sk/files/articles/nove_dokumenty/projekty/eea_grants/metodika-podporujuca-inkluzivne-vzdelavanie-skolach.pdf)

BOOTH, T., AINSCOW, M. (2019). Index inklúzie: Príručka na rozvoj škôl s dôrazom na inkluzívne hodnoty. Bratislava: Nadácia pre deti Slovenska, 244 s. ISBN: 978-80-89403-19-6

<https://www.ktochyba.sk/skola/dockali-sme-sa-slovenskeho-vydania-1>

DRÁL, P., FINDÓR A. eds., (2008). Ako skúmať národ: Deväť štúdií o etnicite a nacionalizme. Brno: Tribun EU. s. 188-224. ISBN 978-80-7399-752-6 [http://forumhistoriae.sk/documents/10180/20872/ako\\_skumat\\_narod.pdf](http://forumhistoriae.sk/documents/10180/20872/ako_skumat_narod.pdf)

HALL, R., DRÁL, P., FRIDRICHOVÁ, P., HAPALOVÁ, M., LUKÁČ, S., MIŠKOLCI, J., VANČÍKOVÁ, K. ed., (2019). Analýza zistení o stave školstva na Slovensku. Bratislava: MESA 10 <https://analyza.todarozum.sk/docs/19070214440001hmj1/>

HAPALOVÁ, M., KRIGLEROVÁ, E. G. (2013). O krok bližšie k inklúzii. Bratislava: Človek v tísi Slovensko a CVEK, 352 s. ISBN: 978-80-971343-0-3, <http://cvek.sk/o-krok-blizsie-k-inkluzii/>

HORŇÁKOVÁ, M. (2014). Kroky k inkluzívnej škole. Ružomberok: Verbum. 160 s. ISBN: 978-80-561-0187-2

JURSOVÁ ZACHAROVÁ, Z., LEMEŠOVÁ, M., MIŠKOLCI, J., CABANOVÁ, K., HORVÁTHOVÁ, L., SOKOLOVÁ, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Bratislava: Vydavateľstvo Univerzity Komenského v Bratislave. 199 s. ISBN 978-80-223-4814-0 [https://www.havava.eu/accounts/Zlatica/Predsudky\\_inkluzia\\_monog\\_JZ\\_Final.pdf](https://www.havava.eu/accounts/Zlatica/Predsudky_inkluzia_monog_JZ_Final.pdf)

KRHUTOVÁ, L. (2013). Úvod do disability studies. Ostrava: Ostravská univerzita v Ostravě, 154 s. ISBN 978-80-7464-288-3

KRIGLEROVÁ, E. G. ed., (2015). Klukaté cesty k inklúzii na Slovensku. Bratislava: CVEK, 85 s. [http://cvek.sk/wp-content/uploads/2015/12/Klukate-cesty.indd\\_.pdf](http://cvek.sk/wp-content/uploads/2015/12/Klukate-cesty.indd_.pdf)

KRIGLEROVÁ, E. G., GAŽOVIČOVÁ, T. eds. (2012). Škola pre všetkých? Inkluzívnosť opatrení vo vzťahu k rómskym deťom. Bratislava: CVEK. 107 s. ISBN: 978-80-970711-4-1 <http://cvek.sk/skola-pre-vsetkych-inkluzivnost-opatreni-vo-vztahu-k-romskym-detom/>

LECHTA, V. ed., (2010). Základy inkluzívnej pedagogiky: Dite s postihnením, narušením a ohrozením ve škole. Praha: Portál, 440 s. ISBN: 978-80-7367-679-7

VANČÍKOVÁ, K., SABO, R. a kol. (2018). Inkluzívne vzdelávanie – Skúsenosť slovenských škôl. Banská Bystrica: Belianum, ISBN: 978-80-557-1481-3

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

slovak and czech

### **Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 157						
A	ABS	B	C	D	E	FX
42,04	0,0	37,58	12,1	3,82	1,27	3,18
<b>Lecturers:</b> Mgr. Jozef Miškolci, PhD., doc. Mgr. Zlatica Zacharová, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde014/22	<b>Course title:</b> Inclusive education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course ends with an assessment, weighting of the interim and final assessment 100/0 - participation in class or active involvement in discussions (30 points); - group presentation of a selection of topics (30 points) The individual groups will be divided according to the following topics: 1) Inclusive education and the Dalton Plan; 2) Inclusive education and Maria Montessori's Pedagogy; 3) Inclusive education and Susan Kovalik's Integrated Thematic Teaching; 4) Inclusive education and another alternative pedagogical approach of their choice. Each group has to present in an engaging way a general description of the chosen pedagogical approach; present several concrete examples of pedagogical or didactic activities from this approach; demonstrate at least one activity (relevant for the 2nd grade of primary or secondary school) in the classroom; evaluate the usefulness and relevance of this approach for Inclusive education; provide basic information about schools in Slovakia that apply these pedagogical approaches in practice. - group seminar paper on the topic of the presentation (40 points) The seminar paper will be co-authored by all members of the group who will present on the topic. The assignment is to present (approx. 10 standard pages) the pedagogical approach about which the group presented in class and analytically and critically evaluate its usefulness in pedagogical practice in relation to Inclusive education with a focus on the second level of primary and/or secondary schools in the Slovak Republic, or to discuss its advantages, disadvantages and limitations. It is to be a seminar paper based on a critical analysis of the literature. It should therefore not be exclusively descriptive work, but also analytical. The aim is to critically and argumentatively evaluate the usefulness of the approach in relation to Inclusive education. One of the criteria of the thesis is coherence, i.e. the unity of the thesis as a whole. The rating is awarded on a scale: A 100 - 91% (excellent - outstanding results), B 90 - 81% (very good - above average standard), C 80 - 73% (good - normal reliable operation), D 72 - 66% (satisfactory - acceptable results), E 65 - 60% (sufficient - results meet minimum criteria),	

Fx 59% or less (insufficient).

A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.

For a grade of A, the student needs to produce consistently excellent results, be capable of independent study, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is familiar with theoretical and empirical knowledge in the field of Inclusive education and can apply it in his/her pedagogical practice. At the same time, students are able to work in a team and collaborate on assignments.

A grade of B means that the student achieved above average results throughout the semester, was able to study independently, knows basic information about Inclusive education, can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are also shortcomings in his critical and creative thinking. At the same time, students are able to work in a team and collaborate on assignments.

A grade of C means that the student has performed standardly well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare individual literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.

The grade D means that the student was less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, as well as in group work, cannot critically analyze information and has problems applying knowledge to practice.

A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge in the course.

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

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of the training is for students to understand the differences between school integration and inclusion and to acquire relevant theoretical knowledge and practical skills related to the concept of Inclusive education for children with disabilities or with any social, cultural, linguistic, health and other disadvantages in mainstream education. The graduate will gain insight into the sociological critique of special pedagogy and the potential for using the knowledge of special pedagogy and various other pedagogical approaches in Inclusive education and be able to critically evaluate their usefulness or, conversely, their risks. The student will also be briefly acquainted with the specifics of education (with regard to individual disabilities or disadvantages) in the mainstream school system. They will also be able to assess, analyse and compare information, be able to think critically and evaluate individual examples of good practice and generalise knowledge.

### **Class syllabus:**

Brief outline of the course:

1. Defining Inclusive education and the arguments for and against Inclusive education;
2. Disability and ethnicity as social constructs;
3. The difference between inclusion and integration;
4. The relationship of Inclusive education to special education;
5. Inclusion index and teacher collaboration;

6. The inclusion index and collaboration with parents as a tool for inclusion;
7. National and international legal documents on Inclusive education;
8. Systemic mechanisms leading to segregation of children with special educational needs and Roma children;
9. Examples of good practice of inclusive schools in Slovakia;
10. Examples of good practice in Inclusive education: the Dalton Plan and Inclusive education; Maria Montessori pedagogy and Inclusive education; Susan Kovalik's Integrated Thematic Teaching and Inclusive education; other alternative pedagogical approaches and Inclusive education.

### Recommended literature:

Recommended reading:

BAGALOVÁ, L., BIZÍKOVÁ, L., FATULOVÁ, Z. (2015). Metodika podporujúca inkluzívne vzdelávanie v školách. Bratislava: ŠPÚ, 154 s. ISBN: 978-80-8118-143-6

[https://www.statpedu.sk/files/articles/nove\\_dokumenty/projekty/eea\\_grants/metodika-podporujuca-inkluzivne-vzdelavanie-skolach.pdf](https://www.statpedu.sk/files/articles/nove_dokumenty/projekty/eea_grants/metodika-podporujuca-inkluzivne-vzdelavanie-skolach.pdf)

BOOTH, T., AINSCOW, M. (2019). Index inklúzie: Príručka na rozvoj škôl s dôrazom na inkluzívne hodnoty. Bratislava: Nadácia pre deti Slovenska, 244 s. ISBN: 978-80-89403-19-6

<https://www.ktochyba.sk/skola/dockali-sme-sa-slovenskeho-vydania-1>

DRÁL, P., FINDÓR A. eds., (2008). Ako skúmať národ: Deväť štúdií o etnicite a nacionalizme. Brno: Tribun EU. s. 188-224. ISBN 978-80-7399-752-6 [http://forumhistoriae.sk/documents/10180/20872/ako\\_skumat\\_narod.pdf](http://forumhistoriae.sk/documents/10180/20872/ako_skumat_narod.pdf)

HALL, R., DRÁL, P., FRIDRICHOVÁ, P., HAPALOVÁ, M., LUKÁČ, S., MIŠKOLCI, J., VANČÍKOVÁ, K. ed., (2019). Analýza zistení o stave školstva na Slovensku. Bratislava: MESA 10 <https://analyza.todarozum.sk/docs/19070214440001hmj1/>

HAPALOVÁ, M., KRIGLEROVÁ, E. G. (2013). O krok bližšie k inklúzii. Bratislava: Človek v tísi Slovensko a CVEK, 352 s. ISBN: 978-80-971343-0-3, <http://cvek.sk/o-krok-blizsie-k-inkluzii/>

HORŇÁKOVÁ, M. (2014). Kroky k inkluzívnej škole. Ružomberok: Verbum. 160 s. ISBN: 978-80-561-0187-2

JURSOVÁ ZACHAROVÁ, Z., LEMEŠOVÁ, M., MIŠKOLCI, J., CABANOVÁ, K., HORVÁTHOVÁ, L., SOKOLOVÁ, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Bratislava: Vydavateľstvo Univerzity Komenského v Bratislave. 199 s. ISBN 978-80-223-4814-0 [https://www.havava.eu/accounts/Zlatica/Predsudky\\_inkluzia\\_monog\\_JZ\\_Final.pdf](https://www.havava.eu/accounts/Zlatica/Predsudky_inkluzia_monog_JZ_Final.pdf)

KRHUTOVÁ, L. (2013). Úvod do disability studies. Ostrava: Ostravská univerzita v Ostravě, 154 s. ISBN 978-80-7464-288-3

KRIGLEROVÁ, E. G. ed., (2015). Klukaté cesty k inklúzii na Slovensku. Bratislava: CVEK, 85 s. [http://cvek.sk/wp-content/uploads/2015/12/Klukate-cesty.indd\\_.pdf](http://cvek.sk/wp-content/uploads/2015/12/Klukate-cesty.indd_.pdf)

KRIGLEROVÁ, E. G. ed., (2015). Klukaté cesty k inklúzii na Slovensku. Bratislava: CVEK, 85 s. [http://cvek.sk/wp-content/uploads/2015/12/Klukate-cesty.indd\\_.pdf](http://cvek.sk/wp-content/uploads/2015/12/Klukate-cesty.indd_.pdf)

KRIGLEROVÁ, E. G., GAŽOVIČOVÁ, T. eds. (2012). Škola pre všetkých? Inkluzívnosť opatrení vo vzťahu k rómskym deťom. Bratislava: CVEK. 107 s. ISBN: 978-80-970711-4-1

<http://cvek.sk/skola-pre-vsetkych-inkluzivnost-opatreni-vo-vztahu-k-romskym-detom/>

LECHTA, V. ed., (2010). Základy inkluzívnej pedagogiky: Dítě s postižením, narušením a ohrozením ve škole. Praha: Portál, 440 s. ISBN: 978-80-7367-679-7

VANČÍKOVÁ, K., SABO, R. a kol. (2018). Inkluzívne vzdelávanie – Skúsenosť slovenských škôl. Banská Bystrica: Belianum, ISBN: 978-80-557-1481-3

### Languages necessary to complete the course:

slovak and czech

### Notes:

<b>Past grade distribution</b>						
Total number of evaluated students: 157						
A	ABS	B	C	D	E	FX
42,04	0,0	37,58	12,1	3,82	1,27	3,18
<b>Lecturers:</b> Mgr. Jozef Miškolci, PhD., doc. Mgr. Zlatica Zacharová, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde019/22	<b>Course title:</b> Instrumental Ensemble I
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: Form of teaching: exercise + seminar, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly: 2 For the study period: 22 Student workload: 11 x 2 hours of direct teaching = 22 hours, 18 hours of preparation for individual seminars, study of literature, 12 hours of preparation for the final output. Total 52 hours of student work. Learning methods: monological, dialogical, practical, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student will be evaluated continuously in the form of 3 practical outcomes. Two practical outcomes with a value of 30 points will take place during the semester, the third with a value of 40 points at the end of the semester. Practical outcomes consist of a rehearsed repertoire of up to 10 minutes and a pedagogical interpretation of the rehearsed works. A minimum of 91 points is required for an A grade, a minimum of 81 points for a B grade, a minimum of 73 points for a C grade, a minimum of 66 points for a D grade, and a minimum of 60 points for an E grade. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student masters the basic theoretical concepts and technical elements based on individual musical abilities and aptitudes, he/she can practically apply what he/she has learned;	

<p>B - excellent performance, the student masters the basic theoretical concepts and technical elements on the basis of individual musical abilities and aptitudes, but slight deficiencies are observed in practical performance;</p> <p>C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to practice - the practical performance shows deficiencies;</p> <p>D - acceptable performance, the student has only partially acquired the knowledge, there are major deficiencies in the subject matter, he/she cannot apply what he/she has learned in practice - the practical performance shows major deficiencies;</p> <p>E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately into practice - significant deficiencies are observed in practical performance;</p> <p>Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.</p>																				
<p><b>Learning outcomes:</b></p> <p>Learning outcomes/ Objectives and learning outcomes: The student develops his/her performance and pedagogical skills through the exploration of domestic and foreign literature for instrumental ensembles of various types of smaller and larger ensembles. Through practical study of compositions from earlier historical periods, the student develops the ability to work with an instrumental ensemble. At the same time, the student learns to think analytically, to identify performance problems, and to choose the correct methods for solving musical and technical problems.</p>																				
<p><b>Class syllabus:</b></p> <p>Course outcomes of subject (content):  Seminars focused on interpretation in instrumental ensemble. Study of compositions of different historical periods. Study of chamber compositions intended for children in the first and second stages of primary school. Acquiring spontaneous and relaxed performance in instrumental ensembles of various types. Pedagogical analysis of interpreted compositions.</p>																				
<p><b>Recommended literature:</b></p> <p>Compulsory/Recommended readings:  The literature will be adapted to the capabilities of the ensemble, drawing on compositions from different historical periods such as:  VIVALDI, A. Kaleidoscope. Autumn and Winter. London: Chester, 1988. ISBN 9780711947597.  ELGAR, E. Six very easy Pieces op. 22. Bosworth School Orchestra, ASO 001009.  GLEE, C. The Music-School band. London: Chester Music. ISBN 9781780381664.  BRYARS, G. Jesus Blood Never Failed Me Yet</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 5</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>40,0</td> <td>0,0</td> <td>20,0</td> <td>40,0</td> <td>0,0</td> <td>0,0</td> <td>0,0</td> </tr> </tbody> </table>							A	ABS	B	C	D	E	FX	40,0	0,0	20,0	40,0	0,0	0,0	0,0
A	ABS	B	C	D	E	FX														
40,0	0,0	20,0	40,0	0,0	0,0	0,0														
<p><b>Lecturers:</b></p>																				
<p><b>Last change:</b> 10.11.2022</p>																				
<p><b>Approved by:</b></p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde019/22	<b>Course title:</b> Instrumental Ensemble I
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: Form of teaching: exercise + seminar, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly: 2 For the study period: 22 Student workload: 11 x 2 hours of direct teaching = 22 hours, 18 hours of preparation for individual seminars, study of literature, 12 hours of preparation for the final output. Total 52 hours of student work. Learning methods: monological, dialogical, practical, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student will be evaluated continuously in the form of 3 practical outcomes. Two practical outcomes with a value of 30 points will take place during the semester, the third with a value of 40 points at the end of the semester. Practical outcomes consist of a rehearsed repertoire of up to 10 minutes and a pedagogical interpretation of the rehearsed works. A minimum of 91 points is required for an A grade, a minimum of 81 points for a B grade, a minimum of 73 points for a C grade, a minimum of 66 points for a D grade, and a minimum of 60 points for an E grade. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student masters the basic theoretical concepts and technical elements based on individual musical abilities and aptitudes, he/she can practically apply what he/she has learned;	

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

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

D - acceptable performance, the student has only partially acquired the knowledge, there are major deficiencies in the subject matter, he/she cannot apply what he/she has learned in practice - the practical performance shows major deficiencies;

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

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

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes: The student develops his/her performance and pedagogical skills through the exploration of domestic and foreign literature for instrumental ensembles of various types of smaller and larger ensembles. Through practical study of compositions from earlier historical periods, the student develops the ability to work with an instrumental ensemble. At the same time, the student learns to think analytically, to identify performance problems, and to choose the correct methods for solving musical and technical problems.

**Class syllabus:**

Course outcomes of subject (content):  
 Seminars focused on interpretation in instrumental ensemble. Study of compositions of different historical periods. Study of chamber compositions intended for children in the first and second stages of primary school. Acquiring spontaneous and relaxed performance in instrumental ensembles of various types. Pedagogical analysis of interpreted compositions.

**Recommended literature:**

Compulsory/Recommended readings:  
 The literature will be adapted to the capabilities of the ensemble, drawing on compositions from different historical periods such as:  
 VIVALDI, A. Kaleidoscope. Autumn and Winter. London: Chester, 1988. ISBN 9780711947597.  
 ELGAR, E. Six very easy Pieces op. 22. Bosworth School Orchestra, ASO 001009.  
 GLEE, C. The Music-School band. London: Chester Music. ISBN 9781780381664.  
 BRYARS, G. Jesus Blood Never Failed Me Yet

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 5

A	ABS	B	C	D	E	FX
40,0	0,0	20,0	40,0	0,0	0,0	0,0

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde020/22	<b>Course title:</b> Instrumental Ensemble II
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: Form of teaching: exercise + seminar, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly: 2 Per study period: 22 Student workload: 11 x 2 hours of direct teaching = 22 hours, 18 hours of preparation for individual seminars, study of literature, 12 hours of preparation for the final output. Total 52 hours of student work. Learning methods: monological, dialogical, practical, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student will be assessed continuously in the form of 3 practical outcomes. Two practical outcomes with a value of 30 points will take place during the semester, the third with a value of 40 points at the end of the semester. Practical outcomes consist of a rehearsed repertoire of up to 10 minutes and a pedagogical interpretation of the rehearsed works. A minimum of 91 points is required for an A grade, a minimum of 81 points for a B grade, a minimum of 73 points for a C grade, a minimum of 66 points for a D grade, and a minimum of 60 points for an E grade. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student masters the basic theoretical concepts and technical elements based on individual musical abilities and aptitudes, he/she can practically apply what he/she has learned;	

<p>B - excellent performance, the student masters the basic theoretical concepts and technical elements on the basis of individual musical abilities and aptitudes, but slight deficiencies are observed in practical performance;</p> <p>C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to practice - the practical performance shows deficiencies;</p> <p>D - acceptable performance, the student has only partially acquired the knowledge, there are major deficiencies in the subject matter, he/she cannot apply what he/she has learned in practice - the practical performance shows major deficiencies;</p> <p>E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately into practice - significant deficiencies are observed in practical performance;</p> <p>Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes/ Objectives and learning outcomes:  The student continues to develop his/her performance and pedagogical skills through domestic and foreign literature intended for instrumental ensembles of various types of smaller and larger ensembles. Focuses on the study of 20th and 21st century music repertoire designed for elementary education. At the same time, the student continues to work analytically with musical text and gains the ability to independently solve basic problems of playing in an instrumental ensemble. By studying different types of compositions, the student will gain the necessary knowledge for his/her future pedagogical activity.</p>
<p><b>Class syllabus:</b></p> <p>Course outcomes of subject (content):  Seminars focused on chamber music performance. Study of chamber music compositions of different historical periods. Study of chamber music for children in the first and second stages of primary school. Acquisition of spontaneous and relaxed performance in chamber ensembles of various types. Pedagogical analysis of interpreted compositions.</p>
<p><b>Recommended literature:</b></p> <p>Recommended readings:  The literature will be adapted to the capabilities of the ensemble, drawing on compositions from different historical periods such as:  VIVALDI, A. Kaleidoscope. Autumn and Winter. London: Chester, 1988. ISBN 9780711947597.  ELGAR, E. Six very easy Pieces op. 22. Bosworth School Orchestra, ASO 001009.  GLEE, C. The Music-School band. London: Chester Music. ISBN 9781780381664.  KURTÁG, G. Játékok IV. Editio Musica Budapest 1979, 1997, 2003. ISMN M 080.  LIGETI, G. Ballade und Tanz. Mainz: Schott. ISMN 979-0-001-08509-0.  REICH, S. Music for pieces of Wood. Universal Edition, UE 162 19.  CAGE, John. Living Room Music. Edition Peters, No. 6786.  GLASS, Philip. Music for Changing Parts</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 11						
A	ABS	B	C	D	E	FX
72,73	0,0	18,18	0,0	0,0	0,0	9,09
<b>Lecturers:</b>						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde020/22	<b>Course title:</b> Instrumental Ensemble II
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: Form of teaching: exercise + seminar, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly: 2 Per study period: 22 Student workload: 11 x 2 hours of direct teaching = 22 hours, 18 hours of preparation for individual seminars, study of literature, 12 hours of preparation for the final output. Total 52 hours of student work. Learning methods: monological, dialogical, practical, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student will be assessed continuously in the form of 3 practical outcomes. Two practical outcomes with a value of 30 points will take place during the semester, the third with a value of 40 points at the end of the semester. Practical outcomes consist of a rehearsed repertoire of up to 10 minutes and a pedagogical interpretation of the rehearsed works. A minimum of 91 points is required for an A grade, a minimum of 81 points for a B grade, a minimum of 73 points for a C grade, a minimum of 66 points for a D grade, and a minimum of 60 points for an E grade. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student masters the basic theoretical concepts and technical elements based on individual musical abilities and aptitudes, he/she can practically apply what he/she has learned;	

<p>B - excellent performance, the student masters the basic theoretical concepts and technical elements on the basis of individual musical abilities and aptitudes, but slight deficiencies are observed in practical performance;</p> <p>C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to practice - the practical performance shows deficiencies;</p> <p>D - acceptable performance, the student has only partially acquired the knowledge, there are major deficiencies in the subject matter, he/she cannot apply what he/she has learned in practice - the practical performance shows major deficiencies;</p> <p>E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately into practice - significant deficiencies are observed in practical performance;</p> <p>Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes/ Objectives and learning outcomes:  The student continues to develop his/her performance and pedagogical skills through domestic and foreign literature intended for instrumental ensembles of various types of smaller and larger ensembles. Focuses on the study of 20th and 21st century music repertoire designed for elementary education. At the same time, the student continues to work analytically with musical text and gains the ability to independently solve basic problems of playing in an instrumental ensemble. By studying different types of compositions, the student will gain the necessary knowledge for his/her future pedagogical activity.</p>
<p><b>Class syllabus:</b></p> <p>Course outcomes of subject (content):  Seminars focused on chamber music performance. Study of chamber music compositions of different historical periods. Study of chamber music for children in the first and second stages of primary school. Acquisition of spontaneous and relaxed performance in chamber ensembles of various types. Pedagogical analysis of interpreted compositions.</p>
<p><b>Recommended literature:</b></p> <p>Recommended readings:  The literature will be adapted to the capabilities of the ensemble, drawing on compositions from different historical periods such as:  VIVALDI, A. Kaleidoscope. Autumn and Winter. London: Chester, 1988. ISBN 9780711947597.  ELGAR, E. Six very easy Pieces op. 22. Bosworth School Orchestra, ASO 001009.  GLEE, C. The Music-School band. London: Chester Music. ISBN 9781780381664.  KURTÁG, G. Játékok IV. Editio Musica Budapest 1979, 1997, 2003. ISMN M 080.  LIGETI, G. Ballade und Tanz. Mainz: Schott. ISMN 979-0-001-08509-0.  REICH, S. Music for pieces of Wood. Universal Edition, UE 162 19.  CAGE, John. Living Room Music. Edition Peters, No. 6786.  GLASS, Philip. Music for Changing Parts</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 11						
A	ABS	B	C	D	E	FX
72,73	0,0	18,18	0,0	0,0	0,0	9,09
<b>Lecturers:</b>						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de005/22	<b>Course title:</b> Intermedia
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: 1 hour lecture, 2 hours seminar; total 33 hours per semester, combined form; (primarily full-time). Student workload: 1P + 2S, (3 credits): 11x3 hours of direct instruction = 33 hours; 17 hours of continuous assignments, 40 hours of term work. Total 90 hours of student work. Teaching methods: Explanation, discussion on the presented topics, brainstorming, practical methods (realization of graphic and artistic works), creation of digital portfolio, application of theoretical knowledge on practical procedures in creation, instruction of selected technical procedures - tutorials, by teachers and students, consultations.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed by an examination, which consists of a practical presentation/defence of a term paper on a given topic. Theoretical knowledge in the field of intermedia 0-10b; preparation of digital portfolio and communication with the teacher (in the context of teaching) 0-10b; ability to apply theoretical knowledge to implementation (intermediate assignments and term paper) 0-70b; defense and archiving of a set of term papers 0-10b of the total course grade. During the semester there will be an interim assessment which counts towards the overall grade. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to complete any of the assigned topics. Grades are awarded on a scale of: A 100-91%, excellent - excellent results, the student can individually and creatively apply the acquired practical and theoretical knowledge in the field of intermedia, i.e. he/she is oriented in the strategies of contemporary art, he/she has excellent technical skills in creating in available graphic software or in creative applications, his/her work is conceptually clearly formulated, it reflects the abstract and critical thinking of the student's personality;	

B 90-81%, very good - above average standard, the student has mastered the acquired knowledge and principles of creation through intermedia in contemporary art, can work in the graphic software necessary to complete the assignment, his/her work is conceptual in nature;

C 80-73%, good - normal reliable work, the student understands the principles of creation through intermedia and the basic technical procedures presented, but cannot apply them comprehensively and creatively to the assignment, conceptual thinking is weaker in his/her work;

D 72-66%, satisfactory - acceptable results, the student knows only part of the principles and technical procedures of creation through intermedia, but cannot apply them comprehensively and work individually on assignments, critical thinking is absent;

E (65-60%, satisfactory - results meet the minimum criteria), the student knows only a fraction of the principles and technical procedures, cannot apply them even after repeated consultations with the teacher to complete the assignment, critical and creative thinking is absent;

Fx 59-0%, insufficient - extra work is required, student does not master even a fraction of the knowledge and principles needed to work on the assignment, cannot think critically and creatively.

### **Learning outcomes:**

Learning objectives and outcomes:

The learning objective of the above course is to shape the student's conceptual, creative expression and critical thinking through digital creation on assigned topics.

After completing the course, the student will:

- Masters the skills, artistic techniques, or technologies of each area of his/her subject specialization, focused on the field of Intermedia,
- has the ability to independently design, organize and direct the educational process,
- can analyse, assess and implement elements of alternative educational programmes,
- knows and analyses the latest trends in the field of contemporary visual arts,
- knows the specifics of new media and their anchoring in the historical context,
- is able to use several media to represent a given topic and is able to apply them in pedagogical practice,
- is able to independently apply theoretical and practical knowledge of digital art media in a programmatic way,
- knows the principles of application of digital technologies in education,
- critical and methodological thinking skills.

### **Class syllabus:**

The course focuses theoretically and practically on intermedia in contemporary visual arts. The aim of the course is, through the student's digital creation on assigned topics, to shape his/her conceptual, creative expression and critical thinking. At the same time, it introduces the student practically and theoretically to several artistic strategies and the possibilities of interpenetration of visual media. It introduces the student to the specifics and benefits for contemporary visual art, its applicability in practice and the current situation in contemporary world and Slovak art.

The acquired experience and knowledge in the field will become the basis for his/her future pedagogical activity.

### **Recommended literature:**

Compulsory readings:

SLÁDEK, A. Praktické využitie mobilných trasovacích technológií vo vysokoškolskom vzdelávaní v odbore výtvarná edukácia = Practical utilization of GPS mobile technologies in higher education of students of art education. In: Mezinárodní Masarykova konference pro doktorandy a mladé vědecké pracovníky: recenzovaný sborník příspěvků mezinárodní vědecké konference – 1. vyd. – Roč. 22. – Hradec Králové (Česko): Magnanimitas akademické

sdužení, 2021. – ISBN 978-80-87952-35-1, s. 659-668 [online] Available from [https://www.vedeckekonference.cz/library/proceedings/mmk\\_2021.pdf](https://www.vedeckekonference.cz/library/proceedings/mmk_2021.pdf)

Recommended readings:

CSERES, J., MURIN, M. Od analógového k digitálnemu ... nové pohľady na nové umenia v audiovizuálnom veku. Banská Bystrica: Fakulta výtvarných umení, Akadémia umení, 2010.

GERŽOVÁ, J. (ed.). Slovník svetového a slovenského výtvarného umenia druhej polovice 20. storočia. Bratislava: Profil, 1999. ISBN 80-968283-0-4.

FLUSSER, V. Do universa technických obrazů. 2001. Praha: OSVU, 162 s. ISBN 8023875698.

MANOVICH, L. Jazyk nových médií. 2018. - 1. čes. vyd. - Praha: Univerzita Karlova. Nakl. Karolinum, 378 s. ISBN 978-80-246-2961-2.

RUSNÁKOVÁ, K. V toku pohyblivých obrazov. Bratislava, 2005. ISBN 8088675979.

RUSNÁKOVÁ, K. Premietané obrazy v digitálnom veku: súčasné videoumenie v múzeu umenia a galérii. Banská Bystrica: Fakulta výtvarných umení, Akadémia umení v Banskej Bystrici, 2018. ISBN 9788082060051.

RUSNÁKOVÁ, K. Rozšírené spôsoby diváckej recepcie digitálneho umenia, Fakulta výtvarných umení, Akadémia umení v Banskej Bystrici, 2011.

SLÁDEK, A.: Digital image - a new form in art and education = Digitálny obraz - nová matrica vo výtvarnom vzdelávaní. In: Horizonty umenia 5. Strenáčiková, M, ed.; 1. vyd. – Banská Bystrica (Slovensko) : Akadémia umení. Fakulta múzických umení, 2018. – ISBN 978-80-8206-007-5, s. 421-432 [tlačaná forma]

SLÁDEK, A.: Introduction to the evaluation specifics for assessing digital creations of students of art education = Úvod do problematiky špecifik hodnotenia digitálnej tvorby študentov výtvarnej výchovy. In: Horizonty umenia 7 : Zborník abstraktov z medzinárodnej vedeckej webovej konferencie / Strenáčiková, M. ed.; 1. vyd. – Roč. 7. – Banská Bystrica (Slovensko) : Akadémia umení. Fakulta múzických umení, 2020. – ISBN 978-80-8206-036-5, s. 233-239 [CD-ROM]

Profil. Bratislava: Obzor, 1991-. ISSN 1335-9770.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 47

A	ABS	B	C	D	E	FX
53,19	0,0	34,04	4,26	4,26	0,0	4,26

**Lecturers:**

**Last change:** 25.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de019/22	<b>Course title:</b> Intermedia creation
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: 2 hours tutorial, 1 hour seminar; 33 hours total per semester, combined form; (primarily by attendance). Student workload: 1C + 1S, (3 credits): 11x3 hours of direct instruction = 33 hours; 17 hours of continuous assignments, 25 hours of term paper preparation. Total 75 hours of student work. Teaching methods: lecture, instruction, discussion on the presented topic, solving practical tasks, brainstorming within the selected topics, application of theoretical knowledge to practice and discussion on them, polemic, debate.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KVV/M-VU-de005/22 - Intermedia	
<b>Course requirements:</b> The course is completed with an evaluation, final presentation and defence of a set of completed works focused on the interconnection of artistic media using knowledge from the contemporary art scene. Participation in ongoing consultations of the works is also a prerequisite. Attendance and participation in the interpretation of the topic 0-10 points; creation of conceptual sketches on the assigned topic 0-20 points; realization of the selected assignments 0-60 points; documentation, archiving of the set of semester works and their defense 0-10 points. For a final grade of A, at least 91 points are required; for a grade of B, at least 81 points; for a grade of C, at least 73 points; for a grade of D, at least 66 points; and for a grade of E, at least 60 points. To pass the course, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to produce the required number of papers at the required level; fails to attend the minimum number of tutorials; fails to submit the required documentation of term papers. Grades are awarded on a scale of: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria),	

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

**Learning outcomes:**

Learning objectives and outcomes:

The aim of education within the course is to gain theoretical knowledge and practical experience focused on the creation of authorial projects by combining multiple media using knowledge from the contemporary art scene.

After completing the course:

- knows the specifics of classical art techniques and new media, as well as their anchoring in the historical

The student will learn about the historical and historical context,

- orientation in contemporary visual art,

- is able to use several media to represent a given topic and is able to apply them in pedagogical practice.

**Class syllabus:**

A theoretical excursion into the current situation in contemporary visual art. Theoretical aspects of visual culture and digital media. Creation of authorial projects using the fusion of several media, use of knowledge from the contemporary art scene, adjustment and presentation of the artwork. Using the widest possible range of art media in projects for application in practice.

**Recommended literature:**

BREIER, P. Pastieri. Bratislava, Kailas, 2020. ISBN 978-80-971537-0-0.

BREIER, P., Slobodník, M. Labrang. Bratislava :Slovart ,2013. ISBN 978-80- 556-0882-2

BONHAM-CARTER, Ch., HODGE D. The Contemporary Art Book. London: Goodman, 2009. ISBN 978-1-84796-005-4.

CAMPANY, D. Art and Photography. London: Phaidon Press, 2008. ISBN 978-07148-4756.

GERŽOVÁ, J. (ed.). Slovník svetového a slovenského výtvarného umenia druhej polovice 20. storočia. Bratislava: Profil, 1999. ISBN 80-968283-0-4.

GRÚŇ, D., ed. : Július Koller - Galéria Ganku. Wien: Schlerbrugge Editor, 2014. ISBN 978-3-902833-55-6.

GRYGAR, Š.: Konceptuální umění a fotografie. Praha: AMU, 2004. ISBN 978-80-7331-014-7

LUCIE-SMITH, E. ArtToday. Praha: Slovart, 1996. ISBN 80-85871-97-1

RUSNÁKOVÁ, K. V toku pohyblivých obrazov. Bratislava: VŠVU, 2005. ISBN 80-88675-97-9

RUSNÁKOVÁ, K. História a teória mediálneho umenia na Slovensku. Bratislava: VŠVU, 2006. ISBN 80-89259-04-9.

VANČÁT, P.: Mutující médium. Praha: Galerie Rudolfinum, 2011. ISBN 978-80-254-9129-4.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 14

A	ABS	B	C	D	E	FX
42,86	0,0	28,57	28,57	0,0	0,0	0,0

**Lecturers:**

**Last change:** 25.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde002/22	<b>Course title:</b> Introduction to Musical Analysis
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form Form of teaching : lecture, combined form (primarily face-to-face) Recommended scope of teaching (in hours): Weekly :2 Over the study period: 22 hours Student workload: 22 hours, 16 hours of preparation for the seminar paper, 20 hours for the mid-term evaluation, 32 hours for the examination, 90 hours in total Teaching methods: combined (primarily presentational), monological, discussion of the material covered, self-study of literature	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student is evaluated continuously during the practical implementation of analyses based on the knowledge acquired during the lecture. A total of 50 points can be obtained for the continuous assessment. The student's overall grade is the sum of the points obtained from the continuous assessment and the assessment of the presentation of the seminar paper (max. 25 points) of the final written test (max. 25 points). A total of at least 91 points is required for an A grade, at least 81 points for a B grade, at least 73 points for a C grade, at least 66 points for a D grade and at least 60 points for an E grade. The marks shall be awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A - excellent performance, student knows basic concepts in the history of music analysis, can apply what is learned in theory to practice; critically evaluates; analyzes;	

B - excellent performance, the student masters the basic concepts in the field of history of music analysis, however, when applying the knowledge to practice, slight deficiencies are observed - the student solves model situations with minor hesitations; critical thinking is borderline;

C - good performance, although the student has acquired knowledge in the field of the history of music analysis, but he/she can only partially apply what he/she has learned to practice; he/she has problems with complex problem solving;

D - acceptable performance, the student has only partially mastered the knowledge in the field of the history of music analysis, he/she has significant deficiencies in the problem, he/she cannot apply what he/she has learned in practice, he/she has problems solving model situations; his/her term paper meets the minimum criteria;

E - minimally acceptable performance, the student has acquired minimal knowledge in the field of the history of music analysis, he/she is unable to transfer it adequately into practice;

Fx - unacceptable performance, the student has not sufficiently mastered the knowledge in the field of the history of music analysis, or has not fulfilled the requirements set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student is introduced to the history of music analysis. The student is familiar with the typology, basic principles and working methods of music analysis. The student is able to apply them to an appropriate extent in the analysis of a musical work and its verbal interpretation for the needs of pedagogical practice.

Transferable competences:

The design of the course is based on the premise that musical analysis is a working method not only of the music theorist, but also of the music educator and the music performer. The purpose of musical analysis is to decipher the structure and reveal the inner qualities, patterns, essence and meaning of a musical work so that its music-theoretical, music-artistic and music-pedagogical interpretation is adequate. The course is an introduction to understanding the logic and essence of a musical work. It includes the history, theory, systematics, and methods of musical analysis. Specific analytical approaches, integrating knowledge from music history, music theory, music aesthetics, and music sociology, are demonstrated through selected examples from music history.

### **Class syllabus:**

Course outcomes of subject (content):

1. Music analysis: brief history, basic terminology 2. Methodological background, methods, tools and techniques of music analysis (Riemann, Schenker, R  ti), graphical representation of music 3. Components of music: melody, rhythm, harmony, polyphony, dynamics, timbre, musical texture, musical forms 4. Motif-thematic analysis 6. Harmonic analysis (according to M. Filip) 7. Stylistic analysis 8. Complex analysis of a musical work according to M. Tomaszewski 9. Music and language (analogies, differences, possibilities of use), musical syntax (musica poetica, affect theory, musical topoi, introduction to semiotic analysis) 10. Introduction to the analysis of dodecaphonic structure 11. Use of musical analysis in the pedagogical process at different levels of (artistic) education

### **Recommended literature:**

Compulsory/Recommended readings:

Compulsory readings:

BURLAS, L. Formy a druhy hudobn  ho umenia. 4. vydanie.   ilina: EDIS-Vydavatel'stvo   U, 2006. ISBN 80-8070-522-4.

FERKOV  , E. Hudobn   anal  za. Te  ria a stru  n   dejiny. Bratislava: Slovensk   muzikologick   asoci  cia a V  SMU, 2007. ISBN 978-80-88880-78-3.

FERKOVÁ, E. Hudobná analýza I. Teória hudobnej analýzy. Bratislava: Vysoká škola múzických umení, Hudobná a tanečná fakulta, 2018. ISBN 978-80-8195-015-5.

HONS, M. Hudební analýza. Praha: Togga, 2010. ISBN 978-80-87258-28-6.

JIRÁNEK, J. Úvod do historie hudební analýzy a teorie sémantické hudební analýzy. Vysokoškolské skriptá. Praha: AMU 1991.

ŠTEFKOVÁ, M. Na ceste k zmyslu. Štúdie k hudobnej analýze. Bratislava: Divis, 2007. ISBN 978-80-969354-4-4.

ŠTEFKOVÁ, M. Teória hudobnej interpretácie. Bratislava: VŠMU, 2011. ISBN 978-80-89439-19-5.

Recommended readings:

KÜHN, C. Analyse lernen. Bärenreiter, 1999. ISBN 3-7618-1154-3.

KÜHN, C. Kompositionsgeschichte in kommentierten Beispielen. 2. vyd. Bärenreiter, 2008. ISBN 978-3-7618-1158. BECK, Hermann. Methoden der Werkanalyse. In: Musikgeschichte und Gegenwart. Wilhelmshaven: Heinrichshofen´s Verlag 1974.

COOK, N. A Guide to Musical Analysis. W. W. Norton & Company, 1987. ISBN 0-393-96255-5.

DIERGARTEN, F. (ed.): Musikalische Analyse. Begriffe, Geschichten, Methoden. Laaber Verlag, 2014. ISBN 978-3.89007-831-1.

MOTTE, D. Musikalische Analyse. Bärenreiter, 2002. ISBN 9783761801413.

MORAITIS, A. Zur Theorie der musikalischen Analyse. Frankfurt am Main: Peter Lang 1994. ISBN 978-3631480519.

SCHÖNBERG, A. Fundamentals of Musical Composition. London: Faber and Faber Ltd., 1967. ISBN 0-571-09276-4.

The musical literature (material for analysis) consists of a selected repertoire of compositions across the entire historical cross-section of (mainly) European music.

**Languages necessary to complete the course:**

Slovak

**Notes:**

If the students have adequate language skills, the course includes work with foreign literature.

**Past grade distribution**

Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
44,44	0,0	18,52	33,33	3,7	0,0	0,0

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde021/22	<b>Course title:</b> Learning theories and concepts of teaching
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The weighting of the interim and final evaluation is 50/50. The course is completed by examination. As part of the interim assessment, students will produce interim work during the semester ( basic principles of learning theories and concepts of teaching). Interim papers are assessed for 20 points. As part of the midterm assessment, students will develop and present a midterm paper - a conceptual design of a teaching unit using the chosen teaching concept - in a micro-exercise. The final thesis is assessed for 30 points. At the end of the semester, students will complete a colloquial assessment aimed at analysing, evaluating and critically assessing current didactic learning theories and teaching concepts. The final colloquium is assessed for 50 points. Interim, semester and final grades are included in the course grade. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), B (93-86%, very good - above average standard), C (85-76%, well - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) The condition for successful completion of the course is obtaining at least 60 % of the maximum possible course grade. Characteristics of student performance: A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it (critically evaluate, develop, enrich with own ideas), is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them. The student is able to critically, factually assess and evaluate solutions presented by others. B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, but only in specifically selected problems and not in a generalized	

way, is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them.

C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it appropriately, but lacks development of his/her own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current learning theories and teaching concepts, but lacks critical evaluation.

D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development with own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, orientation in the current learning theories and teaching concepts, critical assessment and evaluation is completely absent.

E (65-60%, sufficient - results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts in terms of correctness, there is no critical analysis and development of own ideas, orientation in current learning theories and teaching concepts is limited to specific areas, there is no critical evaluation and generalization.

Fx (59-0%, insufficient - additional work required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outcomes, its application is incoherent, limited to limited contexts, orientation in current learning theories and teaching concepts is incoherent, limited to specific areas, their generalizing application is absent.

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

### **Learning outcomes:**

Learning objectives and outcomes:

By completing the course, students will acquire knowledge about pedagogical theories, concepts of learning (to learn). Students will be able to use their knowledge of learning theories in planning and conducting a teaching unit. By completing the course, the student will be competent to carry out analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of didactics, processes of personal-professional development based on cognition and (self-)reflection, will know and be able to apply (in specific micro-course outcomes) the theories, concepts, resources, strategies and methods necessary for this.

Transferable competences:

In solving, presenting and discussing the results of the continuous and semester assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills. Students will be able to use the acquired knowledge and competences creatively in the study of other pedagogical disciplines and in their future pedagogical practice. Students will know and be able to apply theories, concepts, strategies and methods for the continuous development of intra and interpersonal communicative, organizational, (self-)cognitive competences.

### **Class syllabus:**

Brief outline of the course:

The contents of the course are theories of learning, which can be understood as the basis for the design of teaching in which learning will take place. After an introduction to the learning process, students will be introduced to associative learning theory, behavioural theories of learning, constructivist theories and social learning theories. For each theory, the focus will be on the actual application of knowledge to the planning and delivery of instruction. Students will understand the basic principles and be able to identify and analyse different theories in terms of school and didactic practice.

In addition to traditional theories of learning and concepts of teaching, students will also become familiar with current and alternative theories of the 20th and 21st centuries, which can be classified as modern approaches in education in the theoretical background of Slovak and foreign authors.

Topics:

1. An introduction to learning theories and concepts of teaching. Basic concepts, terminology. Overview of all learning theories.
2. Selected teaching concepts. Introduction to the concepts of teaching; Verbal-narrative teaching; Problem-based teaching; Cooperative teaching; Constructivist and constructionist concepts of teaching; Constructivism and constructionism as a theory of cognition; Foundations of constructivism/constructionism and socio-cognitive constructivism/constructionism in the theories of J. Piaget and L. S. Vygotsky, K.R. Popper. Didactic application in teaching.
3. Transmission versus construction in the implementation of instruction. Basic features of two antagonistic approaches to teaching - Behaviorism vs. constructivism; Deductive, inductive and participatory approaches in teaching.
4. Modern approaches in education - strategies and methods The concept of activating teaching methods; Classification of teaching methods and their characteristics - logical learning procedures; Characteristics of selected methods, Determination of the optimal choice of methods.
5. A review of current and alternative learning theories.

#### **Recommended literature:**

Recommended reading:

Compulsory reading:

TOTHOVÁ R., KOSTRUB, D., FERKOVÁ Š. (2017). Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva). Prešov: ROKUS. ISBN 978-80-89510-61-0 (kapitoly: 5. s. 104-131; 6. s. 132 –179; 8. s.199-223)

Recommended reading:

BERTRAND, Y. (1998). Soudobé teorie vzdělávání. Praha: Portál, 248 s. ISBN 80-7178-216-5

ČAPEK, R. (2015). Moderní didaktika. 1. vydání. Praha: Grada Publishing, a. s., 608 s. ISBN 978-80-247-3450-7

FISHER, R. (2011). Učíme děti myslet a učit se. Praha: Portál, 176 s. ISBN 978-80-26200-43-7

HANULIAKOVÁ, J. Aktivizujúce vyučovanie. 1. vydanie. Bratislava: PhDr. Milan Štefanko – IRIS, 2015. 127 s. ISBN 978-80-8153-036-4

KOSTRUB, D. (2008). Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS, 169 s. ISBN 978-80-89055-87-6

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

ROVNANOVÁ, L. (2015). Vyučovacie prístupy v pregraduálnej príprave budúcich učiteľov. In: Edukácia, ročník 1, číslo 1, 2015, s. 225-234

TÓBLOVÁ, E. (2019). Aktivizujúce vyučovacie metódy. Analýza využívania aktivizujúcich metód. Bratislava: Univerzita Komenského, 146 s., ISBN 978-80-223-4817

TÓTHOVÁ, R. (2014). Konštruktivistický prístup vo výučbe ako možnosť rozvoja myslenia žiakov. Metodicko pedagogické centrum, 90 s. Bratislava. ISBN: 978-80-565-0004-0

ZELINA, M. (2000). Alternatívne školstvo. Bratislava: IRIS, 255 s. ISBN 80-88778-98-0

ZORMANOVÁ, L. (2012). Výukové metódy v pedagogice. Praha: Grada Publishing, a. s., 160 s. ISBN 978-80-247-4100-0

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

slovak and czech

#### **Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 901						
A	ABS	B	C	D	E	FX
57,27	0,0	22,2	11,1	4,33	2,55	2,55
<b>Lecturers:</b> Mgr. Peter Ostradický, PhD., Ing. Eva Tóblová, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde021/22	<b>Course title:</b> Learning theories and concepts of teaching
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The weighting of the interim and final evaluation is 50/50. The course is completed by examination. As part of the interim assessment, students will produce interim work during the semester ( basic principles of learning theories and concepts of teaching). Interim papers are assessed for 20 points. As part of the midterm assessment, students will develop and present a midterm paper - a conceptual design of a teaching unit using the chosen teaching concept - in a micro-exercise. The final thesis is assessed for 30 points. At the end of the semester, students will complete a colloquial assessment aimed at analysing, evaluating and critically assessing current didactic learning theories and teaching concepts. The final colloquium is assessed for 50 points. Interim, semester and final grades are included in the course grade. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), B (93-86%, very good - above average standard), C (85-76%, well - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) The condition for successful completion of the course is obtaining at least 60 % of the maximum possible course grade. Characteristics of student performance: A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it (critically evaluate, develop, enrich with own ideas), is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them. The student is able to critically, factually assess and evaluate solutions presented by others. B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, but only in specifically selected problems and not in a generalized	

way, is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them.

C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it appropriately, but lacks development of his/her own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current learning theories and teaching concepts, but lacks critical evaluation.

D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development with own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, orientation in the current learning theories and teaching concepts, critical assessment and evaluation is completely absent.

E (65-60%, sufficient - results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts in terms of correctness, there is no critical analysis and development of own ideas, orientation in current learning theories and teaching concepts is limited to specific areas, there is no critical evaluation and generalization.

Fx (59-0%, insufficient - additional work required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outcomes, its application is incoherent, limited to limited contexts, orientation in current learning theories and teaching concepts is incoherent, limited to specific areas, their generalizing application is absent.

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

### **Learning outcomes:**

Learning objectives and outcomes:

By completing the course, students will acquire knowledge about pedagogical theories, concepts of learning (to learn). Students will be able to use their knowledge of learning theories in planning and conducting a teaching unit. By completing the course, the student will be competent to carry out analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of didactics, processes of personal-professional development based on cognition and (self-)reflection, will know and be able to apply (in specific micro-course outcomes) the theories, concepts, resources, strategies and methods necessary for this.

Transferable competences:

In solving, presenting and discussing the results of the continuous and semester assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills. Students will be able to use the acquired knowledge and competences creatively in the study of other pedagogical disciplines and in their future pedagogical practice. Students will know and be able to apply theories, concepts, strategies and methods for the continuous development of intra and interpersonal communicative, organizational, (self-)cognitive competences.

### **Class syllabus:**

Brief outline of the course:

The contents of the course are theories of learning, which can be understood as the basis for the design of teaching in which learning will take place. After an introduction to the learning process, students will be introduced to associative learning theory, behavioural theories of learning, constructivist theories and social learning theories. For each theory, the focus will be on the actual application of knowledge to the planning and delivery of instruction. Students will understand the basic principles and be able to identify and analyse different theories in terms of school and didactic practice.

In addition to traditional theories of learning and concepts of teaching, students will also become familiar with current and alternative theories of the 20th and 21st centuries, which can be classified as modern approaches in education in the theoretical background of Slovak and foreign authors.

Topics:

1. An introduction to learning theories and concepts of teaching. Basic concepts, terminology. Overview of all learning theories.
2. Selected teaching concepts. Introduction to the concepts of teaching; Verbal-narrative teaching; Problem-based teaching; Cooperative teaching; Constructivist and constructionist concepts of teaching; Constructivism and constructionism as a theory of cognition; Foundations of constructivism/constructionism and socio-cognitive constructivism/constructionism in the theories of J. Piaget and L. S. Vygotsky, K.R. Popper. Didactic application in teaching.
3. Transmission versus construction in the implementation of instruction. Basic features of two antagonistic approaches to teaching - Behaviorism vs. constructivism; Deductive, inductive and participatory approaches in teaching.
4. Modern approaches in education - strategies and methods The concept of activating teaching methods; Classification of teaching methods and their characteristics - logical learning procedures; Characteristics of selected methods, Determination of the optimal choice of methods.
5. A review of current and alternative learning theories.

#### **Recommended literature:**

Recommended reading:

Compulsory reading:

TOTHOVÁ R., KOSTRUB, D., FERKOVÁ Š. (2017). Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva). Prešov: ROKUS. ISBN 978-80-89510-61-0 (kapitoly: 5. s. 104-131; 6. s. 132 –179; 8. s.199-223)

Recommended reading:

BERTRAND, Y. (1998). Soudobé teorie vzdělávání. Praha: Portál, 248 s. ISBN 80-7178-216-5

ČAPEK, R. (2015). Moderní didaktika. 1. vydání. Praha: Grada Publishing, a. s., 608 s. ISBN 978-80-247-3450-7

FISHER, R. (2011). Učíme děti myslet a učit se. Praha: Portál, 176 s. ISBN 978-80-26200-43-7

HANULIAKOVÁ, J. Aktivizujúce vyučovanie. 1. vydanie. Bratislava: PhDr. Milan Štefanko – IRIS, 2015. 127 s. ISBN 978-80-8153-036-4

KOSTRUB, D. (2008). Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS, 169 s. ISBN 978-80-89055-87-6

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

ROVNANOVÁ, L. (2015). Vyučovacie prístupy v pregraduálnej príprave budúcich učiteľov. In: Edukácia, ročník 1, číslo 1, 2015, s. 225-234

TÓBLOVÁ, E. (2019). Aktivizujúce vyučovacie metódy. Analýza využívania aktivizujúcich metód. Bratislava: Univerzita Komenského, 146 s., ISBN 978-80-223-4817

TÓTHOVÁ, R. (2014). Konštruktivistický prístup vo výučbe ako možnosť rozvoja myslenia žiakov. Metodicko pedagogické centrum, 90 s. Bratislava. ISBN: 978-80-565-0004-0

ZELINA, M. (2000). Alternatívne školstvo. Bratislava: IRIS, 255 s. ISBN 80-88778-98-0

ZORMANOVÁ, L. (2012). Výukové metody v pedagogice. Praha: Grada Publishing, a. s., 160 s. ISBN 978-80-247-4100-0

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

slovak and czech

#### **Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 901						
A	ABS	B	C	D	E	FX
57,27	0,0	22,2	11,1	4,33	2,55	2,55
<b>Lecturers:</b> Mgr. Peter Ostradický, PhD., Ing. Eva Tóblová, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde004/22	<b>Course title:</b> Master thesis seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment, which is handed in on the due date, is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level. B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level. C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level. D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level. E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project. Fx (59-0%, insufficient - extra work required).	

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

**Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

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

The student is able to define the topic or research problem of his/her own thesis, can correctly determine the methods of its processing, gains the ability to work selectively and correctly with the professional literature on the chosen topic. He/she is able to process the current state of the solved problem. Knows the individual parts of the final thesis. Is able to select appropriate research tools, evaluate the data obtained and analyse them. In the practical orientation of the thesis, he/she can make recommendations for practice. Is able to prepare and present the results of the thesis and is able to respond to questions on the thesis in discussion.

**Class syllabus:**

Brief outline of the course:

Types of theses. Timetable of thesis processing. Definition of the topic and goal of the thesis.

Study of literature. Excerpting material. Theoretical and methodological conception of the thesis.

Methodology of problem processing. Methodology of elaboration of the thesis.

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

**Recommended literature:**

Recommended reading:

Výber odbornej literatúry podľa zvolenej témy práce;

Aktuálna smernica rektora UK o základných náležitostiach záverečných prác;

GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVČÍK, M. (2010).

Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského, ISBN 978-80-223-2951-4 (dostupné na: <http://www.e-metodologia.fedu.uniba.sk/index.php/autori/zoznam.php>)

LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác. Bratislava: Stimul. 85 s. ISBN 978-80-8127-155-7

KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma, 162 s. ISBN 8089132454

STAROŇOVÁ, K. (2011). Vedecké písanie: ako písať akademické a vedecké texty. Bratislava: Osveta. 248 s. ISBN 978-80-8063-359-2.

**Languages necessary to complete the course:**

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

**Notes:**

**Past grade distribution**

Total number of evaluated students: 815

A	ABS	B	C	D	E	FX
65,64	0,0	19,88	9,57	2,21	1,6	1,1

**Lecturers:** Mgr. Pavol Makyna, PhD., Mgr. Michal Hottmar, PhD., Mgr. Tomáš Hlava, PhD., PhDr. Mojmír Malovecký, PhD., Mgr. Michal Bizoň, PhD., Mgr. Jozef Miškolci, PhD., doc. PhDr. Erika Brtáňová, CSc.

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde004/22	<b>Course title:</b> Master thesis seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment, which is handed in on the due date, is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level. B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level. C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level. D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level. E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project. Fx (59-0%, insufficient - extra work required).	

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

**Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

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

The student is able to define the topic or research problem of his/her own thesis, can correctly determine the methods of its processing, gains the ability to work selectively and correctly with the professional literature on the chosen topic. He/she is able to process the current state of the solved problem. Knows the individual parts of the final thesis. Is able to select appropriate research tools, evaluate the data obtained and analyse them. In the practical orientation of the thesis, he/she can make recommendations for practice. Is able to prepare and present the results of the thesis and is able to respond to questions on the thesis in discussion.

**Class syllabus:**

Brief outline of the course:

Types of theses. Timetable of thesis processing. Definition of the topic and goal of the thesis.

Study of literature. Excerpting material. Theoretical and methodological conception of the thesis.

Methodology of problem processing. Methodology of elaboration of the thesis.

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

**Recommended literature:**

Recommended reading:

Výber odbornej literatúry podľa zvolenej témy práce;

Aktuálna smernica rektora UK o základných náležitostiach záverečných prác;

GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVČÍK, M. (2010).

Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského, ISBN 978-80-223-2951-4 (dostupné na: <http://www.e-metodologia.fedu.uniba.sk/index.php/autori/zoznam.php>)

LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác. Bratislava: Stimul. 85 s. ISBN 978-80-8127-155-7

KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma, 162 s. ISBN 8089132454

STAROŇOVÁ, K. (2011). Vedecké písanie: ako písať akademické a vedecké texty. Bratislava: Osveta. 248 s. ISBN 978-80-8063-359-2.

**Languages necessary to complete the course:**

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

**Notes:**

**Past grade distribution**

Total number of evaluated students: 815

A	ABS	B	C	D	E	FX
65,64	0,0	19,88	9,57	2,21	1,6	1,1

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZšt009/15	<b>Course title:</b> Master`s thesis defence
<b>Number of credits:</b> 14	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>Prerequisite subjects: none</p> <p>Prerequisites for successful completion of the course:</p> <p>The state examination, its conditions and procedural aspects are regulated by the Internal Regulation No.1/2020 Study Regulations of the Faculty of Arts of Charles University, as well as by the Internal Regulation No. 5/2021 Study Regulations of the Charles University.</p> <p>A student may take the state examination (a) after obtaining at least the number of credits necessary for the proper completion of studies after obtaining credits for successful completion of the last state examination and (b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme, except for the state examination and (c) without disciplinary proceedings being conducted against him/her.</p> <p>The student receives 14 credits for the successful defence of the diploma thesis (credits counted in the VUZ study plan).</p> <p>According to the VP 23/2021 Internal Quality Assurance System for Higher Education of the Charles University in Bratislava, the student is evaluated in particular:</p> <ul style="list-style-type: none"> <li>- Demonstrate the student's ability to integrate knowledge, manage complexity, and formulate decisions with incomplete or limited information, while still embracing the social and ethical responsibilities associated with the application of their knowledge and decisions;</li> <li>- Demonstration of the ability to communicate conclusions, findings and rationale clearly and unambiguously to both expert and lay audiences;</li> <li>- elaboration of the chosen topic at the level of a scientific study with a representative selection of literature, with appropriately chosen scientific procedures, hypotheses/research questions that can be verified. At the same time, the thesis must make a contribution to the specific field.</li> </ul> <p>The rating is awarded on a scale:</p> <p>A 100 - 91% (excellent - outstanding results),          B 90 - 81% (very good - above average standard),          C 80 - 73% (good - normal reliable operation),          D 72 - 66% (satisfactory - acceptable results),          E 65 - 60% (sufficient - results meet minimum criteria),          Fx 59% or less (insufficient).</p> <p>A student is evaluated with the FX grade if he/she has fulfilled the requirements for the grade only at a level not exceeding 60% of the total highest possible level of fulfilling the requirements for passing the subject of the state examination - defence of the diploma thesis. In the same way, a student shall be evaluated with an FX if he/she has submitted a thesis in violation of paragraph 7 of Article 56 of the Internal Regulation of the University of Bratislava No. 23/2021 or has submitted a thesis that does not substantially meet the requirements according to paragraph 1 (d), paragraph 2 (d) or paragraph 3 (d) of Article 56 of the Internal Regulation of the University of Bratislava No. 23/2021 Internal Quality Assurance System for Higher Education of the University of Bratislava.</p>	

<p>The details and specifications of the requirements of the final theses for the individual teacher study programmes in combination (approbation) will be specified in the respective Study Programme Descriptions.</p>
<p><b>Learning outcomes:</b></p> <p>The learning outcome is in accordance with the Long-term Plan of the CU/PdF, the mission and strategic goals of the CU/PdF, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in individual subjects of the study plan of the study programme and other relevant documents.</p> <p>The student is able to elaborate the chosen topic at the level of a scientific study with a representative selection of literature, with appropriately chosen scientific procedures and hypotheses/research questions that can be verified. The thesis makes a contribution to the relevant field of study</p>
<p><b>Class syllabus:</b></p> <p>Brief outline of the course:</p> <ol style="list-style-type: none"> <li>1. Contribution of the thesis to the field of study, depending on its nature and degree of study. The evaluation of the thesis takes into account whether the student adequately treats the chosen topic at the level of a scientific study with a representative selection of literature, whether the chosen scientific procedures are adequate and appropriate, and whether he/she adequately works with hypotheses that can be verified. The thesis should make a distinct contribution to the relevant field of study in which the student has completed the degree programme;</li> <li>2. Originality of the thesis (the thesis must not be plagiarized, must not infringe the copyrights of other authors), the documentation for the defence of the thesis as a subject of the state examination includes originality protocols: from the Central Register and Theses, the results of which are commented on by the supervisor and the opponent in their opinions;</li> <li>3. Correctness and correctness of citation of used information sources, research results of other authors and author teams, correctness of description of methods and working procedures of other authors or author teams;</li> <li>4. Compliance of the structure of the thesis with the prescribed structure defined by the Internal Regulation No. 2/2018 Directive of the Rector of Charles University in Bratislava;</li> <li>5. Respecting the recommended scope of the thesis (the recommended scope of the thesis is usually 50 - 70 standard pages - 90 000 to 126 000 characters including spaces), the adequacy of the scope of the thesis is judged by the supervisor;</li> <li>6. Linguistic and stylistic level of the work and formal editing;</li> <li>7. The manner and form of the thesis defence and the student's ability to respond adequately to comments and questions in the supervisor's and opponent's reports.</li> <li>8. In the study programme focused on the teaching of art-educational subjects, the presentation of artistic outputs and performances may be part of the final thesis and its defence.</li> </ol>
<p><b>State exam syllabus:</b></p>
<p><b>Recommended literature:</b></p> <p>Recommended reading: according to the focus of the thesis topic</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak language, in case of language specialisations also the language of the respective subject specialisation</p>
<p><b>Last change:</b> 10.11.2022</p>
<p><b>Approved by:</b></p>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde002/22	<b>Course title:</b> Methodology of educational research
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed with an assessment of: 100% of the intermediate assessment The interim evaluation includes the following: - semester work in the form of a subject portfolio: proposal (design) of educational research of a quantitative or qualitative nature - 45 points, - assessment of knowledge and selected competences in the form of a written test - 55 points. The rating is awarded on a scale: A (100-94%, excellent - excellent results with only minimal errors), B (93-86%, very good - above average results with minor errors), C (85-76%, good - normal reliable work, average results), D (75-68%, satisfactory - acceptable results, but significant errors occur), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.A	

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

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

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

### **Learning outcomes:**

Learning objectives and outcomes and transferable competences:

Students will acquire knowledge of the fundamentals of educational research, become familiar with the basic concepts and theoretical-methodological knowledge necessary for designing (planning, implementing and evaluating) in the field of educational research. On a theoretical-empirical level, in the framework of the analysis of individual quantitative and qualitative tools, methods and techniques, they will acquire the knowledge and competences necessary for planning, conducting and evaluating pedagogical research of a quantitative and qualitative nature. Students will acquire the competences to solve and resolve problems in the field of research.

The course develops students' analytical, critical, evaluative, contextual and creative thinking and reasoning in context. In terms of self-reflection, the student is able to evaluate and assess his/her own availability to carry out pedagogical research.

### **Class syllabus:**

Brief outline of the course:

Science and research. Types of research. Validity, reliability and objectivity/objective truth. Subjectivity/subjective truth. Ethical aspects of research. Subjects in research and their specificities. Quantitative and qualitative oriented educational research. Intentions, subjects and objects in pedagogical research, principles in scientific research, observed phenomena and conditions for the implementation of quantitative and qualitatively oriented pedagogical research.

Scientific hypotheses and variables for quantifying the phenomena under study. Operationalization of variables.

Questionnaire design, implementation and evaluation.

Assessment scales - typology, creation and evaluation.

The sociometry method and the measurement of social climate.

Interview design and use. Differences between quantitative and qualitative interviews.

Quantitative and qualitative observation in scientific research.

Content analysis of documents from a quantitative and qualitative point of view.

Data processing, data analysis and interpretation. Statistical-mathematical procedures and triangulation processes. Dissemination of findings. Study design/design

### **Recommended literature:**

Compulsory reading:

GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVČÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4

KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Bratislava: UK. 161 s. ISBN 978-80-223-4166-0

Recommended reading:

<p>GAVORA, P. (2008). Úvod do pedagogického výskumu. Bratislava: UK. 236 s. ISBN 978-80-223-2391-8</p> <p>MAŇÁK, J., ŠVEC, V. (2004). Cesty pedagogického výzkumu. Brno: Paido. ISBN 978-80-7315-0785</p> <p>ŠVEC, Š. (2009). Metodologie věd o výchově: kvantitativně-scientické a kvalitativně-humanitní přístupy v edukačním výzkumu. Brno: Paido. 302 s. ISBN 978-80-731-5192-8</p> <p>TOMŠIK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: PdF UKF. 508 s. ISBN 978-80-558-1206-9</p>						
<p><b>Languages necessary to complete the course:</b> slovak and czech</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b> Total number of evaluated students: 808</p>						
A	ABS	B	C	D	E	FX
55,94	0,0	22,9	11,63	4,58	2,35	2,6
<p><b>Lecturers:</b> prof. PaedDr. Dušan Kostrub, PhD., PaedDr. Lujza Koldeová, PhD., Mgr. Peter Ostradický, PhD.</p>						
<p><b>Last change:</b> 10.11.2022</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde002/22	<b>Course title:</b> Methodology of educational research
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed with an assessment of: 100% of the intermediate assessment The interim evaluation includes the following: - semester work in the form of a subject portfolio: proposal (design) of educational research of a quantitative or qualitative nature - 45 points, - assessment of knowledge and selected competences in the form of a written test - 55 points. The rating is awarded on a scale: A (100-94%, excellent - excellent results with only minimal errors), B (93-86%, very good - above average results with minor errors), C (85-76%, good - normal reliable work, average results), D (75-68%, satisfactory - acceptable results, but significant errors occur), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.A	

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

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

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

### **Learning outcomes:**

Learning objectives and outcomes and transferable competences:

Students will acquire knowledge of the fundamentals of educational research, become familiar with the basic concepts and theoretical-methodological knowledge necessary for designing (planning, implementing and evaluating) in the field of educational research. On a theoretical-empirical level, in the framework of the analysis of individual quantitative and qualitative tools, methods and techniques, they will acquire the knowledge and competences necessary for planning, conducting and evaluating pedagogical research of a quantitative and qualitative nature. Students will acquire the competences to solve and resolve problems in the field of research.

The course develops students' analytical, critical, evaluative, contextual and creative thinking and reasoning in context. In terms of self-reflection, the student is able to evaluate and assess his/her own availability to carry out pedagogical research.

### **Class syllabus:**

Brief outline of the course:

Science and research. Types of research. Validity, reliability and objectivity/objective truth. Subjectivity/subjective truth. Ethical aspects of research. Subjects in research and their specificities. Quantitative and qualitative oriented educational research. Intentions, subjects and objects in pedagogical research, principles in scientific research, observed phenomena and conditions for the implementation of quantitative and qualitatively oriented pedagogical research.

Scientific hypotheses and variables for quantifying the phenomena under study. Operationalization of variables.

Questionnaire design, implementation and evaluation.

Assessment scales - typology, creation and evaluation.

The sociometry method and the measurement of social climate.

Interview design and use. Differences between quantitative and qualitative interviews.

Quantitative and qualitative observation in scientific research.

Content analysis of documents from a quantitative and qualitative point of view.

Data processing, data analysis and interpretation. Statistical-mathematical procedures and triangulation processes. Dissemination of findings. Study design/design

### **Recommended literature:**

Compulsory reading:

GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVČÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4

KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Bratislava: UK. 161 s. ISBN 978-80-223-4166-0

Recommended reading:

<p>GAVORA, P. (2008). Úvod do pedagogického výskumu. Bratislava: UK. 236 s. ISBN 978-80-223-2391-8</p> <p>MAŇÁK, J., ŠVEC, V. (2004). Cesty pedagogického výzkumu. Brno: Paido. ISBN 978-80-7315-0785</p> <p>ŠVEC, Š. (2009). Metodologie věd o výchově: kvantitativně-scientické a kvalitativně-humanitní přístupy v edukačním výzkumu. Brno: Paido. 302 s. ISBN 978-80-731-5192-8</p> <p>TOMŠIK, R. (2017). Kvantitativny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: PdF UKF. 508 s. ISBN 978-80-558-1206-9</p>						
<p><b>Languages necessary to complete the course:</b> slovak and czech</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b> Total number of evaluated students: 808</p>						
A	ABS	B	C	D	E	FX
55,94	0,0	22,9	11,63	4,58	2,35	2,6
<p><b>Lecturers:</b> prof. PaedDr. Dušan Kostrub, PhD., PaedDr. Lujza Koldeová, PhD., Mgr. Peter Ostradický, PhD.</p>						
<p><b>Last change:</b> 10.11.2022</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde001/22	<b>Course title:</b> Music of the 20th Century
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form Form of teaching : lecture, combined form (primarily face-to-face) Recommended scope of teaching (in hours): Weekly :2 Over the study period: 22 hours Student workload: 22 hours, 16 hours of preparation for the seminar paper, 20 hours for the mid-term evaluation, 32 hours for the examination, 90 hours in total Learning methods: monological, discussion of the material covered, self-study of literature	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The course assessment is divided into three phases. During the semester, the student will prepare and publicly present a seminar paper on a chosen topic, which will be graded on a scale of 0-25 points. In addition, he/she will take a sound test (score scale 0 - 25 points) of the repertoire of pieces presented under each of the thematic headings. At the end of the semester, the student will take an oral examination graded on a scale of 0-50 points. The overall grade is obtained by summation. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points, and a grade of E requires at least 60 points. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required)	

A - excellent performance, student has mastery of basic concepts in 20th century music, can apply what he/she has learned in theory to practice; term paper meets all established criteria; critically evaluated; seamless mastery of the sound test from the established repertoire;

B - excellent performance, the student masters the basic concepts, but slight deficiencies are observed in the application of knowledge to practice - solves model situations with minor hesitations; slight deficiencies are observed in the seminar work; critical thinking is borderline; mastery of the sound test from the set repertoire with deficiencies due to uncertainty

C - good performance, the student has acquired the knowledge, but can only partially apply what he/she has learned to practice; he/she has problems with complex problem solving, the seminar work has shortcomings; partial mastery of the sound test from the set repertoire

D - acceptable performance, the student has only partially mastered the knowledge, he/she has significant deficiencies in the problem, he/she cannot apply what he/she has learnt in practice, he/she has problems solving model situations; his/her seminar work meets the minimum criteria; mastery of the sound test from the set repertoire with more serious deficiencies, with incomplete sound analysis

E - minimally acceptable performance; the student has acquired minimal knowledge and cannot transfer it adequately into practice;

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

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student will gain a basic overview of 20th century music. The course focuses on the history of musical culture (music as a social phenomenon within general history and the history of art) and on the forms, transformations and significance of historical musical styles, noting and learning to understand their interrelationships. Particular emphasis is placed on learning about the history of musical culture in the territory of today's Slovakia and understanding its specifics in a broader international context.

Transferable competences:

Lectures integrate knowledge of music history, music aesthetics, and music theory, broaden cultural insight, strengthen historical awareness, accentuate students' listening experience, and lead them to the ability to independently, creatively handle, interpret, and verbalize the acquired knowledge. Wherever possible, links to pedagogical practice at different levels of arts education and an active approach to music are emphasised.

### **Class syllabus:**

Course outcomes of subject (content):

Music at the end of the 19th century. Wagner and his influence, Puccini, Respighi, Busoni, Scriabin, Janáček, Mahler, Reger, Strauss, Sibelius, life and work; French music of the fin de siècle: Debussy, Dukas, Ravel, Roussel, Satie; Representatives of European interwar modernism, music and politics: Stravinsky, Bartók, Weill, Hindemith, Britten, Prokofiev, Shostakovich; Music for Children and Youth: Prokofiev: Peter and the Wolf, Britten: A Young Man's Guide to the Orchestra; Music in the USA: Ives, Gershwin, Copland, Bernstein, Experimenters (Cage) and Minimalists (La Monte Young, Reich, Glass), Darmstadt School, Polish School, Music of composers from Central Europe (Kurtág, Ligeti) and countries of the former Soviet Union: Schnittke, Ustolskaya, Silvestrov, Kancheli.

### **Recommended literature:**

Compulsory/Recommended readings:

Compulsory readings (selected state):

<p>ABRAHAM, G. Stručné dejiny hudby. Bratislava: Hudobné centrum, 2003. ISBN 80-88884-58-6.</p> <p>COX, Ch., WARN, D. Audiokultúra. Hudobné centrum, 2015. 9788089427222.</p> <p>DORUŽKA, P. a kol. Hudba na pomezí. Praha: Panton, 1991. ISBN 80-7039-125-1.</p> <p>ELSCHEK, O. (ed.). Dejiny slovenskej hudby. Bratislava: UHV SAV- Asco, 1996. ISBN 80-88820-04-9.</p> <p>HRČKOVÁ, N. (ed.). Dejiny hudby VI. Bratislava: Ikar, 2005. ISBN 80-551-1214-2.</p> <p>MARTINÁKOVÁ, Z. Kapitoly z hudby 20. storočia. (časopisový seriál) In: Hudobný život 1999/2000. Bratislava: Hudobné centrum, ISSN 1335–4140.</p> <p>NYMAN, M. Experimentálna hudba. Cage a iní. Bratislava: Hudobné centrum, 2007. ISBN 978-80-88884-93-4.</p> <p>ROSS, A. Zbývá jen hluk. Praha: Argo, 2007. ISBN 978-80-7363-397-4.</p> <p>Recommended readings:</p> <p>BRINDLE, R. S.. New Music -The Avant-garde since 1945. Oxford University Press, 1987. GRIFFITHS, P. Modern Music. A concise History. Thames &amp; Hudson, 1996. ISBN 0-500-20278-8.</p> <p>GREENBERG, R. George Gershwin. Phaidon Press, 1998. ISBN 0-7148-3504-8. CHALMERS, K. Béla Bartók. Phaidon Press, 1995. ISBN 978-0-7148-4770-2.</p> <p>JAFFÉ, D. Sergey Prokofiev. Phaidon Press, 1998. ISBN 0-7148-3513-7.</p> <p>KLUSÁK, P: Co je nového v hudbe. Praha: Nová beseda, 2018. ISBN 978-80- 906751-7-9.</p> <p>LARNEL, G. Maurice Ravel. Phaidon Press, 1996. ISBN 0-7148-3270-7.</p> <p>MERTENS, W. American Minimal Music. London: Kahn &amp; Averill, 1983. ISBN 0-912483-15-6.</p> <p>OLIVER, M. Igor Stravinsky. Phaidon Press, 1995. ISBN 0-7148-3158-1.</p> <p>OLIVER, M. Benjamin Britten. Phaidon Press, 1996. ISBN 978-0-7148-4771-9.</p> <p>ROBERTS, P. Claude Debussy. Phaidon Press, 2008. ISBN 978-0-7148-3512-9.</p> <p>ŠUBA, A. Prípád Dohnányi. In: Hudobný život, roč. 50, č. 7-8/2018, s. 24 – 26.</p> <p>TARUSKIN, R. Music in the Early Twentieth Century. The Oxford History of Western Music. Oxford University Press, 2010. ISBN 978-0-19-538484-0.</p> <p>VYSLOUŽIL, J. Hudobníci 20. storočia. Bratislava: Opus, 1981.</p> <p>WILSON, C. Giacomo Puccini. Phaidon Press, 1997. ISBN 978-0-7148-4775-7.</p> <p>Supplementary study materials:</p> <p>Reading from books I. Stravinsky's Musical Poetics, A. Albrecht: Desires and Memories, S. Volkov's Testimony, J. Barnes' The Noise of Time, J. Cage Silence within the framework of the Radio Devín programme Musical Layering (read by R. Roth, scriptwriter A. Šuba, available RTVS archive 2020/2021). DVD Box Leaving home. Orchestral Music in 20th Century. S. Rattle, The City of Birmingham Symphony Orchestra, (Arte, 2005)</p>														
<p><b>Languages necessary to complete the course:</b> Slovak</p>														
<p><b>Notes:</b></p>														
<p><b>Past grade distribution</b> Total number of evaluated students: 27</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>59,26</td> <td>0,0</td> <td>18,52</td> <td>11,11</td> <td>7,41</td> <td>3,7</td> <td>0,0</td> </tr> </tbody> </table>	A	ABS	B	C	D	E	FX	59,26	0,0	18,52	11,11	7,41	3,7	0,0
A	ABS	B	C	D	E	FX								
59,26	0,0	18,52	11,11	7,41	3,7	0,0								
<p><b>Lecturers:</b></p>														
<p><b>Last change:</b> 10.11.2022</p>														
<p><b>Approved by:</b></p>														

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde014/22	<b>Course title:</b> Musical Analysis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: 2 hours lecture/week, total for the semester 26 hours, combined (primarily attendance) Student workload: 26 hours, 6 hours of preparation for the seminar paper, 10 hours for the mid-term evaluation, 10 hours for the exam Teaching methods: combined (primarily attendance), monological, discussion of the material covered, self-study of literature	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student is evaluated continuously during the practical implementation of the analyses on the basis of the knowledge acquired during the lecture. A total of 70 points can be obtained for the continuous assessment. The course ends with a test (with a score of 0-30 points). The student's overall grade is the sum of the points obtained in the intermediate assessment and the final test assessment. A total of at least 91 points is required for an A grade, at least 81 points for a B grade, at least 73 points for a C grade, at least 66 points for a D grade and at least 60 points for an E grade. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required)	
<b>Learning outcomes:</b> Learning outcomes/ Objectives and learning outcomes: Upon completion, the student has model analyses of music of different periods. Within the framework of analytical work, the student is able to independently integrate the acquired knowledge from theoretical and historical disciplines (music theory, harmony, counterpoint, musical forms, history of music) as well as from the course Introduction to Music Analysis. It is capable of professional discussion on specific topics set for individual seminars.	

Transferable competencies:

The student is able to apply the acquired knowledge and experience in independent analytical work in preparation for teaching and during the pedagogical process at various levels of art education (primary school, primary school).

**Class syllabus:**

Course outcomes of subject (content):

The musical literature (material for analysis) consists of a selected repertoire of compositions across the entire historical cross-section of (mainly) European music, examples: Josquin's Ave Maria (analysis of a Renaissance motet, the relationship between words and music, Renaissance contrapuntal techniques: imitation, paired imitation), Tchaikovsky, Schumann: An Album for Youth (the issue of the so-called "youth album"), Schumann's Ave Maria. Song forms, harmonic and motivic-thematic analysis), Bach: selected preludes and fugues from the Tempered Piano I, Inventions and Sinfonias (Baroque counterpoint), Beethoven, Mozart: sonatas for piano (sonata form, rondo form, motivic-thematic analysis), Beethoven, Mozart: sonatas for piano (sonata form, rondo form, motivic-thematic analysis), Schumann. Thematic analysis), Schubert: song Stadt from the collection Swan Song (relationship of words and music, metaphor and musical analysis), Chopin: Prelude in E minor, Op. 28/4 (chromaticism, modulations, offsets, associative tonal centres, introduction to Schenkerian analysis), Bartók: Microcosm (selection, 20th century compositional techniques, bi- and polytonality, polyrhythmics, modality), Pärt: Für Aline (20th century compositional poetics, principles of the tintinnabuli style).

**Recommended literature:**

Compulsory readings:

BURLAS, L. Formy a druhy hudobného umenia. 4. vydanie. Žilina: EDIS-Vydavateľstvo ŽU, 2006. ISBN 80-8070-522-4.

FERKOVÁ, E. Hudobná analýza. Teória a stručné dejiny. Bratislava: Slovenská muzikologická asociácia a VŠMU, 2007. ISBN 978-80-88880-78-3.

FERKOVÁ, E. Hudobná analýza I. Teória hudobnej analýzy. Bratislava: Vysoká škola múzických umení, Hudobná a tanečná fakulta, 2018. ISBN 978-80-8195-015-5.

HONS, M. Hudební analýza. Praha: Togga, 2010. ISBN 978-80-87258-28-6.

JIRÁNEK, J. Úvod do historie hudební analýzy a teorie sémantické hudební analýzy.

Vysokoškolské skriptá. Praha: AMU 1991.

ŠTEFKOVÁ, M. Na ceste k zmyslu. Štúdie k hudobnej analýze. Bratislava: Divis, 2007. ISBN 978-80-969354-4-4.

ŠTEFKOVÁ, M. Teória hudobnej interpretácie. Bratislava: VŠMU, 2011. ISBN 978-80-89439-19-5.

Compulsory readings:

KÜHN, C. Analyse lernen. Bärenreiter, 1999. ISBN 3-7618-1154-3.

KÜHN, C. Kompositionsgeschichte in kommentierten Beispielen. 2. vyd. Bärenreiter, 2008. ISBN 978-3-7618-1158.

BECK, H. Methoden der Werkanalyse. In: Musikgeschichte und Gegenwart. Wilhelmshaven: Heinrichshofen's Verlag 1974.

COOK, N. A Guide to Musical Analysis. W. W. Norton & Company, 1987. ISBN 0-393-96255-5.

DIERGARTEN, F. (ed.): Musikalische Analyse. Begriffe, Geschichten, Methoden. Laaber Verlag, 2014. ISBN 978-3-89007-831-1.

MOTTE, D. Musikalische Analyse. Bärenreiter, 2002. ISBN 9783761801413.

MORAITIS, A. Zur Theorie der musikalischen Analyse. Frankfurt am Main: Peter Lang 1994. ISBN 978-3631480519.

SCHÖNBERG, A. Fundamentals of Musical Composition. London: Faber and Faber Ltd., 1967.  
ISBN 0-571-09276-4.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 24

A	ABS	B	C	D	E	FX
66,67	0,0	29,17	4,17	0,0	0,0	0,0

**Lecturers:** Mgr. Andrej Šuba, PhD.

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de015/22	<b>Course title:</b> Object and jewellery
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: 1 hour seminar, 2 hours tutorial; total 33 hours per semester, combined form; (primarily by attendance). Student workload: 1S + 2C, (3 credits): 11x3 hours of direct teaching = 33 hours; 10 hours study of theoretical knowledge on the subject; 20 hours work on term papers; 4 documentation, archiving of term papers; 7 preparation for examination and defence; 1 defence of a set of term papers. Total 75 hours of student work. Teaching methods: lecturing, interpretation, instruction on the subject; interview, discussion on the given topic; practical: realization of works on the assigned topics, which are continuously consulted.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with an assessment in the form of a final presentation and defence of the completed works in the field of object and jewellery. The prerequisite is also the participation in the ongoing consultations of the realized works. Theoretical knowledge in the field of applied arts with a focus on the subject of object and jewellery 0-10 points; ability to apply theoretical knowledge to designs 0-20 points; realization of semester works 0-60 points; documentation of a set of realized works and their defense 0-10 points. To obtain the final grade A it is necessary to obtain at least 91 points, to obtain grade B at least 81 points, to obtain grade C at least 73 points, to obtain grade D at least 66 points and to obtain grade E at least 60 points. To pass the course, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to produce the required number of papers; fails to attend the minimum number of tutorials; fails to submit the required documentation of term papers. Grades are awarded on a scale: A (100-91%, excellent - outstanding 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%, satisfactory - results meet minimum criteria)

Fx (59-0%, inadequate - extra work required)

**Learning outcomes:**

Learning objectives and outcomes:

The aim of education within the above mentioned course is to acquire professional theoretical knowledge and practical experience in the field of contemporary applied art with a focus on the issue of the object and jewellery in relation to space.

After completing the course, the student:

- can apply experience in architectural and design compositions that expand the sculptural creation of object and jewelry,
- can experiment in sculptural objects and in original jewellery,
- is able to define an artistic problem, knows the material possibilities and specific ways of application of technological procedures related to the process of creation,
- knows how to apply non-traditional materials suitable for application in educational practice,
- can effectively communicate professional knowledge with the wider environment of the lay and professional community.

**Class syllabus:**

The aim of the course is to get acquainted with the tendencies of contemporary art with a focus on the issue of the object and jewellery in relation to space. In practical assignments, the student will realize sculptural interventions and conceptual tasks focused on the relationship between man and environment. Emphasis will be placed on the application of artistic strategies in the educational process.

**Recommended literature:**

GERŽOVÁ, J. (ed.). Slovník svetového a slovenského výtvarného umenia druhej polovice 20. storočia. Bratislava: Profil, 1999. ISBN 80-968283-0-4.

HANEL, O. Objekt / objekt: metamorfózy v čase. Praha: České muzeum výtvarných umění, 2001. ISBN 80-7056-095-9.

CHROPOVSKÝ, B. Krása slovienského šperku. Bratislava: Pallas, 1978.

JOHNOVÁ, H. Šperk. Bratislava: Tatran, 1986.

KŘIŽOVÁ, A. Proměny českého šperku na konci 20. století. Praha: Academia, 2002 ISBN 80-200-0920-5.

LUCIE-SMITH, E. ArtToday: Současné světové umění. Praha: Slovart, 1996. ISBN 80-85871-97-1. Strana: 29

WEISSLECHNER, K. Umelecký šperk, dizajn, architektúra. Bratislava: Ateliér Amulet, 2008. ISBN 978-809-69841-07.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
33,33	0,0	33,33	28,57	4,76	0,0	0,0

**Lecturers:** Mgr. art. Karin Patúcová, ArtD.

**Last change:** 25.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde004/22	<b>Course title:</b> Organology and Musical Accoustics
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: Form of teaching : lecture, combined form (primarily face-to-face) Recommended scope of teaching (in hours): Weekly :2 Over the study period: 22 hours Student workload 22 hours of direct teaching; 19 hours for continuous assessment, 19 hours for evaluation, total 60 hours of student work Teaching methods: monological, discussion of the material covered	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student is evaluated continuously during the practical implementation of the analyses based on the knowledge acquired during the lecture. A total of 50 points can be obtained for the continuous assessment. The student's overall grade is the sum of the points obtained in the continuous assessment and the grade of the final written test (max. 50 points). A minimum of 91 points is required for an A grade, a minimum of 81 points for a B grade, a minimum of 73 points for a C grade, a minimum of 66 points for a D grade and a minimum of 60 points for an E grade. The marks are awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student knows the basic concepts of organology and musical acoustics, can apply what he/she has learned in theory to practice; critically evaluates, analyzes;	

B - excellent performance, the student masters the basic concepts of organology and musical acoustics, however, when applying the knowledge to practice there are slight deficiencies - he/she solves model situations with minor hesitations; critical thinking is borderline;

C - good performance, although the student has acquired knowledge in the field of organology and musical acoustics, but he can only partially apply what he has learned to practice; he has problems with complex problem solving;

D - acceptable performance, the student has only partially mastered the knowledge in the field of organology and musical acoustics, he/she has significant deficiencies in the problem, he/she cannot apply what he/she has learned in practice, he/she has problems solving model situations; his/her term paper meets the minimum criteria;

E - minimally acceptable performance, the student has acquired minimal knowledge in the field of organology and musical acoustics, he/she is unable to transfer it adequately into practice;

Fx - unacceptable performance, the student has not sufficiently mastered the knowledge in the field of organology and musical acoustics, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student will gain basic knowledge of musical acoustics and organology. The student will become familiar with the Hornbostel-Sachs systematics of musical instruments and will gain an overview of musical instruments in terms of their acoustic basis, construction and function.

Transferable competencies:

Upon completion of the lectures, the student will gain an expanding cultural overview, enhance historical awareness, accentuate the listening experience, and lead students to the ability to independently and creatively manipulate the knowledge they have acquired. An active approach to music and connections to pedagogical practice at various levels of arts education are emphasized.

### **Class syllabus:**

Course outcomes of subject (content):

The sound, the tone. Pitch and strength of tone as objective quantities. Musical instrument and its acoustic nature. Vibration of the string, formation of a standing wave, wavelength and frequency. Higher harmonics, acoustic spectra. Sound colour as an objective quantity. Factors of sound colour. Vibration of the air column, types of air columns. Friction tones. Tuning. Consonance and small numbers. Consonance theory. Pythagorean, natural, unequal and equal tempered tunings. Systematics of musical instruments.

### **Recommended literature:**

Compulsory/Recommended readings:

Compulsory readings:

KURFÜRST, P. Hudební nástroje. Praha: Togga, 2002. ISBN 80-902912-1-X

MODR, A. Hudební nástroje. 7. Vyd. Praha: Supraphon, 1982.

SYROVÝ, V. Hudební akustika. Praha: AMU, 2003, ISBN 80-7331-901-2

ELSCHEK, O. Systematika hudobných nástrojov. In: Slovenská hudba, roč. XVIII, 1992, s. 396-440.

Recommended readings:

ŠPELDA, A. Hudební akustika. SPN, Praha 1978.

Janoušek, I. ABC akustiky pro hudební praxi. Praha 1979.

SYROVÝ, V. Malý slovník základních pojmů z hudební akustiky a hudební elektroniky. Praha:

AMU, 2001, ISBN 978-80-7331-237-4.

Passwords in lexicons

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

Slovak, Czech						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 27						
A	ABS	B	C	D	E	FX
48,15	0,0	29,63	7,41	7,41	7,41	0,0
<b>Lecturers:</b> Mgr. Michal Hottmar, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde004/22	<b>Course title:</b> Organology and Musical Accoustics
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: Form of teaching : lecture, combined form (primarily face-to-face) Recommended scope of teaching (in hours): Weekly :2 Over the study period: 22 hours Student workload 22 hours of direct teaching; 19 hours for continuous assessment, 19 hours for evaluation, total 60 hours of student work Teaching methods: monological, discussion of the material covered	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student is evaluated continuously during the practical implementation of the analyses based on the knowledge acquired during the lecture. A total of 50 points can be obtained for the continuous assessment. The student's overall grade is the sum of the points obtained in the continuous assessment and the grade of the final written test (max. 50 points). A minimum of 91 points is required for an A grade, a minimum of 81 points for a B grade, a minimum of 73 points for a C grade, a minimum of 66 points for a D grade and a minimum of 60 points for an E grade. The marks are awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student knows the basic concepts of organology and musical acoustics, can apply what he/she has learned in theory to practice; critically evaluates, analyzes;	

B - excellent performance, the student masters the basic concepts of organology and musical acoustics, however, when applying the knowledge to practice there are slight deficiencies - he/she solves model situations with minor hesitations; critical thinking is borderline;

C - good performance, although the student has acquired knowledge in the field of organology and musical acoustics, but he can only partially apply what he has learned to practice; he has problems with complex problem solving;

D - acceptable performance, the student has only partially mastered the knowledge in the field of organology and musical acoustics, he/she has significant deficiencies in the problem, he/she cannot apply what he/she has learned in practice, he/she has problems solving model situations; his/her term paper meets the minimum criteria;

E - minimally acceptable performance, the student has acquired minimal knowledge in the field of organology and musical acoustics, he/she is unable to transfer it adequately into practice;

Fx - unacceptable performance, the student has not sufficiently mastered the knowledge in the field of organology and musical acoustics, or has not fulfilled the conditions set by the teacher during the semester.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student will gain basic knowledge of musical acoustics and organology. The student will become familiar with the Hornbostel-Sachs systematics of musical instruments and will gain an overview of musical instruments in terms of their acoustic basis, construction and function.

Transferable competencies:

Upon completion of the lectures, the student will gain an expanding cultural overview, enhance historical awareness, accentuate the listening experience, and lead students to the ability to independently and creatively manipulate the knowledge they have acquired. An active approach to music and connections to pedagogical practice at various levels of arts education are emphasized.

### **Class syllabus:**

Course outcomes of subject (content):

The sound, the tone. Pitch and strength of tone as objective quantities. Musical instrument and its acoustic nature. Vibration of the string, formation of a standing wave, wavelength and frequency. Higher harmonics, acoustic spectra. Sound colour as an objective quantity. Factors of sound colour. Vibration of the air column, types of air columns. Friction tones. Tuning. Consonance and small numbers. Consonance theory. Pythagorean, natural, unequal and equal tempered tunings. Systematics of musical instruments.

### **Recommended literature:**

Compulsory/Recommended readings:

Compulsory readings:

KURFÜRST, P. Hudební nástroje. Praha: Togga, 2002. ISBN 80-902912-1-X

MODR, A. Hudební nástroje. 7. Vyd. Praha: Supraphon, 1982.

SYROVÝ, V. Hudební akustika. Praha: AMU, 2003, ISBN 80-7331-901-2

ELSCHEK, O. Systematika hudobných nástrojov. In: Slovenská hudba, roč. XVIII, 1992, s. 396-440.

Recommended readings:

ŠPELDA, A. Hudební akustika. SPN, Praha 1978.

Janoušek, I. ABC akustiky pro hudební praxi. Praha 1979.

SYROVÝ, V. Malý slovník základních pojmů z hudební akustiky a hudební elektroniky. Praha:

AMU, 2001, ISBN 978-80-7331-237-4.

Passwords in lexicons

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

Slovak, Czech						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 27						
A	ABS	B	C	D	E	FX
48,15	0,0	29,63	7,41	7,41	7,41	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de003/22	<b>Course title:</b> Painting
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: (full-time study): 1 hour per week lecture + 2 hours per week seminar, total 33 hours per semester, combined form; (primarily full-time). Student workload: 1P + 2S, (3 credits): 11x3 hours of direct instruction = 33 hours; 20 hours of interpretation, instruction on the subject; 9 hours of studying theoretical knowledge on the subject; 40 hours of work on assignments (applying knowledge from instruction to the creation of a set of term papers); 11 hours of consultation and discussion on the created works; 9 hours of documentation, digitization, archiving of the set of term papers and preparation for the defense; 1 defense and reflection of the set of term papers; 90 hours of student's work in total. Teaching methods: combination of monological, dialogical and practical methods: lecture, instruction, discussion on the presented topic, solving practical tasks, brainstorming within the selected topics, application of theoretical knowledge to practice and discussion on them, polemics, debate.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by an examination, which consists of the presentation and defence of the term paper, i.e. the assignments carried out in class, and also the defence of homework on the assigned topics. Semester work 20%, midterm assignments 70%, debate on semester and midterm work 10%. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course you must obtain a minimum of 60% of the marks. Credit will not be awarded to a student who fails to complete any of the assigned topics and assignments. Grades are awarded on a scale of:	

A 100-91%, excellent - excellent results, the student can individually and creatively apply the principles of composition, color mixing, stylization of reality and can verbally defend his/her own creative process;

B 90-81%, very good - above average standard, the student has a very good command of the painterly principles of image construction, but critical thinking is borderline;

C 80-73%, good - normal reliable work, student understands the principles of constructing a work but cannot apply them comprehensively to creative assignments, verbal defense of own creative process is problematic;

D 72-66%, Satisfactory - acceptable performance, student has grasped only part of the principles of exhibiting a painting work but is unable to apply them comprehensively, critical thinking is absent, verbal defense of the creative process is borderline;

E 65-60%, sufficient - results meet minimum criteria), student has mastered only a portion of the principles of the exhibition of a painter's work, but is unable to apply them comprehensively or create individually, critical and creative thinking is absent, verbal defense of the creative process is absent;

Fx 59-0%, Insufficient - extra work is required, student does not master the painterly principles of construction of the work, cannot record the reality seen or create individually, critical thinking is absent, verbal defense of the creative process is absent.

### **Learning outcomes:**

Learning objectives and outcomes:

The learning objective of the above course is to deepen knowledge and skills in the field of painting with reference to contemporary painting.

Upon completion of the course, the student will:

- Masters the artistic techniques and technologies of each area of his/her subject specialisation,
- Designs and implements art projects in educational sciences,
- didactically interprets art projects,
- independently designs, organizes and directs the educational process in the field of contemporary painting,
- analyses, assesses and implements elements of alternative art education programmes,
- Effectively communicates pedagogical and professional art knowledge to the broader lay and professional community,
- Demonstrates empathetic and assertive behaviors with students,
- Independently applies practical skills in contemporary painting in a programmatic manner,
- possesses the ability to think critically and methodically in the field of contemporary painting.

### **Class syllabus:**

The course offers an opportunity to become familiar with contemporary painting techniques and technologies. During the course of study, the student will undergo creative labours and experimentation in painting approaches in line with the strategies and currents of contemporary art. The concept of the course focuses on individualized ideological and practical painting solutions in the field of assignments focused on the stylization of the subject reality on themes such as landscape, portrait, figure, abstraction.

### **Recommended literature:**

Required reading:

DEMPSEYOVÁ, A., Umělecké styly, školy, hnutí, Praha: Slovart, 2002, ISBN 8072094025.

GERŽOVÁ, J. Dictionary of World and Slovak Fine Arts of the Second Half of the 20th Century. Bratislava: Profil, 1999, ISBN 8096828304.

SMITH, E. L., Art Today, Prague, Slovart, 1996, ISBN: 80 -85871-97-1.

Recommended reading:

BERGER, J. Ways of Seeing. Labyrinth. 2016. ISBN 978-80-8726-078-4.  
 BERGER, X. Impression - expression- abstraction. In: Bergerová, Drahoš, Kmet. On art education. Bratislava: Comenius University in Bratislava. 2019. 27-40. p. ISBN 978-80-223-4757-0.  
 FOSTER, H. et al, Art after 1900, Prague: Slovart CZ, 2015, ISBN 9788073919757.  
 GERŽOVÁ, J. Dictionary of world and Slovak visual arts of the second half of the 20th century. Bratislava: Profil, 1999, ISBN 8096828304.  
 SCHWABSKY, B. Vitamin P, New prespektives in Painting. Phaidon, ISBN-10: 0714844462X.  
 SPACE. Flash Art CZ/SK magazine, in Czech-Slovak version, published since September 2006, four times a year.  
 ŠTOFKO, M., Od abstrakcie po živé umenie, Bratislava: Slovart, 2007, ISBN9788080851088.  
 PROFILE. Contemporary visual art. Magazine, published since 1990, four times a year.

**Languages necessary to complete the course:**

Slovak language, Czech language and English language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 60

A	ABS	B	C	D	E	FX
53,33	0,0	26,67	16,67	1,67	0,0	1,67

**Lecturers:** doc. Mgr. art. Xénia Bergerová, ArtD., Mgr. art. Natália Okolicsányiová, ArtD.

**Last change:** 25.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de022/15			<b>Course title:</b> Painting overlaps			
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week:</b> 3 <b>per level/semester:</b> 42 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 3						
A	ABS	B	C	D	E	FX
33,33	0,0	0,0	66,67	0,0	0,0	0,0
<b>Lecturers:</b> doc. Mgr. art. Xénia Bergerová, ArtD., Mgr. art. Natália Okolicsányiová, ArtD.						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de022/15			<b>Course title:</b> Painting overlaps			
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week:</b> 3 <b>per level/semester:</b> 42 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 3						
A	ABS	B	C	D	E	FX
33,33	0,0	0,0	66,67	0,0	0,0	0,0
<b>Lecturers:</b> doc. Mgr. art. Xénia Bergerová, ArtD., Mgr. art. Natália Okolicsányiová, ArtD.						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde010/15			<b>Course title:</b> Pedeutology			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 36						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. Ing. Peter Plavčan, CSc.						
<b>Last change:</b> 03.09.2016						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde010/15			<b>Course title:</b> Pedeutology			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 36						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. Ing. Peter Plavčan, CSc.						
<b>Last change:</b> 03.09.2016						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde017/22	<b>Course title:</b> Personal and social development
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 24s <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the continuous assessment, the course is completed by assessment. Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out individually or in groups at different stages of the course implementation. Individual assignments focus on the preparation of materials and the development of assignments on which direct teaching will be based. This involves working with various questionnaires and tests, information sources (publications aimed at developing pupils' social-psychological competences) and official school documents (30% of the assessment). Within the group work, space is devoted to specific exercises and simulation of experiential learning in teachers' work (30%) and to the analysis of the objectives, meaning, methods of the cross-cutting theme of Personal and Social Development and its integration into selected educational areas (30%). A reflective essay concludes the continuous assessment (10% of the assessment). The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A grade A is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with methods, techniques and other specifics related to the field of experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings, manifests himself/herself as a full member of the group and actively expresses his/her own opinion. A B grade is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with the methods, techniques and other specifics related to the field of	

experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, to a lesser extent, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings but needs more time and space to verbalise them, shows himself as a full member of the group and actively expresses his own opinion.

Grade C will be awarded to a student who has acquired the knowledge related to the content of the cross-cutting topic at an average level, is familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, is usually actively involved in individual activities, shows interest and effort to develop his/her competences, only in some topics and areas, makes little use of his/her personal qualities in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by experiential learning, shows himself/herself to be a full member of the group and actively expresses his/her own opinion.

A grade D is awarded if the student has acquired basic knowledge related to the content of the cross-cutting theme, is generally familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, engages to a limited extent in individual activities, and shows only sporadic interest and effort to develop his/her competencies, often only with external help, seeks original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, is more passive and more like a marginal member of the group, even though he or she actively expresses his or her own opinion.

A student receives a grade of E if the student has mastered the basic knowledge related to the content of the cross-cutting topic and is at least partially oriented in the methods, techniques and other specifics related to the field of experiential and active social learning, behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competences, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, cannot find his/her place in the group, expresses his/her own opinion sporadically and not always in an appropriate way. The grade of Fx requires extra work, extra study; this grade is given exceptionally, most often because of non-participation in class and failure to complete the assigned interim assignments, refusal to cooperate in any way, refusal to take a stand on required topics and to express one's own opinion.

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of the course is to familiarize students with the cross-cutting theme of personal and social development and experiential learning aimed at the development of social-psychological competencies in the school and classroom environment.

The student after completing the course:

- distinguishes the different stages of group development, perceives its variability and can assess the impact of the teacher's role in this area,
- knows the content, methods and objectives of the cross-cutting theme of Personal and Social Development and can identify and propose its integration within his/her study programme,
- can use techniques and strategies of experiential and active social learning leading to the fulfilment of the objectives of the cross-cutting theme, to promote group cohesion and a positive atmosphere in the group,
- is oriented in the available literature and is able to modify the acquired knowledge for the purposes of educational practice,

- Through experiential activities, gain first-hand experience of active social and experiential learning.

**Class syllabus:**

Brief outline of the course:

1. Cross-cutting theme Personal and social development and national curricula for lower and upper secondary education
2. Objectives, outcomes, content, methods of the cross-cutting theme and its integration into selected educational areas
3. Experiential and active social learning: models and theories of learning, methods and techniques.
4. Experiential and active social learning: space, tools, rules and challenging situations.
5. The school class as a group (the position, status and role of the individual in the group).
6. Group dynamics - group dynamics.

**Recommended literature:**

Compulsory reading:

HAMRANOVÁ, A. (2013). Sociálno – psychologický výcvik v príprave učiteľov (metodické pokyny). In: SOKOLOVÁ, L. et al. (eds.). (2013). Psychológia (v) škole. Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského. 2013, s. 33-36. ISBN 978-80-223-3483-9 [https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik\\_prispevkov\\_PSYCHOLOGIA\\_V\\_SKOLE.pdf](https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf)

LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVÍČOVÁ, K., SABOLOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0

LEMEŠOVÁ, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0.

Slovenská asociácia pre učiteľstvo psychológie. (kap. 3 Práca so skupinou - skupinová dynamika; kap. 5 Keď je tréningová skupina inkluzívna, kap. 7 Zážitkové učenie = učenie zážitkom, kap. 10 a

11 – o pomôckach a priestore). 213 s. ISBN 978-80-974026-1-7

Štátny vzdelávací program a dokumenty viažuce sa k prierezovej téme dostupné na webstránkach Štátneho pedagogického ústavu: Štátny pedagogický ústav - ŠPÚ ([statpedu.sk](http://statpedu.sk))

Recommended reading:

HERMOCHOVÁ, S. (2005). Skupinová dynamika ve školní třídě. Kladno: AISIS. 180 s. ISBN 8023956124

HERMOCHOVÁ, S. (2006). Teambuilding. Praha: Grada. 116 s. ISBN: 80-247-1155-9

KOLAŘÍK, M. (2019). Interakční psychologický výcvik. Praha: Grada. 192 s. ISBN 9788027121939

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

subject with a psychological focus, in the study plan marked \*) The subject is usually implemented in the form of block teaching or continuously during the semester.

**Past grade distribution**

Total number of evaluated students: 201

A	ABS	B	C	D	E	FX
94,03	0,0	0,0	0,5	0,0	0,0	5,47

**Lecturers:** Mgr. Miroslava Lemešová, PhD.

<b>Last change:</b> 10.11.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde017/22	<b>Course title:</b> Personal and social development
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 24s <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the continuous assessment, the course is completed by assessment. Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out individually or in groups at different stages of the course implementation. Individual assignments focus on the preparation of materials and the development of assignments on which direct teaching will be based. This involves working with various questionnaires and tests, information sources (publications aimed at developing pupils' social-psychological competences) and official school documents (30% of the assessment). Within the group work, space is devoted to specific exercises and simulation of experiential learning in teachers' work (30%) and to the analysis of the objectives, meaning, methods of the cross-cutting theme of Personal and Social Development and its integration into selected educational areas (30%). A reflective essay concludes the continuous assessment (10% of the assessment). The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A grade A is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with methods, techniques and other specifics related to the field of experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings, manifests himself/herself as a full member of the group and actively expresses his/her own opinion. A B grade is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with the methods, techniques and other specifics related to the field of	

experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, to a lesser extent, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings but needs more time and space to verbalise them, shows himself as a full member of the group and actively expresses his own opinion.

Grade C will be awarded to a student who has acquired the knowledge related to the content of the cross-cutting topic at an average level, is familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, is usually actively involved in individual activities, shows interest and effort to develop his/her competences, only in some topics and areas, makes little use of his/her personal qualities in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by experiential learning, shows himself/herself to be a full member of the group and actively expresses his/her own opinion.

A grade D is awarded if the student has acquired basic knowledge related to the content of the cross-cutting theme, is generally familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, engages to a limited extent in individual activities, and shows only sporadic interest and effort to develop his/her competencies, often only with external help, seeks original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, is more passive and more like a marginal member of the group, even though he or she actively expresses his or her own opinion.

A student receives a grade of E if the student has mastered the basic knowledge related to the content of the cross-cutting topic and is at least partially oriented in the methods, techniques and other specifics related to the field of experiential and active social learning, behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competences, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, cannot find his/her place in the group, expresses his/her own opinion sporadically and not always in an appropriate way. The grade of Fx requires extra work, extra study; this grade is given exceptionally, most often because of non-participation in class and failure to complete the assigned interim assignments, refusal to cooperate in any way, refusal to take a stand on required topics and to express one's own opinion.

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of the course is to familiarize students with the cross-cutting theme of personal and social development and experiential learning aimed at the development of social-psychological competencies in the school and classroom environment.

The student after completing the course:

- distinguishes the different stages of group development, perceives its variability and can assess the impact of the teacher's role in this area,
- knows the content, methods and objectives of the cross-cutting theme of Personal and Social Development and can identify and propose its integration within his/her study programme,
- can use techniques and strategies of experiential and active social learning leading to the fulfilment of the objectives of the cross-cutting theme, to promote group cohesion and a positive atmosphere in the group,
- is oriented in the available literature and is able to modify the acquired knowledge for the purposes of educational practice,

- Through experiential activities, gain first-hand experience of active social and experiential learning.

### **Class syllabus:**

Brief outline of the course:

1. Cross-cutting theme Personal and social development and national curricula for lower and upper secondary education
2. Objectives, outcomes, content, methods of the cross-cutting theme and its integration into selected educational areas
3. Experiential and active social learning: models and theories of learning, methods and techniques.
4. Experiential and active social learning: space, tools, rules and challenging situations.
5. The school class as a group (the position, status and role of the individual in the group).
6. Group dynamics - group dynamics.

### **Recommended literature:**

Compulsory reading:

HAMRANOVÁ, A. (2013). Sociálno – psychologický výcvik v príprave učiteľov (metodické pokyny). In: SOKOLOVÁ, L. et al. (eds.). (2013). Psychológia (v) škole. Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského. 2013, s. 33-36. ISBN 978-80-223-3483-9 [https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik\\_prispevkov\\_PSYCHOLOGIA\\_V\\_SKOLE.pdf](https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf)

LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVÍČOVÁ, K., SABOLOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0

LEMEŠOVÁ, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0.

Slovenská asociácia pre učiteľstvo psychológie. (kap. 3 Práca so skupinou - skupinová dynamika; kap. 5 Keď je tréningová skupina inkluzívna, kap. 7 Zážitkové učenie = učenie zážitkom, kap. 10 a

11 – o pomôckach a priestore). 213 s. ISBN 978-80-974026-1-7

Štátny vzdelávací program a dokumenty viažuce sa k prierezovej téme dostupné na webstránkach Štátneho pedagogického ústavu: Štátny pedagogický ústav - ŠPÚ ([statpedu.sk](http://statpedu.sk))

Recommended reading:

HERMOCHOVÁ, S. (2005). Skupinová dynamika ve školní třídě. Kladno: AISIS. 180 s. ISBN 8023956124

HERMOCHOVÁ, S. (2006). Teambuilding. Praha: Grada. 116 s. ISBN: 80-247-1155-9

KOLAŘÍK, M. (2019). Interakční psychologický výcvik. Praha: Grada. 192 s. ISBN 9788027121939

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

Slovak and Czech language

### **Notes:**

subject with a psychological focus, in the study plan marked \*) The subject is usually implemented in the form of block teaching or continuously during the semester.

### **Past grade distribution**

Total number of evaluated students: 201

A	ABS	B	C	D	E	FX
94,03	0,0	0,0	0,5	0,0	0,0	5,47

**Lecturers:** Mgr. Miroslava Lemešová, PhD., PaedDr. Anežka Hamranová, PhD., doc. Mgr. Zlatica Zacharová, PhD.

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde003/22	<b>Course title:</b> Philosophical anthropology and axiology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: Midterm/final grade weighting: 100/0, the course is completed with an evaluation. The interim assessment includes two interim didactic tests (50% + 50% of the assessment). To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: And 100-91%, well done - excellent results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an A grade in terms of cumulative points or percentage. Note: The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the amount of knowledge they have acquired. The tests are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a B grade in terms of cumulative points or percentage. C 80-73%, well - normal reliable work. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a C grade in terms of cumulative scores or percentages. D 72-66%, satisfactory - acceptable results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a grade D in the aggregate score or percentage. E 65-60%, enough. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an E grade in terms of cumulative points and percentages. Fx 59-0%, not enough. The student did not meet the required thresholds for passing the course. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning objectives and outcomes and transferable competences:	

The aim of the course is to convey a wide range of views on man as philosophy has grasped him through its means in different historical periods and cultural contexts. In the course, students will learn not only the basic images, views and concepts of man in their historical-philosophical, but also in their ethical-axiological framework. They will learn about the mutual inspirations and intersections between philosophical and special-scientific conceptions of man. They will become familiar with the motives and arguments of philosophical critiques of scientific conceptions of man. The mission of the course is for students to learn to identify the value background of philosophical thematizations of man and to infer possible axiological implications arising from the acceptance of relevant scientific conceptions of man.

**Class syllabus:**

Brief outline of the course:

Possibilities of conceptualizing anthropological issues in the sciences and in philosophy. Limits of the scientific way of affirmation of the anthropological problematic. Basic conceptual and methodological problems associated with the thematization of man in philosophy. Typology of philosophical reflections of man according to different expert points of view. Substantial and non-substantial approaches to man and their worldview and pedagogical implications. Philosophical reflection on the relational relations in which man finds himself in the world: man and nature, man and society, man and technology, man and the sphere of the transcendent. Mapping the demarcation lines between the animal and the human, between the human and the posthuman. Philosophical critique of some concepts of normality and ideas about the ideal status of man, which have been entrenched in educational theory and practice. The axiological dimension of human existence. The importance of human knowledge for educational sciences. Education for humanism and respect for human dignity as the most essential mission of education.

**Recommended literature:**

Compulsory reading:

MALÍK, B. (2008) Úvod do antropológie. Základné antropofémy v dejinách antropologického myslenia. Bratislava: Iris, 214 s. ISBN 978-80-89256-09-9

Recommended reading:

BOSÁKOVÁ, K. (2019) Základy filozofickej antropológie I. Košice: Vydavateľstvo ŠafárikPress. 54 s. ISBN 978-80-8152-773-9 (e-publikácia) Dostupné na: <https://unibook.upjs.sk/img/cms/2019/FF/filozoficka-antropologia-final.pdf>

GÁLIK, S. (2008) Filozofická antropológia. Bratislava: Iris. 159 s. ISBN 978-80-89256-23-5.

NOVOSÁD, F. (2020) Elementy filozofickej antropológie. Bratislava: Iris. 224 s. ISBN 978-80-8200-057-6.

**Languages necessary to complete the course:**

slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 931

A	ABS	B	C	D	E	FX
26,75	0,0	19,87	22,77	17,62	11,71	1,29

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

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde003/22	<b>Course title:</b> Philosophical anthropology and axiology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: Midterm/final grade weighting: 100/0, the course is completed with an evaluation. The interim assessment includes two interim didactic tests (50% + 50% of the assessment). To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: And 100-91%, well done - excellent results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an A grade in terms of cumulative points or percentage. Note: The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the amount of knowledge they have acquired. The tests are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a B grade in terms of cumulative points or percentage. C 80-73%, well - normal reliable work. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a C grade in terms of cumulative scores or percentages. D 72-66%, satisfactory - acceptable results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a grade D in the aggregate score or percentage. E 65-60%, enough. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an E grade in terms of cumulative points and percentages. Fx 59-0%, not enough. The student did not meet the required thresholds for passing the course. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning objectives and outcomes and transferable competences:	

The aim of the course is to convey a wide range of views on man as philosophy has grasped him through its means in different historical periods and cultural contexts. In the course, students will learn not only the basic images, views and concepts of man in their historical-philosophical, but also in their ethical-axiological framework. They will learn about the mutual inspirations and intersections between philosophical and special-scientific conceptions of man. They will become familiar with the motives and arguments of philosophical critiques of scientific conceptions of man. The mission of the course is for students to learn to identify the value background of philosophical thematizations of man and to infer possible axiological implications arising from the acceptance of relevant scientific conceptions of man.

**Class syllabus:**

Brief outline of the course:

Possibilities of conceptualizing anthropological issues in the sciences and in philosophy. Limits of the scientific way of affirmation of the anthropological problematic. Basic conceptual and methodological problems associated with the thematization of man in philosophy. Typology of philosophical reflections of man according to different expert points of view. Substantial and non-substantial approaches to man and their worldview and pedagogical implications. Philosophical reflection on the relational relations in which man finds himself in the world: man and nature, man and society, man and technology, man and the sphere of the transcendent. Mapping the demarcation lines between the animal and the human, between the human and the posthuman. Philosophical critique of some concepts of normality and ideas about the ideal status of man, which have been entrenched in educational theory and practice. The axiological dimension of human existence. The importance of human knowledge for educational sciences. Education for humanism and respect for human dignity as the most essential mission of education.

**Recommended literature:**

Compulsory reading:

MALÍK, B. (2008) Úvod do antropológie. Základné antropofémy v dejinách antropologického myslenia. Bratislava: Iris, 214 s. ISBN 978-80-89256-09-9

Recommended reading:

BOSÁKOVÁ, K. (2019) Základy filozofickej antropológie I. Košice: Vydavateľstvo ŠafárikPress. 54 s. ISBN 978-80-8152-773-9 (e-publikácia) Dostupné na: <https://unibook.upjs.sk/img/cms/2019/FF/filozoficka-antropologia-final.pdf>

GÁLIK, S. (2008) Filozofická antropológia. Bratislava: Iris. 159 s. ISBN 978-80-89256-23-5.

NOVOSÁD, F. (2020) Elementy filozofickej antropológie. Bratislava: Iris. 224 s. ISBN 978-80-8200-057-6.

**Languages necessary to complete the course:**

slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 931

A	ABS	B	C	D	E	FX
26,75	0,0	19,87	22,77	17,62	11,71	1,29

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

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de026/15			<b>Course title:</b> Photographical strategies			
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week:</b> 3 <b>per level/semester:</b> 42 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 1						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	100,0
<b>Lecturers:</b> Martina Lukić, ArtD.						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de026/15			<b>Course title:</b> Photographical strategies			
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week:</b> 3 <b>per level/semester:</b> 42 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 1						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	100,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde008/22	<b>Course title:</b> Playing the Musical Instrument I
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form Form of teaching: seminar, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly: 2 Over the study period: 22 Student workload: 11 x 2 hours of direct teaching = 22 hours, 26 hours of preparation for individual seminars, study of literature, 8 hours of preparation for the final output. Total 56 hours of student work. Learning methods: monological, dialogical (discussion of the topic), practical, analytical-synthetic method, illustrative, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Systematic preparation of the student for individual seminars, internal or public concerts and other performances worth 50 points. A final performance consisting of a selection of rehearsed repertoire of up to 20 minutes, worth 50 points. The final performance will be presented and evaluated in the form of an internal playback. A minimum of 91 points is required for an A grade, 81 points for a B grade, 73 points for a C grade, 66 points for a D grade and 60 points for an E grade. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student masters the basic theoretical concepts and technical elements based on individual musical abilities and aptitudes, he/she can practically apply what he/she has learned;	

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

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

D - acceptable performance, the student has only partially acquired the knowledge, there are major deficiencies in the subject matter, he/she cannot apply what he/she has learned in practice - the practical performance shows major deficiencies;

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

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

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student, on the basis of his/her interpretive skills, gradually learns the possibilities of interaction of the methods discussed with the teaching practice at primary school. The student is encouraged to work independently with musical material.

The student acquires habits of regular improvement and perseverance. In lessons with an individual approach under the influence of the teacher, he creates his personality, acquires and strengthens interpersonal and communication skills and, last but not least, abstract-analytical, and critical thinking.

### **Class syllabus:**

Course outcomes of subject (content):

Deepening of technical and performance skills that leads the student to consciously grasp music in all its complexity. The student enriches his/her knowledge of the repertoire and builds proficiency in the technical mastery of the chosen instrument/song. Repertoire is selected in consultation with the teacher based on the student's individual gifts and preferences.

The intent is to cultivate instrumental/vocal skills as an essential part of the professional portfolio of the future teacher of music-related subjects.

### **Recommended literature:**

Recommended readings:

The choice of compositions is determined by the teacher according to the abilities of each student in individual study plans.

A brief selection of recommended literature for the study of piano playing: BACH, J.S. - Prelúdiá a fúgy, Francúzske suity. HAYDN, J., MOZART, W. A., BEETHOVEN, L. - Klavírne sonáty. SCHUBERT, F. - Impromptus, Moments musicaux. MENDELSSOHN BARTHOLDY, F. - Piesne bez slov. SCHUMANN, R. - Detské scény, Lesné scény, Motýle. COPIN, F. - Mazurky, Valčíky, Prelúdiá, Nokturná, Etudy. ČAJKOVSKIJ, P.I. - Ročné doby, Na dedine. DEBUSSY, Cl. - Prelúdiá, Nokturno, Bergamská suita. PROKOFIEV, S. - Prchavé vidiny, Tanečné kusy, Sonatina. ŠOSTAKOVIČ, D. - Prelúdiá. BARTÓK, B. - Mikrokozmos, 14 bagatel. MARTINU, B. - Loutky, Etudy a polky. KREJČI, I. - Tri scherzini. JANÁČEK, L. - Po zarostlém chodníčku. CIKKER, J. - Čo mi deti rozprávali, Sonatina. SUCHOŇ, E. - Preletel sokol, Horalská suita. HATRÍK, J. - Deväť malých prelúdií. DOMANSKÝ, B. - Bagately. BOROŠ, T.- Päť diatonických prelúdií or other works of the piano repertoire according to the individual needs of the student.

A brief selection of recommended literature for the study of singing: CONCONE, G. - 15 vocalises pour soprano ou mezzo-soprano opus 12 . TOSTI, P.- 50 petits Solfèges (1930)

Paríž: Enoch & C.. MARTINŮ, B. - Písničky na dvě stránky (1984) Praha: Editio Supraphon. SUCHOŇ, E. - Kúčanské pjesne (2002) Ed. Musica Slovaca. Bratislava: Hudobný fond, ISBN80-8051-121-7. SUCHOŇ, E. - Štyri slovenské ľudové piesne (1985) Bratislava: Slovenský hudobný fond. BELLA, J.-L. - Piesne pre spev a klavír (2002) Bratislava: Hudobné centrum, ISBN979-0-68503-002-7. KAFENDA, F. - Štyri piesne (1951) Bratislava: Slovenské hudobné vydavateľstvo. SCHUMANN, R. - Selected songs for solo voice and piano (1981) New York: Dover publications. DEBUSSY, C. - Songs (1981) New York: Dover, ISBN 978-0486241319. FREŠO, T. - Nová jar (1961) Bratislava: Slovenský hudobný fond. HATRÍK, J. - Štyri piesne na texty malajských pantutov (1976) Bratislava: SHF. BRITTEN, B. - Cabaret Songs (1990) Londýn: Faber Music, ISBN 0-571-50577-5. BRITTEN, B. - A Charm of Lullabies (2000) Londýn: Boosey & Hawkes, ISBN-979-0060014130. or other works of the vocal repertoire according to the individual needs of the student.

A brief selection of recommended literature for studying the violin: KOŘÍNEK, V. - Stupnice a akordy. MAZAS, F. - 36 etud / výber/. KREUTZER, R. - 42 etud / výber/. SHMELZER, J.H. - Sonata sexta A dur. VIVALDI, A. - Sonáta nr2 G-dur. SPOHR, L. - Barcarole G- dur. SCHUBERT, F. - Sonatine D-dur. HAYDN, J. - Husľový koncert G-dur. FAURÉ, G. - Berceuse D-dur. ELGAR, E. - Salut d amour. KREISLER, F. - Prelúdium - Allegro v štýle C. Pugnani. BEETHOVEN, L. - Romanca F-dur. VERACINI, F.M. -Sonáty / výber/. DVOŘÁK, A. - Humoreska. MOZART, W. A. - Husľové koncerty D-dur, G- dur. PAGANINI, N. – Cantabile. TRNAVSKÝ, M. SCH. - Sonáta. SUCHOŇ, E. - Sonatina. SCHUBERT, F. - Ave Maria, or other works of the violin repertoire according to the individual needs of the student.

A brief selection of recommended literature for studying the guitar: CARCASSI, M. - Etudes, Op.60 / výber/. GIULIANI, M. - 24 Etudes, Op.48 / výber/. BROUWER, L. - Nuevos Estudios Sencillos,/výber/. DOWLAND, J. - Fantasie /výber/. FRESCOBALDI, G. - Aria con variacioni. WEISS, L. S. - Tombeau sur la Mort de Mur . Logy. FALKENHAGEN, A. - Vivace; L. Roncalli: Suita h mol. BACH, J.S. - Lutnové suity. LOSY, J. A. - Lutnové suity. SCARLATTI, D. – Sonáty. CARULLI, F. - Sonata D dur, op. 21, no 2. SOR, F.Sor - Variácie na Mozartovu tému; Op.9. LEGNANI, L. - 36 Caprices,Op.20 / výber/. TÁRREGA, F. - Capriccio Arabe. VILLA-LOBOS, H. - Päť prelúdií / výber/. TESAŘ, M. - 4 baladické príbehy. PUJOL, M. D. - Suite del plata. MOREL, J. - Danza brasileira. BROUWER, L. - Danza caracteristica, Preludios epigramaticos,/výber/; or other works of the guitar repertoire according to the individual needs of the student.

A brief selection of recommended literature for the study of the clarinet/saxophone: JEANJEAN, P. - Vade-Mecum du Clarinettiste. Paris: Alphonse Leduc, 1927. ISBN 9790046171901. LANCELOT, J. - Mini-Mélo. Jacques Lancelot-Billaudot, 2001. BERG, A. - Štyri kusy pre klarinet a klavír op. 5. (ed. U. Scheideler) G. Henle Verlag, 2006. MESSIAEN, O. - Abime des oiseaux (Kvarteto na koniec časov) pre sólový klarinet. STEINECKER, A. - Prelúdium pre sólový klarinet, or other works of the clarinet/saxophone repertoire according to the individual needs of the student.

A brief selection of recommended literature for the study of the flute: BERNOLD, Ph. - Vokalízy, výber cvičení na techniku dychu, prstovej techniky a tónu podľa stupňa náročnosti. KOHLER, E. - 25 Romantických etud op.66. VAŇHAL, J. K. - Sonáta pro flétnu a klavír č.2. MOZART, W. A. - Andante C-dur pre flautu a klavír. HAENDEL, G.F. - Sonáty pre flautu a basso continuo (klavír) - výber podľa úrovni študenta. BLODEK, Vilém - Andante cantabile pre flautu a klavír or other works of the flute repertoire according to the individual needs of the student.

**Languages necessary to complete the course:**

Slovak

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 27						
A	ABS	B	C	D	E	FX
77,78	0,0	7,41	11,11	0,0	3,7	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde009/22	<b>Course title:</b> Playing the Musical Instrument II
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form Form of teaching: seminar, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly: 2 Over the study period: 22 Student workload: 11 x 2 hours of direct teaching = 22 hours, 26 hours of preparation for individual seminars, study of literature, 8 hours of preparation for the final output. Total 56 hours of student work. Learning methods: monological, dialogical (discussion of the topic), practical, analytical-synthetic method, illustrative, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KHV/M-KHVde008/22 - Playing the Musical Instrument I	
<b>Course requirements:</b> Course completion requirements: Systematic preparation of the student for individual seminars, internal or public concerts and other performances worth 50 points. A final performance consisting of a selection of rehearsed repertoire of up to 20 minutes, worth 50 points. The final performance will be presented and evaluated in the form of an internal playback. A minimum of 91 points is required for an A grade, 81 points for a B grade, 73 points for a C grade, 66 points for a D grade and 60 points for an E grade. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student masters the basic theoretical concepts and technical elements based on individual musical abilities and aptitudes, he/she can practically apply what he/she has learned;	

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

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

D - acceptable performance, the student has only partially acquired the knowledge, there are major deficiencies in the subject matter, he/she cannot apply what he/she has learned in practice - the practical performance shows major deficiencies;

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

Fx - unacceptable performance, the student has not sufficiently mastered the content

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

By continuously improving his/her interpretive skills, the student is able to apply the interaction of the theoretical methods discussed with the teaching practice in primary school. The student will acquire habits of regular improvement and perseverance. In classes with an individual approach under the influence of the teacher, the student creates his/her personality, acquires and strengthens interpersonal and communication skills and, last but not least, abstract-analytical and critical thinking.

### **Class syllabus:**

Course outcomes of subject (content):

Deepening of technical and performance skills that leads the student to consciously grasp music in all its complexity. The student enriches his/her knowledge of the repertoire and builds proficiency in the technical mastery of the chosen instrument/song. Through systematic work, the student is able to make continuous progress. Repertoire is selected in consultation with the teacher based on the student's individual gifts and preferences.

The intention is to cultivate instrumental/vocal skills as an essential part of the professional portfolio of a future teacher of music-related subjects.

### **Recommended literature:**

Recommended readings:

The choice of compositions is determined by the teacher according to the abilities of each student in individual study plans.

A brief selection of recommended literature for the study of piano playing: BACH, J.S. - Prelúdiá a fúgy, Francúzske suity. HAYDN, J., MOZART, W. A., BEETHOVEN, L. - Klavírne sonáty. SCHUBERT, F. - Impromptus, Moments musicaux. MENDELSSOHN BARTHOLDY, F. - Piesne bez slov. SCHUMANN, R. - Detské scény, Lesné scény, Motýle. COPIN, F. - Mazurky, Valčíky, Prelúdiá, Nokturná, Etudy. ČAJKOVSKIJ, P.I. - Ročné doby, Na dedine. DEBUSSY, Cl. - Prelúdiá, Nokturno, Bergamská suita. PROKOFIEV, S. - Prchavé vidiny, Tanečné kusy, Sonatina. ŠOSTAKOVIČ, D. - Prelúdiá. BARTÓK, B. - Mikrokozmos, 14 bagatel. MARTINU, B. - Loutky, Etudy a polky. KREJČI, I. - Tri scherzini. JANÁČEK, L. - Po zarostlém chodníčku. CIKKER, J. - Čo mi deti rozprávali, Sonatina. SUCHOŇ, E. - Preletel sokol, Horalská suita. HATRÍK, J. - Deväť malých prelúdií. DOMANSKÝ, B. - Bagately. BOROŠ, T. - Päť diatonických prelúdií or other works of the piano repertoire according to the individual needs of the student.

A brief selection of recommended literature for the study of singing: CONCONE, G. - 15 vocalises pour soprano ou mezzo-soprano opus 12 . TOSTI, P.- 50 petits Solfèges (1930) Paríž: Enoch & C.. MARTINŮ, B.- Písničky na dvě stránky (1984) Praha: Editio Supraphon.

SUCHOŇ, E. - Kúčanské pjesne (2002) Ed. Musica Slovaca. Bratislava: Hudobný fond, ISBN80-8051-121-7. SUCHOŇ, E. - Štyri slovenské ľudové piesne (1985) Bratislava: Slovenský hudobný fond. BELLA, J.-L. - Piesne pre spev a klavír (2002) Bratislava: Hudobné centrum, ISBN979-0-68503-002-7. KAFENDA, F. - Štyri piesne (1951) Bratislava: Slovenské hudobné vydavateľstvo. SCHUMANN, R. - Selected songs for solo voice and piano (1981) New York: Dover publications. DEBUSSY, C. - Songs (1981) New York: Dover, ISBN 978-0486241319. FREŠO, T. - Nová jar (1961) Bratislava: Slovenský hudobný fond. HATRÍK, J. - Štyri piesne na texty malajských pantutov (1976) Bratislava: SHF. BRITTEN, B. - Cabaret Songs (1990) Londýn: Faber Music, ISBN 0-571-50577-5. BRITTEN, B. - A Charm of Lullabies (2000) Londýn: Boosey & Hawkes, ISBN-979-0060014130. or other works of the vocal repertoire according to the individual needs of the student.

A brief selection of recommended literature for studying the violin: KOŘÍNEK, V. - Stupnice a akordy. MAZAS, F. - 36 etud / výber/. KREUTZER, R. - 42 etud / výber/. SHMELZER, J.H. - Sonata sexta A dur. VIVALDI, A. - Sonáta nr2 G-dur. SPOHR, L. - Barcarole G- dur. SCHUBERT, F. - Sonatine D-dur. HAYDN, J. - Husľový koncert G-dur. FAURÉ, G. - Berceuse D-dur. ELGAR, E. - Salut d amour. KREISLER, F. - Prelúdium - Allegro v štýle C. Pugnani. BEETHOVEN, L.- Romanca F-dur. VERACINI, F.M. -Sonáty / výber/. DVOŘÁK, A. - Humoreska. MOZART, W. A. - Husľové koncerty D-dur, G- dur. PAGANINI, N. - Cantabile. TRNAVSKÝ, M. SCH. - Sonáta. SUCHOŇ, E. - Sonatina. SCHUBERT, F. - Ave Maria, or other works of the violin repertoire according to the individual needs of the student.

A brief selection of recommended literature for studying the guitar: CARCASSI, M. - Etudes, Op.60 / výber/. GIULIANI, M. - 24 Etudes, Op.48 / výber/. BROUWER, L. - Nuevos Estudios Sencillos,/výber/. DOWLAND, J. - Fantasie /výber/. FRESCOBALDI, G. - Aria con variacioni. WEISS, L. S. - Tombeau sur la Mort de Mur . Logy. FALKENHAGEN, A. - Vivace; L. Roncalli: Suita h mol. BACH, J.S. - Lutnové suity. LOSY, J. A. - Lutnové suity. SCARLATTI, D. – Sonáty. CARULLI, F. - Sonata D dur, op. 21, no 2. SOR, F.Sor - Variácie na Mozartovu tému; Op.9. LEGNANI, L. - 36 Caprices,Op.20 / výber/. TÁRREGA, F. - Capriccio Arabe. VILLA-LOBOS, H. - Päť prelúdií / výber/. TESAŘ, M. - 4 baladické príbehy. PUJOL, M. D. - Suite del plata. MOREL, J. - Danza brasileira. BROUWER, L. - Danza caracteristica, Preludios epigramaticos,/výber/; or other works of the guitar repertoire according to the individual needs of the student.

A brief selection of recommended literature for the study of the clarinet/saxophone: CAVALLINI, E. - 30 Capricci per Clarinetto. Milano: Ricordi, 1972. STUMP, P. a LINSHALM H.P.(eds.) - Clarinet Update. Doblinger: 2005. ISMN: M-012-19651-8. STRAVINSKY, I. - 3 Pieces for Clarinet Solo. London: Chester, 1920. POULENC, F. - Sonáta pre klarinet a klavír. London: Chester, 2006. ISBN 1846093961, or other works of the clarinet/saxophone repertoire according to the individual needs of the student.

A brief selection of recommended literature for the study of the flute: BERNOLD, Ph. - Vokalizy, výber cvičení na techniku dychu, prstovej techniky a tónu podľa stupňa náročnosti. KOHLER, E. - 25 Romantických etud op.66. VAŇHAL, J. K. - Sonáta pro flétnu a klavír č.2. MOZART, W. A. - Andante C-dur pre flautu a klavír. HAENDEL, G.F. - Sonáty pre flautu a basso continuo (klavír) - výber podľa úrovni študenta. BLODEK, Vilém - Andante cantabile pre flautu a klavír. GAUBERT, T. - 17 veľkých denných cvičení. PLATONOV, N. - 24 etud pre flautu. BACH, J.S. - Sonáta Es-dur pre flautu a continuo (klavír). MÁCHA, O. - Variace pro flétnu a klavír. FILS, A. - Koncert D-dur pro flétnu a klavír. HONEGER, Arthur - Tanec kozičky or other works of the flute repertoire according to the individual needs of the student.

**Languages necessary to complete the course:**

Slovak

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 27						
A	ABS	B	C	D	E	FX
74,07	0,0	11,11	14,81	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde010/22	<b>Course title:</b> Playing the Musical Instrument III
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form Form of teaching: seminar, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly: 2 Over the study period: 22 Student workload: 11 x 2 hours of direct teaching = 22 hours, 26 hours of preparation for individual seminars, study of literature, 8 hours of preparation for the final output. Total 56 hours of student work. Learning methods: monological, dialogical (discussion of the topic), practical, analytical-synthetic method, illustrative, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KHV/M-KHVde009/22 - Playing the Musical Instrument II	
<b>Course requirements:</b> Course completion requirements: Systematic preparation of the student for individual seminars, internal or public concerts and other performances worth 50 points. A final performance consisting of a selection of rehearsed repertoire of up to 20 minutes, worth 50 points. The final performance will be presented and evaluated in the form of an internal playback. A minimum of 91 points is required for an A grade, 81 points for a B grade, 73 points for a C grade, 66 points for a D grade and 60 points for an E grade. The grade is awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student masters the basic theoretical concepts and technical elements based on individual musical abilities and aptitudes, he/she can practically apply what he/she has learned;	

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

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

D - acceptable performance, the student has only partially acquired the knowledge, there are major deficiencies in the subject matter, he/she cannot apply what he/she has learned in practice - the practical performance shows major deficiencies;

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

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

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student is able to creatively use his/her acquired instrumental/singing skills and performance abilities in teaching practice. The student acquires habits of regular improvement and perseverance. In lessons with an individual approach under the influence of the teacher, the student creates his/her personality, acquires and strengthens interpersonal and communication skills and, last but not least, abstract-analytical, and critical thinking skills.

### **Class syllabus:**

Course outcomes of subject (content):

Deepening of technical and performance skills that leads the student to consciously grasp music in all its complexity. The student enriches his/her knowledge of the repertoire and builds proficiency in the technical mastery of the chosen instrument/song. Through systematic work, the student is continually progressing. He gains a relaxed expression. The repertoire is selected in agreement with the teacher based on the individual student's gifts and preferences.

The intention is to cultivate instrumental/vocal skills as an essential part of the professional portfolio of a future teacher of music-related subjects.

### **Recommended literature:**

Recommended readings:

The choice of compositions is determined by the teacher according to the abilities of each student in individual study plans.

A brief selection of recommended literature for the study of piano playing: BACH, J.S. - Prelúdiá a fúgy, Francúzske suity. HAYDN, J., MOZART, W. A., BEETHOVEN, L. - Klavírne sonáty. SCHUBERT, F. - Impromptus, Moments musicaux. MENDELSSOHN BARTHOLDY, F. - Piesne bez slov. SCHUMANN, R. - Detské scény, Lesné scény, Motýle. COPIN, F. - Mazurky, Valčíky, Prelúdiá, Nokturná, Etudy. ČAJKOVSKIJ, P.I. - Ročné doby, Na dedine. DEBUSSY, Cl. - Prelúdiá, Nokturno, Bergamská suita. PROKOFIEV, S. - Prchavé vidiny, Tanečné kusy, Sonatina. ŠOSTAKOVIČ, D. - Prelúdiá. BARTÓK, B. - Mikrokozmos, 14 bagatel. MARTINU, B. - Loutky, Etudy a polky. KREJČI, I. - Tri scherzini. JANÁČEK, L. - Po zarostlém chodníčku. CIKKER, J. - Čo mi deti rozprávali, Sonatina. SUCHOŇ, E. - Preletel sokol, Horalská suita. HATRÍK, J. - Deväť malých prelúdií. DOMANSKÝ, B. - Bagately. BOROŠ, T. - Päť diatonických prelúdií or other works of the piano repertoire according to the individual needs of the student.

A brief selection of recommended literature for the study of singing: CONCONE, G. - 15 vocalises pour soprano ou mezzo-soprano opus 12. TOSTI, P. - 50 petits Solfèges (1930) Paríž: Enoch & C.. MARTINŮ, B. - Písničky na dvě stránky (1984) Praha: Editio Supraphon.

SUCHOŇ, E. - Kúčanské pjesne (2002) Ed. Musica Slovaca. Bratislava: Hudobný fond, ISBN80-8051-121-7. SUCHOŇ, E. - Štyri slovenské ľudové piesne (1985) Bratislava: Slovenský hudobný fond. BELLA, J.-L. - Piesne pre spev a klavír (2002) Bratislava: Hudobné centrum, ISBN979-0-68503-002-7. KAFENDA, F. - Štyri piesne (1951) Bratislava: Slovenské hudobné vydavateľstvo. SCHUMANN, R. - Selected songs for solo voice and piano (1981) New York: Dover publications. DEBUSSY, C. - Songs (1981) New York: Dover, ISBN 978-0486241319. FREŠO, T. - Nová jar (1961) Bratislava: Slovenský hudobný fond. HATRÍK, J. - Štyri piesne na texty malajských pantutov (1976) Bratislava: SHF. BRITTEN, B. - Cabaret Songs (1990) Londýn: Faber Music, ISBN 0-571-50577-5. BRITTEN, B. - A Charm of Lullabies (2000) Londýn: Boosey & Hawkes, ISBN-979-0060014130. or other works of the vocal repertoire according to the individual needs of the student.

A brief selection of recommended literature for studying the violin: KOŘÍNEK, V. - Stupnice a akordy. MAZAS, F. - 36 etud / výber/. KREUTZER, R. - 42 etud / výber/. SHMELZER, J.H. - Sonata sexta A dur. VIVALDI, A. - Sonáta nr2 G-dur. SPOHR, L. - Barcarole G- dur. SCHUBERT, F. - Sonatine D-dur. HAYDN, J. - Husľový koncert G-dur. FAURÉ, G. - Berceuse D-dur. ELGAR, E. - Salut d amour. KREISLER, F. - Prelúdium - Allegro v štýle C. Pugnani. BEETHOVEN, L. - Romanca F-dur. VERACINI, F.M. -Sonáty / výber/. DVOŘÁK, A. - Humoreska. MOZART, W. A. - Husľové koncerty D-dur, G- dur. PAGANINI, N. - Cantabile. TRNAVSKÝ, M. SCH. - Sonáta. SUCHOŇ, E. - Sonatina. SCHUBERT, F. - Ave Maria, or other works of the violin repertoire according to the individual needs of the student.

A brief selection of recommended literature for studying the guitar: CARCASSI, M. - Etudes, Op.60 / výber/. GIULIANI, M. - 24 Etudes, Op.48 / výber/. BROUWER, L. - Nuevos Estudios Sencillos,/výber/. DOWLAND, J. - Fantasie /výber/. FRESCOBALDI, G. - Aria con variacioni. WEISS, L. S. - Tombeau sur la Mort de Mur . Logy. FALKENHAGEN, A. - Vivace; L. Roncalli: Suita h mol. BACH, J.S. - Lutnové suity. LOSY, J. A. - Lutnové suity. SCARLATTI, D. – Sonáty. CARULLI, F. - Sonata D dur, op. 21, no 2. SOR, F.Sor - Variácie na Mozartovu tému; Op.9. LEGNANI, L. - 36 Caprices,Op.20 / výber/. TÁRREGA, F. - Capriccio Arabe. VILLA-LOBOS, H. - Päť prelúdií / výber/. TESAŘ, M. - 4 baladické príbehy. PUJOL, M. D. - Suite del plata. MOREL, J. - Danza brasileira. BROUWER, L. - Danza caracteristica, Preludios epigramaticos,/výber/; or other works of the guitar repertoire according to the individual needs of the student.

A brief selection of recommended literature for the study of the clarinet/saxophone: CAVALLINI, E. - 30 Capricci per Clarinetto. Milano: Ricordi, 1972. STUMP, P. a LINSHALM H.P.(eds.) - Clarinet Update. Doblínger: 2005. ISMN: M-012-19651-8. STRAVINSKY, I. - 3 Pieces for Clarinet Solo. London: Chester, 1920. POULENC, F. - Sonáta pre klarinet a klavír. London: Chester, 2006. ISBN 1846093961. KROMMER, F. V. - Koncert pre klarinet a orchester (klavír) Es dur, op. 36, or other works of the clarinet/saxophone repertoire according to the individual needs of the student.

A brief selection of recommended literature for the study of the flute: BERNOLD, Ph. - Vokalízy. GAUBERT, T. - 17 veľkých denných cvičení. BACH, J.S. - Sonáta e-moll pre flautu a continuo (klavír). FURSTENAU, A. B. - 24 etúd pre flautu op.125. BEETHOVEN, L. - Serenáda op.41 pre flautu a klavír. DEBUSSY, C. - Syrinx pre flautu sólo. BENEŠ, J. - 6 tancov pre sólovú flautu. PERGOLESI, G. B. P. - Koncert G-dur pre flautu a klavír. FAURÉ, G. - Fantázia pre flautu a klavír or other works of the flute repertoire according to the individual needs of the student.

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

Slovak

#### **Notes:**

**Past grade distribution**

Total number of evaluated students: 26

A	ABS	B	C	D	E	FX
69,23	0,0	11,54	19,23	0,0	0,0	0,0

**Lecturers:** Mgr. Michal Hottmar, PhD., Mgr. art. Stanislava Maggioni, ArtD., prof. Mgr. Stanislav Zamborský, ArtD.

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde021/22	<b>Course title:</b> Popular Music and Jazz
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form Form of teaching: lecture, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly: 2 Over the study period: 22 Student workload: 11 x 2 hours of direct teaching = 22 hours, 27 hours of preparation for individual seminars, study of literature, 9 hours of preparation for the final output. Total 58 hours of student work. Learning methods: monological, dialogical, practical, guided self-study.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student is evaluated continuously during the practical implementation of the analyses based on the knowledge acquired during the lecture. A total of 50 points can be obtained for the continuous assessment. The student's overall grade is the sum of the points obtained in the continuous assessment and the final practical performance assessment (maximum 50 points). A minimum of 91 points is required for an A grade, a minimum of 81 points for a B grade, a minimum of 73 points for a C grade, a minimum of 66 points for a D grade and a minimum of 60 points for an E grade. The marks are awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student knows the basic concepts of popular music and jazz, and can apply what has been learned in theory to practice in the form of aural analyses;	

<p>B - excellent performance, the student knows the basic concepts, but in the application of knowledge to practice there are slight deficiencies - the analyses are with minor hesitations;</p> <p>C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to practice; he/she has problems with aural analysis of selected compositions;</p> <p>D - acceptable performance, the student has only partially mastered the knowledge, he/she has significant deficiencies in the problems, he/she cannot apply what he/she has learned in practice;</p> <p>E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately to practice;</p> <p>Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes/ Objectives and learning outcomes: The student studies selected repertoire and gains a brief overview of the history of modern popular music, focusing on the 20th century, with an overlap into the present.</p>
<p><b>Class syllabus:</b></p> <p>Course outcomes of subject (content): The genesis and development of modern popular music and jazz. Developmental stages, styles and directions, personalities. Popular music and jazz in Slovakia. Interaction of theoretical methods with teaching practice at primary school.</p>
<p><b>Recommended literature:</b></p> <p>Compulsory readings: KAJANOVÁ, Y. Postmoderna v hudbe. Minimal, rock, pop, jazz. Bratislava: VUK, 2010. ISBN 978-80-223-2802-9. KAJANOVÁ, Y. K dejinám jazzu. Bratislava: CoolArt, 2010. ISBN 978-80-969080-4-2.</p> <p>Compositions: LEADBELLY, H. My Girl WINEHOUSE, A. Rehab. GERSHWIN, G. I Got Rhythm. DESMOND, P. Take Five, or other compositions from the field of popular music and jazz, according to the individual abilities and needs of the student.</p> <p>Recommended (of interest) readings: ŠOLC, M. Tajemství akordových značek, Praha, Supraphon, 1984 AEBERSOLD, J. Play-A.Long Series, Volumes 1-130. SVOBODA, M. Praktická jazzová harmonie. DORUŽKA, L: Panoráma populární hudby. Praha: Mladá fronta, 1981. KAJANOVÁ, Y. Kapitoly o jazze a rocku. Bratislava: Epos, 2003. ISBN 80-88977-67-3. MATZNER, A. - POLEDŇÁK, I. - WASSERBERGER, I. Encyklopedie jazzu a moderní populární hudby I., II., III. Praha: Supraphon, 1983, 1986, 1990. VLČEK, J. Rockové styly a směry. Praha: Ústav pro kulturně výchovnou činnost, 1988.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde021/22	<b>Course title:</b> Popular Music and Jazz
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organisational form Form of teaching: lecture, combined form (primarily full-time) Recommended length of teaching (in hours): Weekly: 2 Over the study period: 22 Student workload: 11 x 2 hours of direct teaching = 22 hours, 27 hours of preparation for individual seminars, study of literature, 9 hours of preparation for the final output. Total 58 hours of student work. Learning methods: monological, dialogical, practical, guided self-study.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student is evaluated continuously during the practical implementation of the analyses based on the knowledge acquired during the lecture. A total of 50 points can be obtained for the continuous assessment. The student's overall grade is the sum of the points obtained in the continuous assessment and the final practical performance assessment (maximum 50 points). A minimum of 91 points is required for an A grade, a minimum of 81 points for a B grade, a minimum of 73 points for a C grade, a minimum of 66 points for a D grade and a minimum of 60 points for an E grade. The marks are awarded on a scale: A (100-91%, excellent - outstanding) B (90-81%, very good - above average standard) C (80-73%, good - normal reliable work) D (72-66%, satisfactory - acceptable results) E (65-60%, satisfactory - results meet minimum criteria) Fx (59-0%, inadequate - extra work required) A - excellent performance, the student knows the basic concepts of popular music and jazz, and can apply what has been learned in theory to practice in the form of aural analyses;	

B - excellent performance, the student knows the basic concepts, but in the application of knowledge to practice there are slight deficiencies - the analyses are with minor hesitations;  
C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to practice; he/she has problems with aural analysis of selected compositions;  
D - acceptable performance, the student has only partially mastered the knowledge, he/she has significant deficiencies in the problems, he/she cannot apply what he/she has learned in practice;  
E - minimally acceptable performance, the student has acquired knowledge minimally, he/she cannot transfer it adequately to practice;  
Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student studies selected repertoire and gains a brief overview of the history of modern popular music, focusing on the 20th century, with an overlap into the present.

**Class syllabus:**

Course outcomes of subject (content):

The genesis and development of modern popular music and jazz. Developmental stages, styles and directions, personalities. Popular music and jazz in Slovakia. Interaction of theoretical methods with teaching practice at primary school.

**Recommended literature:**

Compulsory readings:

KAJANOVÁ, Y. Postmoderna v hudbe. Minimal, rock, pop, jazz. Bratislava: VUK, 2010. ISBN 978-80-223-2802-9.

KAJANOVÁ, Y. K dejinám jazzu. Bratislava: CoolArt, 2010. ISBN 978-80-969080-4-2.

Compositions:

LEADBELLY, H. My Girl

WINEHOUSE, A. Rehab.

GERSHWIN, G. I Got Rhythm.

DESMOND, P. Take Five,

or other compositions from the field of popular music and jazz, according to the individual abilities and needs of the student.

Recommended (of interest) readings:

ŠOLC, M. Tajemství akordových značek, Praha, Supraphon, 1984

AEBERSOLD, J. Play-A-Long Series, Volumes 1-130.

SVOBODA, M. Praktická jazzová harmonie.

DORUŽKA, L: Panoráma populární hudby. Praha: Mladá fronta, 1981.

KAJANOVÁ, Y. Kapitoly o jazze a rocku. Bratislava: Epos, 2003. ISBN 80-88977-67-3.

MATZNER, A. - POLEDŇÁK, I. - WASSERBERGER, I. Encyklopedie jazzu a moderní populární hudby I., II., III. Praha: Supraphon, 1983, 1986, 1990.

VLČEK, J. Rockové styly a směry. Praha: Ústav pro kulturně výchovnou činnost, 1988.

**Languages necessary to complete the course:**

Slovak

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde024/22	<b>Course title:</b> Processing and interpretation of statistical data
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment, the weighting of the interim and final assessment is 100/0. The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving focused on understanding and interpreting statistical concepts. During the semester, students will submit 5 assignments of 6 points each, which will be focused on solving statistical assignments using MS EXCEL and JASP software from individual topics (descriptive statistics, correlation and regression analysis, sampling, hypothesis testing), and at the end of the semester, the student will submit and present a term paper for 40 points. The term paper will include an independent statistical treatment and interpretation of quantitative research (own or from data taken, for example, from thesis, rigor or PhD theses). The student will submit the thesis electronically in MS Word and MS EXCEL, and prepare the presentation in MS PowerPoint or Prezi. The student will demonstrate through the development and presentation of the term project that he/she is able to independently statistically evaluate quantitative research and interpret them. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 3 points on any of the 5 assignments. To pass the course, a score of at least 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student has excellent knowledge of the theoretical knowledge of statistical data processing and can interpret it correctly and clearly; he/she solves problems 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 being solved. He is active in seminars. He brings his own experience and insights from practice to the teaching. His oral and written expression is correct, citationally correct, grammatically flawless. B (90-81%, very good - above average standard), the student has mastered the theoretical knowledge of statistical data processing and can interpret it correctly and clearly with minor shortcomings, has acquired key competences, can respond promptly during lectures to the teacher's	

challenges, the student is self-initiative and asks questions in the context of the problem addressed. His/her written expression in the term paper is correct, grammatically sound and creative. He brings his own experiences and insights from practice to the teaching. The results of his activities are of good quality, with minor shortcomings.

C (80-73%, good - normal reliable work), the student knows the theoretical knowledge of statistical data processing and can interpret them at an average, i.e. good level, has acquired theoretical knowledge and skills using MS EXCEL and JASP software in solving problems, can respond to the teacher's challenges. He/she does not take initiative himself/herself, does not ask questions in the context of the problem being solved. His communication style is not disruptive, but he is unsure of his answer and his speech does not have significant disruptive elements. He transfers experience from practice with problems. His, grammatical speech is of lesser quality.

D (72-66%, Satisfactory-Acceptable performance), the student has mastered the material at a satisfactory level. He/she knows the theory with minor gaps, but cannot apply it to the solution of practical experiences, he/she needs help in interpreting the obtained statistical data. He is not very active during teaching, does not bring new solutions, takes the role of a passive observer. Memorisation rather than critical thinking prevails in the student. Analysis from practice is less constructive. His/her written expression has some inaccuracies to serious deficiencies.

E (65-60%, sufficient - the results meet the minimum criteria), the student has a low level of theoretical knowledge of statistical data processing, responds to the teacher's instructions and prompts with considerable inaccuracies; the student himself is not proactive and does not ask questions in the context of the problem addressed. Applies theoretical knowledge with considerable problems; in practical terms, does not have recommendations for correct solution options. The student is rather in the position of a passive recipient of knowledge and is not active in the seminars. The student is not creative, he relies on numerous quotations without his own opinion. His grammatical expression is not error-free and stylistically correct.

Fx (59-0%, Insufficient - extra work required) this grade will be given if the student fails to meet any of the required minimum criteria and is not allowed to take the final test. This means that the student has not mastered the knowledge and skills to a degree that would enable him/her to meet at least the minimum criteria for a passing grade.

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

Upon completion of the course, the student will be able to appropriately choose a statistical method in quantitative research. The student will acquire skills in data processing and evaluation and will be able to use MS EXCEL and JASP software appropriately. Understand the meaning of the statistical data obtained and be able to evaluate and interpret the statistical outputs obtained in quantitative research.

### **Class syllabus:**

Brief outline of the course:

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

1. Descriptive statistics - description of the statistical population
2. Descriptive statistics - data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables
6. Probability distribution

7. Selective enquiry 8. Estimates of the characteristics of the base set 9. Hypothesis testing 10. Semester project presentation						
<b>Recommended literature:</b> Recommended reading: CHAJDIAK, J. (2013). Štatistika jednoducho v Exceli, Bratislava, Statis, 341 s. ISBN 978-80-855-974-0 NEUBAUER, J., SEDLAČÍK, M., KŘÍŽ, O. (2016). Základy statistiky. Praha, Grada, 280 s. ISBN 978-80-247-5786-5 RIMARČÍK, M. (2007). Štatistika pre prax. Košice, Marián Rimarčík, 200 s. ISBN 8096981311						
<b>Languages necessary to complete the course:</b> slovak and czech						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Lilla Koreňová, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde024/22	<b>Course title:</b> Processing and interpretation of statistical data
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment, the weighting of the interim and final assessment is 100/0. The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving focused on understanding and interpreting statistical concepts. During the semester, students will submit 5 assignments of 6 points each, which will be focused on solving statistical assignments using MS EXCEL and JASP software from individual topics (descriptive statistics, correlation and regression analysis, sampling, hypothesis testing), and at the end of the semester, the student will submit and present a term paper for 40 points. The term paper will include an independent statistical treatment and interpretation of quantitative research (own or from data taken, for example, from thesis, rigor or PhD theses). The student will submit the thesis electronically in MS Word and MS EXCEL, and prepare the presentation in MS PowerPoint or Prezi. The student will demonstrate through the development and presentation of the term project that he/she is able to independently statistically evaluate quantitative research and interpret them. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 3 points on any of the 5 assignments. To pass the course, a score of at least 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student has excellent knowledge of the theoretical knowledge of statistical data processing and can interpret it correctly and clearly; he/she solves problems 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 being solved. He is active in seminars. He brings his own experience and insights from practice to the teaching. His oral and written expression is correct, citationally correct, grammatically flawless. B (90-81%, very good - above average standard), the student has mastered the theoretical knowledge of statistical data processing and can interpret it correctly and clearly with minor shortcomings, has acquired key competences, can respond promptly during lectures to the teacher's	

challenges, the student is self-initiative and asks questions in the context of the problem addressed. His/her written expression in the term paper is correct, grammatically sound and creative. He brings his own experiences and insights from practice to the teaching. The results of his activities are of good quality, with minor shortcomings.

C (80-73%, good - normal reliable work), the student knows the theoretical knowledge of statistical data processing and can interpret them at an average, i.e. good level, has acquired theoretical knowledge and skills using MS EXCEL and JASP software in solving problems, can respond to the teacher's challenges. He/she does not take initiative himself/herself, does not ask questions in the context of the problem being solved. His communication style is not disruptive, but he is unsure of his answer and his speech does not have significant disruptive elements. He transfers experience from practice with problems. His, grammatical speech is of lesser quality.

D (72-66%, Satisfactory-Acceptable performance), the student has mastered the material at a satisfactory level. He/she knows the theory with minor gaps, but cannot apply it to the solution of practical experiences, he/she needs help in interpreting the obtained statistical data. He is not very active during teaching, does not bring new solutions, takes the role of a passive observer. Memorisation rather than critical thinking prevails in the student. Analysis from practice is less constructive. His/her written expression has some inaccuracies to serious deficiencies.

E (65-60%, sufficient - the results meet the minimum criteria), the student has a low level of theoretical knowledge of statistical data processing, responds to the teacher's instructions and prompts with considerable inaccuracies; the student himself is not proactive and does not ask questions in the context of the problem addressed. Applies theoretical knowledge with considerable problems; in practical terms, does not have recommendations for correct solution options. The student is rather in the position of a passive recipient of knowledge and is not active in the seminars. The student is not creative, he relies on numerous quotations without his own opinion. His grammatical expression is not error-free and stylistically correct.

Fx (59-0%, Insufficient - extra work required) this grade will be given if the student fails to meet any of the required minimum criteria and is not allowed to take the final test. This means that the student has not mastered the knowledge and skills to a degree that would enable him/her to meet at least the minimum criteria for a passing grade.

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

Upon completion of the course, the student will be able to appropriately choose a statistical method in quantitative research. The student will acquire skills in data processing and evaluation and will be able to use MS EXCEL and JASP software appropriately. Understand the meaning of the statistical data obtained and be able to evaluate and interpret the statistical outputs obtained in quantitative research.

### **Class syllabus:**

Brief outline of the course:

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

1. Descriptive statistics - description of the statistical population
2. Descriptive statistics - data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables
6. Probability distribution

7. Selective enquiry 8. Estimates of the characteristics of the base set 9. Hypothesis testing 10. Semester project presentation						
<b>Recommended literature:</b> Recommended reading: CHAJDIAK, J. (2013). Štatistika jednoducho v Exceli, Bratislava, Statis, 341 s. ISBN 978-80-855-974-0 NEUBAUER, J., SEDLAČÍK, M., KŘÍŽ, O. (2016). Základy statistiky. Praha, Grada, 280 s. ISBN 978-80-247-5786-5 RIMARČÍK, M. (2007). Štatistika pre prax. Košice, Marián Rimarčík, 200 s. ISBN 8096981311						
<b>Languages necessary to complete the course:</b> slovak and czech						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Lilla Koreňová, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde018/22	<b>Course title:</b> Psychological analysis of school educational situations
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for passing the course: 100% of continuous assessment Continuous assessment includes the evaluation of the completion of continuous tasks and assignments, which are carried out in an individual or group form. These are mainly experiential activities and exercises aimed at solving school educational situations. Using role-play and cooperative games, the student practises various strategies and techniques for coping with pupils' inappropriate behaviour (max. 30 points). In small groups during class, they develop a proposal for a prevention or intervention program aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them, and are able to apply their knowledge in meaningful ways to create assignments. A grade of B means that the students achieved above average results throughout the semester, were able to study independently, are able to navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school	

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.

A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.

A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.

A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.

A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

The goal is to increase sensitivity to inter-individual differences and group dynamics in the context of dealing with school educational situations and to learn specific strategies and techniques for dealing with these situations.

Students after completing the course:

- understand and orient themselves to the basic background and possible reasons for pupil behaviour at school
- know the different forms of inappropriate behaviour at school
- understand the processes of group dynamics in the school classroom
- know the procedures for dealing with different types of inappropriate behaviour at school
- know the intervention methods used in the prevention and resolution of various educational situations

Upon completion of the course, students will be able to:

- identify inappropriate behaviour of the pupil in the educational environment
- to address the occurrence of various forms of inappropriate pupil behaviour
- sensitively take into account inter-individual differences in group dynamics when dealing with school situations
- design and implement an intervention programme aimed at preventing inappropriate behaviour among pupils
- design and implement an intervention programme to address pupil misbehaviour

Students are competent after completing the course:

- think analytically and critically in the design of prevention and intervention programmes
- communicate adequately in cooperation with the pupil's parents or the pupil himself/herself

### **Class syllabus:**

Brief outline of the course:

1. The basic background of inappropriate behaviour of a child at school and its possible causes.
2. Selected types of inappropriate student behaviour in the educational environment and the possibilities of their identification.
3. The influence of family environment and sibling constellation on children's inappropriate behavior at school.

4. The impact of different types of parenting styles in the family and school environment on child behavior.
5. Dreikurs' theory of mistaken behavioral goals (attention, power, revenge, failure avoidance).
6. Intervention techniques appropriate for addressing particular types of inappropriate behavior.
7. Prevention techniques applicable to the prevention of particular types of inappropriate behaviour. Planning prevention strategies.
8. The dynamics of the school classroom as a social group and its influence on student behavior.
9. Classroom management strategies and techniques.
10. Family and school cooperation. Interview with parents.
11. Practical skills training of students in dealing with educational situations in school.

**Recommended literature:**

Compulsory reading:

BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton.208 s., ISBN 978-80-7387-432-2

CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6

Recommended reading.

FONTANA, D. (2010). Psychologie ve školní praxi.Praha: Portál. 384 s. ISBN

978-80-262-0741-2

LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVÍČOVÁ, K., SABOVÁ, L., SOKOLOVÁ,

L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN

978-80-223-3655-0

SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede?

Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online)

1338-0982. Compulsory reading:

BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton.208 s., ISBN 978-80-7387-432-2

CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6

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1338-0982.

ŠRAMOVÁ, B., DEPTOVÁ, T., HAMRANOVÁ, A., POLIAKOVÁ, E.. (2019). Násilie

v intímnych vzťahoch dospelujúcich. Metodika pre prácu v oblasti prevencie. Univerzita

Komenského v Bratislave. 189 s. ISBN 978-80-223-4849-2

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

subject with psychological focus, in the study plan marked

**Past grade distribution**

Total number of evaluated students: 275

A	ABS	B	C	D	E	FX
83,64	0,0	8,73	2,55	0,73	1,09	3,27

**Lecturers:** PaedDr. Anežka Hamranová, PhD., Mgr. Miroslava Lemešová, PhD., Mgr. Zuzana Štefanec, PhD.

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde018/22	<b>Course title:</b> Psychological analysis of school educational situations
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for passing the course: 100% of continuous assessment Continuous assessment includes the evaluation of the completion of continuous tasks and assignments, which are carried out in an individual or group form. These are mainly experiential activities and exercises aimed at solving school educational situations. Using role-play and cooperative games, the student practises various strategies and techniques for coping with pupils' inappropriate behaviour (max. 30 points). In small groups during class, they develop a proposal for a prevention or intervention program aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them, and are able to apply their knowledge in meaningful ways to create assignments. A grade of B means that the students achieved above average results throughout the semester, were able to study independently, are able to navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school	

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.

A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.

A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.

A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.

A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

The goal is to increase sensitivity to inter-individual differences and group dynamics in the context of dealing with school educational situations and to learn specific strategies and techniques for dealing with these situations.

Students after completing the course:

- understand and orient themselves to the basic background and possible reasons for pupil behaviour at school
- know the different forms of inappropriate behaviour at school
- understand the processes of group dynamics in the school classroom
- know the procedures for dealing with different types of inappropriate behaviour at school
- know the intervention methods used in the prevention and resolution of various educational situations

Upon completion of the course, students will be able to:

- identify inappropriate behaviour of the pupil in the educational environment
- to address the occurrence of various forms of inappropriate pupil behaviour
- sensitively take into account inter-individual differences in group dynamics when dealing with school situations
- design and implement an intervention programme aimed at preventing inappropriate behaviour among pupils
- design and implement an intervention programme to address pupil misbehaviour

Students are competent after completing the course:

- think analytically and critically in the design of prevention and intervention programmes
- communicate adequately in cooperation with the pupil's parents or the pupil himself/herself

### **Class syllabus:**

Brief outline of the course:

1. The basic background of inappropriate behaviour of a child at school and its possible causes.
2. Selected types of inappropriate student behaviour in the educational environment and the possibilities of their identification.
3. The influence of family environment and sibling constellation on children's inappropriate behavior at school.

4. The impact of different types of parenting styles in the family and school environment on child behavior.
5. Dreikurs' theory of mistaken behavioral goals (attention, power, revenge, failure avoidance).
6. Intervention techniques appropriate for addressing particular types of inappropriate behavior.
7. Prevention techniques applicable to the prevention of particular types of inappropriate behaviour. Planning prevention strategies.
8. The dynamics of the school classroom as a social group and its influence on student behavior.
9. Classroom management strategies and techniques.
10. Family and school cooperation. Interview with parents.
11. Practical skills training of students in dealing with educational situations in school.

**Recommended literature:**

Compulsory reading:

BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton.208 s., ISBN 978-80-7387-432-2

CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6

Recommended reading.

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L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN

978-80-223-3655-0

SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede?

Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online)

1338-0982. Compulsory reading:

BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton.208 s., ISBN 978-80-7387-432-2

CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6

Recommended reading.

FONTANA, D. (2010). Psychologie ve školní praxi.Praha: Portál. 384 s. ISBN

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LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVÍČOVÁ, K., SABOVÁ, L., SOKOLOVÁ,

L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN

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1338-0982.

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v intímnych vzťahoch dospelujúcich. Metodika pre prácu v oblasti prevencie. Univerzita

Komenského v Bratislave. 189 s. ISBN 978-80-223-4849-2

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

subject with psychological focus, in the study plan marked

**Past grade distribution**

Total number of evaluated students: 275

A	ABS	B	C	D	E	FX
83,64	0,0	8,73	2,55	0,73	1,09	3,27

**Lecturers:** PaedDr. Anežka Hamranová, PhD., Mgr. Miroslava Lemešová, PhD., Mgr. Zuzana Štefanec, PhD.

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de028/15		<b>Course title:</b> Reflexive Education Seminar				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b> PdF.KVV/M-VU-de007/22 - Art pedagogy 1						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de028/15		<b>Course title:</b> Reflexive Education Seminar				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b> PdF.KVV/M-VU-de007/22 - Art pedagogy 1						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde016/22	<b>Course title:</b> Religious studies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with a 100% interim assessment, which includes: a presentation of a selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment). For successful completion of the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results; students performed excellently during the semester, actively participated in the teaching and showed interest in the subject, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a high level), B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a very good level), C (80-73%, good - normal reliable work; students performed standardly well during the semester, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of religious studies is at a good level), D (72-66%, satisfactory - acceptable results; students have limited ability to work independently with the literature and are able to process and present the acquired knowledge with problems; they have slight deficiencies in theoretical knowledge of religious studies), E (65-60%, sufficient - the results meet the minimum criteria; students have considerable difficulties in working independently with the literature as well as in processing and presenting the acquired knowledge, they have significant deficiencies in theoretical knowledge of religious studies), Fx (59-0%, insufficient - extra work required). Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning objectives and outcomes and transferable competences:	

The course will provide students with background information and orientation in the history and present of religions and sufficient background to understand religion as a significant spiritual component of the life of society. By completing the course, students will gain the ability to analyze religion in its interconnectedness as a personal, historical, cultural, ethical, social, and transcendent phenomenon. It will orient them to the world's major religious systems as well as new religious movements. They will be able to use the acquired knowledge effectively in the pedagogical process as part of civics, with an emphasis on education for religious and, in general, attitudinal tolerance. By completing the course, students will develop transferable competencies such as communication skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.

Learning objectives:

To provide students with the basic information needed to understand religion as a phenomenon that plays a significant role in the life of the individual as well as in society and to familiarize them primarily with the world's dominant religious systems, which are the largest in terms of both number of adherents and geographical representation.

### **Class syllabus:**

Brief outline of the course:

1. Religious studies as a discipline and its key concepts.
2. Hypotheses about the origins of religion; the religious scene of today.
3. Primitive religions: manism and totemism.
4. Ancient religions: Egyptian, Canaanite, Greek, Roman, Celtic and Slavic.
5. Ethnic religions: Taoism, Confucianism and Shintoism.
6. Judaism: doctrine and practice.
7. Christianity: doctrine and practice.
8. Islam: teaching and practice.
9. Hinduism: doctrine and practice.
10. Buddhism: teaching and practice.

### **Recommended literature:**

Compulsory reading:

ZAVIŠ, M. (2008). Repetitorium z religionistiky 1. Bratislava: Univerzita Komenského, 96 s., ISBN 978-80-223-2554-7

Recommended reading:

ELIADE, M. (1995). Dejiny náboženských predstáv a ideí I. Bratislava: Agora, 398 s., ISBN 80-967210-1-1

ELIADE, M. (1997). Dejiny náboženských predstáv a ideí II. Bratislava: Agora, 424 s., ISBN 80-967210-2-X

ELIADE, M. (199+75). Dejiny náboženských predstáv a ideí I-III. Bratislava: Agora, 294 s., ISBN 80-967210-3-8

GLASSENAPP, H.(2009). Päť svetových náboženstiev. Bratislava: Talentum, 488 s., ISBN 9788088979609

HORYNA, B. (1994). Úvod do religionistiky. Praha: Oikoymenh., 134 s., ISBN 80-85241-64-1

KEENE, M. (2003). Svetové náboženstvá, Bratislava: Ikar, 192 s., ISBN 80-711-8480-2

KOMOROVSKÝ, J. (2000). Religionistika. Veda o náboženstvách sveta a jej pomocné disciplíny. Bratislava: Univerzita Komenského, 154 s. 80-223-0823-4.

KÜNG, H. (2007). Po stopách svetových náboženstiev. Brno: CDK. 179 s. ISBN 80-7325-059-4

ZAVIŠ, M. (2005). New Age – pragmatický synkretizmus dneška/New Age – Pragmatic Syncretism of Today. In: New Age. Bratislava: Ústav pre vzťahy štátu a cirkví, 2005. S. 662-673. ISBN 80-89096-19-0

ZAVIŠ, M. (2013). Paradigma osobnosti kresťanského učiteľa v minulosti a dnes. Bratislava: Univerzita Komenského v Bratislave, 139 s., ISBN 978-80-223-3218-7

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 486

A	ABS	B	C	D	E	FX
37,24	0,0	30,45	15,43	6,17	7,41	3,29

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

**Last change:** 27.02.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde016/22	<b>Course title:</b> Religious studies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with a 100% interim assessment, which includes: a presentation of a selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment). For successful completion of the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results; students performed excellently during the semester, actively participated in the teaching and showed interest in the subject, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a high level), B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a very good level), C (80-73%, good - normal reliable work; students performed standardly well during the semester, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of religious studies is at a good level), D (72-66%, satisfactory - acceptable results; students have limited ability to work independently with the literature and are able to process and present the acquired knowledge with problems; they have slight deficiencies in theoretical knowledge of religious studies), E (65-60%, sufficient - the results meet the minimum criteria; students have considerable difficulties in working independently with the literature as well as in processing and presenting the acquired knowledge, they have significant deficiencies in theoretical knowledge of religious studies), Fx (59-0%, insufficient - extra work required). Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning objectives and outcomes and transferable competences:	

The course will provide students with background information and orientation in the history and present of religions and sufficient background to understand religion as a significant spiritual component of the life of society. By completing the course, students will gain the ability to analyze religion in its interconnectedness as a personal, historical, cultural, ethical, social, and transcendent phenomenon. It will orient them to the world's major religious systems as well as new religious movements. They will be able to use the acquired knowledge effectively in the pedagogical process as part of civics, with an emphasis on education for religious and, in general, attitudinal tolerance. By completing the course, students will develop transferable competencies such as communication skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.

Learning objectives:

To provide students with the basic information needed to understand religion as a phenomenon that plays a significant role in the life of the individual as well as in society and to familiarize them primarily with the world's dominant religious systems, which are the largest in terms of both number of adherents and geographical representation.

### **Class syllabus:**

Brief outline of the course:

1. Religious studies as a discipline and its key concepts.
2. Hypotheses about the origins of religion; the religious scene of today.
3. Primitive religions: manism and totemism.
4. Ancient religions: Egyptian, Canaanite, Greek, Roman, Celtic and Slavic.
5. Ethnic religions: Taoism, Confucianism and Shintoism.
6. Judaism: doctrine and practice.
7. Christianity: doctrine and practice.
8. Islam: teaching and practice.
9. Hinduism: doctrine and practice.
10. Buddhism: teaching and practice.

### **Recommended literature:**

Compulsory reading:

ZAVIŠ, M. (2008). Repetitorium z religionistiky 1. Bratislava: Univerzita Komenského, 96 s., ISBN 978-80-223-2554-7

Recommended reading:

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ELIADE, M. (1997). Dejiny náboženských predstáv a ideí II. Bratislava: Agora, 424 s., ISBN 80-967210-2-X

ELIADE, M. (199+75). Dejiny náboženských predstáv a ideí I-III. Bratislava: Agora, 294 s., ISBN 80-967210-3-8

GLASSENAPP, H.(2009). Päť svetových náboženstiev. Bratislava: Talentum, 488 s., ISBN 9788088979609

HORYNA, B. (1994). Úvod do religionistiky. Praha: Oikoymenh., 134 s., ISBN 80-85241-64-1

KEENE, M. (2003). Svetové náboženstvá, Bratislava: Ikar, 192 s., ISBN 80-711-8480-2

KOMOROVSKÝ, J. (2000). Religionistika. Veda o náboženstvách sveta a jej pomocné disciplíny. Bratislava: Univerzita Komenského, 154 s. 80-223-0823-4.

KÜNG, H. (2007). Po stopách svetových náboženstiev. Brno: CDK. 179 s. ISBN 80-7325-059-4

ZAVIŠ, M. (2005). New Age – pragmatický synkretizmus dneška/New Age – Pragmatic Syncretism of Today. In: New Age. Bratislava: Ústav pre vzťahy štátu a cirkví, 2005. S. 662-673. ISBN 80-89096-19-0

ZAVIŠ, M. (2013). Paradigma osobnosti kresťanského učiteľa v minulosti a dnes. Bratislava: Univerzita Komenského v Bratislave, 139 s., ISBN 978-80-223-3218-7						
<b>Languages necessary to complete the course:</b> slovak and czech						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 486						
A	ABS	B	C	D	E	FX
37,24	0,0	30,45	15,43	6,17	7,41	3,29
<b>Lecturers:</b> prof. PaedDr. ThDr. Monika Zaviš, PhD., Mgr. Michal Bizoň, PhD.						
<b>Last change:</b> 27.02.2024						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de031/20			<b>Course title:</b> School web			
<b>Educational activities:</b> <b>Type of activities:</b> internship <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. Daniela Valachová, PhD.						
<b>Last change:</b> 04.02.2021						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de031/20			<b>Course title:</b> School web			
<b>Educational activities:</b> <b>Type of activities:</b> internship <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. Daniela Valachová, PhD.						
<b>Last change:</b> 04.02.2021						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de004/22	<b>Course title:</b> Sculptural concepts
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: 1 hour lecture, 2 hours seminar; 33 hours total per semester, combined form; (primarily full-time.) Student workload: 1P + 2S, (3 credits): 11x3 hours of direct teaching = 33 hours; 20 hours study of theoretical knowledge on the subject; 22 hours work on term papers; 5 documentations, archiving of term papers; 9 preparation for evaluation and defence; 1 defence of a set of term papers. Total 90 hours of student work. Teaching methods: lecturing, interpretation, instruction on the subject; interview, discussion on the given topic; practical: realization of works on the assigned topics, which are continuously consulted.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with an assessment in the form of a final presentation and defence of the completed works in the field of spatial art media. The prerequisite is also participation in the ongoing consultations of the realized works. Theoretical knowledge in the field of sculptural, design, figurative and conceptual work 0-20 points; ability to apply theoretical knowledge to designs 0-20 points; realization of semester works 0-50 points; documentation of a set of realized works and their defense 0-10 points. To obtain the final grade A it is necessary to obtain at least 91 points, to obtain grade B at least 81 points, to obtain grade C at least 73 points, to obtain grade D at least 66 points and to obtain grade E at least 60 points. To pass the course, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to produce the required number of papers; fails to attend the minimum number of tutorials; fails to submit the required documentation of term papers. Grades are awarded on a scale of: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria),	

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

**Learning outcomes:**

Learning objectives and outcomes:

The aim of education within the course is to acquire professional theoretical knowledge and practical experience in the field of spatial creation: sculptural, design, figurative and conceptual.

After completing the course:

- become familiar with the basic principles of sculptural, design, figurative and conceptual work;
- the student is required to have creative competence and the ability to respond artistically to a variety of assignments in these areas;
- will be prepared to creatively apply his/her own and commissioned sculptural, design and conceptual projects;
- will be guided to think creatively in the above-mentioned planes and be able to apply it in pedagogical practice; in practical and theoretical terms, he/she will be prepared to master demanding sculptural and conceptual assignments;
- be able to effectively communicate professional knowledge to the wider lay and professional community.

**Class syllabus:**

The course consists of a series of lectures focused on sculptural conceptual work. The aim of the course is to create sculptural-architectural and design compositions ranging from simple basic spatial structures, through more structurally demanding objects to sculptures of their own, either as part of architecture or as solitaires in the open air. The assignments will be oriented towards the issue of environmental education and its dissemination in the educational process.

**Recommended literature:**

BERGEOVÁ, X, DRAHOŠ, A, KMEŤ, M. About art education. Bratislava: Comenius University, 2019. ISBN 978-80-223-4757-0.

KAPSOVÁ, E. Conceptual tendencies in visual arts. Banská Bystrica: Faculty of Fine Arts, 2002. ISBN 80-8907-804-4.

STADLER, W. History of Sculpture. Prague: Rebo Productions s.r.o., 1996. ISBN 80-85815-67-2.

LUKEŠ, Z. Architecture of the 20th century. Prague: Prague Castle Administration and DaDa, 2001. ISBN 8086161404.

TEPLÝ, B. On sculptural reproduction. Bratislava: Slovenské pedagogické nakladateľstvo, 1990. ISBN 80-08-00995-0.

THOMASOVÁ, K. History of art styles of the 20th century. Bratislava: Pallas, 1994. ISBN 80-7095-020-X.

VITAMIN 3-D: new perspectives in sculpture and installation. London: Phaidon, 2009. ISBN 978-0-7148-4974-4.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 62

A	ABS	B	C	D	E	FX
20,97	0,0	37,1	25,81	8,06	3,23	4,84

**Lecturers:** Mgr. art. Karin Patúcová, ArtD.

<b>Last change:</b> 25.10.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde026/22		<b>Course title:</b> Strategies for developing student creativity				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Barbora Jaslovská, PhD., Mgr. Peter Ostradický, PhD., Mgr. Adriana Poliaková, PhD., doc. Mgr. Martin Kuruc, PhD.						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde026/22			<b>Course title:</b> Strategies for developing student creativity			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Barbora Jaslovská, PhD., Mgr. Peter Ostradický, PhD., Mgr. Adriana Poliaková, PhD., doc. Mgr. Martin Kuruc, PhD.						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde005/22	<b>Course title:</b> Teaching practice 1 (A)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 2t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (A), will complete within 2 weeks 30 hours of practice in the approbation subject (A), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

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

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

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

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

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

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of pedagogical practice 1A is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (A) in primary and secondary schools. During the practicum the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing the pedagogical practice 1 A, the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing the pedagogical practice 1 A, the student can apply the requirements of school documentation when designing a teaching unit, can process the preparation for the lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.  
Final colloquium of Teaching practice 1 (A):  
The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

**Recommended literature:**

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitele. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6

IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4

KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8

KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6

National curriculum for ISCED 2 and ISCED 3

Pedagogical documentation according to subject specialization.

**Languages necessary to complete the course:**

Slovak, English and Czech (in the case of language subject approbations also the target language)

**Notes:**

The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

**Past grade distribution**

Total number of evaluated students: 932

A	ABS	B	C	D	E	FX
79,61	0,0	13,09	2,9	1,61	1,07	1,72

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde005/22	<b>Course title:</b> Teaching practice 1 (A)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 2t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (A), will complete within 2 weeks 30 hours of practice in the approbation subject (A), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

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

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

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

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

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

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of pedagogical practice 1A is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (A) in primary and secondary schools. During the practicum the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing the pedagogical practice 1 A, the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing the pedagogical practice 1 A, the student can apply the requirements of school documentation when designing a teaching unit, can process the preparation for the lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.  
 Final colloquium of Teaching practice 1 (A):  
 The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

**Recommended literature:**

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitele. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6

IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4

KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8

KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6

National curriculum for ISCED 2 and ISCED 3

Pedagogical documentation according to subject specialization.

**Languages necessary to complete the course:**

Slovak, English and Czech (in the case of language subject approbations also the target language)

**Notes:**

The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

**Past grade distribution**

Total number of evaluated students: 932

A	ABS	B	C	D	E	FX
79,61	0,0	13,09	2,9	1,61	1,07	1,72

**Lecturers:** doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Kristína Hankerová, PhD., Mgr. Eva Faithová, PhD., Mgr. Katarína Minarovičová, PhD., PhDr. Anna Bocková, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde006/22	<b>Course title:</b> Teaching practice 1 (B)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 2t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (B), will complete within 2 weeks 30 hours of practice in the approbation subject (B), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

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

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

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

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

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of Teaching practice 1 (B) is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (B) in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing Teaching practice 1 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 1 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.  
 Final colloquium of Teaching practice 1 (B):  
 The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

**Recommended literature:**

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitelů. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6

IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4

KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8

KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6

National curriculum for ISCED 2 and ISCED 3

Pedagogical documentation according to subject specialization.

**Languages necessary to complete the course:**

Language required for the course:

Slovak, English and Czech (in the case of language subject approbations also the target language)

**Notes:**

Notes: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

**Past grade distribution**

Total number of evaluated students: 884

A	ABS	B	C	D	E	FX
76,13	0,0	14,59	5,09	1,13	1,81	1,24

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde006/22	<b>Course title:</b> Teaching practice 1 (B)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 2t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (B), will complete within 2 weeks 30 hours of practice in the approbation subject (B), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

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

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

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

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

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of Teaching practice 1 (B) is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (B) in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing Teaching practice 1 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 1 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.  
 Final colloquium of Teaching practice 1 (B):  
 The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

**Recommended literature:**

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitele. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6

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KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6

National curriculum for ISCED 2 and ISCED 3

Pedagogical documentation according to subject specialization.

**Languages necessary to complete the course:**

Language required for the course:

Slovak, English and Czech (in the case of language subject approbations also the target language)

**Notes:**

Notes: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

**Past grade distribution**

Total number of evaluated students: 884

A	ABS	B	C	D	E	FX
76,13	0,0	14,59	5,09	1,13	1,81	1,24

**Lecturers:** Mgr. Kristína Hankerová, PhD., PhDr. Anna Bocková, PhD., Mgr. Katarína Minarovičová, PhD., prof. PaedDr. Daniela Valachová, PhD., doc. PhDr. Ivica Kolečáni Lenčová, PhD., Ing. Eva Tóblová, PhD., Mgr. Alexandra Lenzi Kučmová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde007/22	<b>Course title:</b> Teaching practice 2 (A)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 3t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the apprenticeship methodologist (A), complete 45 hours of practice, including 10 hours of tutorials, 20 hours of outcomes and 15 hours of analysis with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

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

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

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

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

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of Teaching practice 2 (A) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (A). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing Teaching practice 2 (A), the student is able to orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (A), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

<p>Final outcome stage: reflection on own preparation and teaching with the trainee teacher.  Final colloquium of teaching practice 2 (A):  The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (A) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.</p>																				
<p><b>Recommended literature:</b>  Recommended reading:  ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4  DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitel'a. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6  IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľ'ov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7  KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľ'stva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4  KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľ'ské praxe – súčasné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8  KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitel'ství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6  Pedagogical documentation according to subject specialization.</p>																				
<p><b>Languages necessary to complete the course:</b>  Slovak, English and Czech (in the case of language subject approbations also the target language)</p>																				
<p><b>Notes:</b>  Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).</p>																				
<p><b>Past grade distribution</b>  Total number of evaluated students: 811</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>79,65</td> <td>0,0</td> <td>15,29</td> <td>3,21</td> <td>0,99</td> <td>0,37</td> <td>0,49</td> </tr> </tbody> </table>							A	ABS	B	C	D	E	FX	79,65	0,0	15,29	3,21	0,99	0,37	0,49
A	ABS	B	C	D	E	FX														
79,65	0,0	15,29	3,21	0,99	0,37	0,49														
<p><b>Lecturers:</b></p>																				
<p><b>Last change:</b> 10.11.2022</p>																				
<p><b>Approved by:</b></p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde007/22	<b>Course title:</b> Teaching practice 2 (A)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 3t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the apprenticeship methodologist (A), complete 45 hours of practice, including 10 hours of tutorials, 20 hours of outcomes and 15 hours of analysis with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

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

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

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

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

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of Teaching practice 2 (A) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (A). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing Teaching practice 2 (A), the student is able to orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (A), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.  
 Final colloquium of teaching practice 2 (A):  
 The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (A) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

**Recommended literature:**

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitel'a. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6

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Pedagogical documentation according to subject specialization.

**Languages necessary to complete the course:**

Slovak, English and Czech (in the case of language subject approbations also the target language)

**Notes:**

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

**Past grade distribution**

Total number of evaluated students: 811

A	ABS	B	C	D	E	FX
79,65	0,0	15,29	3,21	0,99	0,37	0,49

**Lecturers:** Mgr. Kristína Hankerová, PhD., Mgr. Ľubica Horváthová, PhD., Mgr. Katarína Minarovičová, PhD., doc. PhDr. Ivica Kolečáni Lenčová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde008/22	<b>Course title:</b> Teaching practice 2 (B)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 3t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-praxis seminar with the apprenticeship methodologist (B), complete 45 hours of practice, including 10 hours of exercises, 20 hours of outcomes and 15 hours of analyses with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

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

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

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

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

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of Teaching practice 2 (B) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (B). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing Teaching practice 2 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.  
 Final colloquium of teaching practice 2 (B):  
 The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (B) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

**Recommended literature:**

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitel'a. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6

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KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľ'ské praxe – súčasné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8

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Pedagogical documentation according to subject specialization.

**Languages necessary to complete the course:**

Slovak, English and Czech (in the case of language subject approbations also the target language)

**Notes:**

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

**Past grade distribution**

Total number of evaluated students: 754

A	ABS	B	C	D	E	FX
76,13	0,0	17,11	4,11	1,86	0,13	0,66

**Lecturers:** Mgr. Kristína Hankerová, PhD., PhDr. Anna Bocková, PhD., Mgr. Katarína Minarovičová, PhD., prof. PaedDr. Daniela Valachová, PhD., PaedDr. Lenka Kaščáková, PhD.

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde008/22	<b>Course title:</b> Teaching practice 2 (B)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 3t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-praxis seminar with the apprenticeship methodologist (B), complete 45 hours of practice, including 10 hours of exercises, 20 hours of outcomes and 15 hours of analyses with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

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

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

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

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

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of Teaching practice 2 (B) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (B). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing Teaching practice 2 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

<p>Final outcome stage: reflection on own preparation and teaching with the trainee teacher.  Final colloquium of teaching practice 2 (B):  The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (B) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.</p>																				
<p><b>Recommended literature:</b>  Recommended reading:  ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4  DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitel'a. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6  IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľ'ov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7  KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľ'stva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4  KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľ'ské praxe – súčasné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8  KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitel'ství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6  Pedagogical documentation according to subject specialization.</p>																				
<p><b>Languages necessary to complete the course:</b>  Slovak, English and Czech (in the case of language subject approbations also the target language)</p>																				
<p><b>Notes:</b>  Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).</p>																				
<p><b>Past grade distribution</b>  Total number of evaluated students: 754</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>76,13</td> <td>0,0</td> <td>17,11</td> <td>4,11</td> <td>1,86</td> <td>0,13</td> <td>0,66</td> </tr> </tbody> </table>							A	ABS	B	C	D	E	FX	76,13	0,0	17,11	4,11	1,86	0,13	0,66
A	ABS	B	C	D	E	FX														
76,13	0,0	17,11	4,11	1,86	0,13	0,66														
<p><b>Lecturers:</b></p>																				
<p><b>Last change:</b> 09.11.2022</p>																				
<p><b>Approved by:</b></p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde015/22	<b>Course title:</b> Textbook and educational resources creation and evaluation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment). During the semester, the student's task is to solve continuously assigned tasks and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated with points. The maximum possible number of points for all assignments combined is 30. The rating is awarded on a scale: A minimum of 28 points is required for a final grade A (excellent - outstanding results), a minimum of 25 points for a grade B (very good - above average standard), a minimum of 22 points for a grade C (good - normal reliable work), a minimum of 20 points for a grade D (satisfactory - acceptable results) and a minimum of 18 points for a grade E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students who score 17 points or less. To pass the course, a minimum score of 60% is required. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning objectives and outcomes and transferable competences: After completing the course, students will be able to explain the functions and individual elements of the textbook structure, describe the system of its creation and the current textbook policy in the Slovak Republic. They will be able to analyse, critically reflect on and discuss the elements of quality of a particular textbook defined in individual assignments. Students will be able to explain the background to the creation of various educational resources and define the specifics of the creation and use of digital educational resources in teaching. They will be able to search for digital educational content in its central repositories and open educational resources. Students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills while solving, presenting and discussing the results of ongoing assignments. Students will be able to use the acquired knowledge and skills creatively in the study of other didactic disciplines and in their future teaching practice.	
<b>Class syllabus:</b>	

<p>Brief outline of the course:  Textbook as a specific type of teaching aid. Functions and structure of a textbook. Textbook production system and textbook policy in the Slovak Republic. Analysis and evaluation of textbook quality. Basis for the development of teaching texts, textbooks and other educational resources. Specifics of creation and use of digital educational resources in teaching. Use of central repositories of digital educational content and open educational resources.</p>						
<p><b>Recommended literature:</b>  Recommended reading:  GAVORA, P., et al. How to develop students' reading comprehension. Nitra: Enigma, 2008.  KNECHT, P., JANIK, T. et al. Textbooks from the perspective of pedagogical research. Brno: Paido, 2008.  MAŇÁK, J., KNECHT, P. Textbook evaluation. Brno: Paido, 2007.  MAŇÁK, J., KLAPKO, D. Textbooks under the magnifying glass. Brno: Paido, 2006.  NOGOVÁ, M. et al. The procedure of creating and publishing textbooks. Bratislava : ŠPÚ, 2005.  PŠENÁKOVÁ, I. Creation of didactic interactive materials and criteria of their quality evaluation. Trnava: Faculty of Education, Trnava University of Technology, 2021</p>						
<p><b>Languages necessary to complete the course:</b>  slovak and czech</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 41</p>						
A	ABS	B	C	D	E	FX
92,68	0,0	2,44	2,44	0,0	0,0	2,44
<p><b>Lecturers:</b> Mgr. Štefánia Ferková, PhD., Mgr. Adriana Poliaková, PhD., Ing. Mgr. Jozef Strakoš, PhD.</p>						
<p><b>Last change:</b> 10.11.2022</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde015/22	<b>Course title:</b> Textbook and educational resources creation and evaluation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment). During the semester, the student's task is to solve continuously assigned tasks and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated with points. The maximum possible number of points for all assignments combined is 30. The rating is awarded on a scale: A minimum of 28 points is required for a final grade A (excellent - outstanding results), a minimum of 25 points for a grade B (very good - above average standard), a minimum of 22 points for a grade C (good - normal reliable work), a minimum of 20 points for a grade D (satisfactory - acceptable results) and a minimum of 18 points for a grade E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students who score 17 points or less. To pass the course, a minimum score of 60% is required. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning objectives and outcomes and transferable competences: After completing the course, students will be able to explain the functions and individual elements of the textbook structure, describe the system of its creation and the current textbook policy in the Slovak Republic. They will be able to analyse, critically reflect on and discuss the elements of quality of a particular textbook defined in individual assignments. Students will be able to explain the background to the creation of various educational resources and define the specifics of the creation and use of digital educational resources in teaching. They will be able to search for digital educational content in its central repositories and open educational resources. Students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills while solving, presenting and discussing the results of ongoing assignments. Students will be able to use the acquired knowledge and skills creatively in the study of other didactic disciplines and in their future teaching practice.	
<b>Class syllabus:</b>	

Brief outline of the course:

Textbook as a specific type of teaching aid. Functions and structure of a textbook. Textbook production system and textbook policy in the Slovak Republic. Analysis and evaluation of textbook quality. Basis for the development of teaching texts, textbooks and other educational resources. Specifics of creation and use of digital educational resources in teaching. Use of central repositories of digital educational content and open educational resources.

**Recommended literature:**

Recommended reading:

GAVORA, P., et al. How to develop students' reading comprehension. Nitra: Enigma, 2008.

KNECHT, P., JANIK, T. et al. Textbooks from the perspective of pedagogical research. Brno: Paido, 2008.

MAŇÁK, J., KNECHT, P. Textbook evaluation. Brno: Paido, 2007.

MAŇÁK, J., KLAPKO, D. Textbooks under the magnifying glass. Brno: Paido, 2006.

NOGOVÁ, M. et al. The procedure of creating and publishing textbooks. Bratislava : ŠPÚ, 2005.

PŠENÁKOVÁ, I. Creation of didactic interactive materials and criteria of their quality evaluation. Trnava: Faculty of Education, Trnava University of Technology, 2021

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 41

A	ABS	B	C	D	E	FX
92,68	0,0	2,44	2,44	0,0	0,0	2,44

**Lecturers:** Mgr. Štefánia Ferková, PhD., Mgr. Adriana Poliaková, PhD., Ing. Mgr. Jozef Strakoš, PhD.

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de027/15		<b>Course title:</b> The importance of art materials and media in art therapy				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b> PdF.KVV/M-VU-de011/22 - Art therapy						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 2						
A	ABS	B	C	D	E	FX
50,0	0,0	50,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de027/15		<b>Course title:</b> The importance of art materials and media in art therapy				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b> PdF.KVV/M-VU-de011/22 - Art therapy						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 2						
A	ABS	B	C	D	E	FX
50,0	0,0	50,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde011/22	<b>Course title:</b> Theory and History of Music
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b>            Course completion requirements:            Colloquial state examination in the field of theoretical knowledge of didactics of pedagogical-artistic specialization and their application in the design and management of the teaching process.            The assessment is awarded on a scale:            A (excellent - excellent results),            B (very good - above average standard),            C (good - normal reliable work),            D (satisfactory - acceptable results),            E (satisfactory - results meet the minimum criteria),            Fx (insufficient - additional work required)</p>	
<p><b>Learning outcomes:</b>            Learning outcomes/ Objectives and learning outcomes:            The aim of the state examination is to verify the student's ability to apply the acquired knowledge in the field of theory and history of musical art in pedagogical practice.            The student must demonstrate the ability of verbal reflection, analytical competence and creative thinking and demonstrate the ability to practically and with a high degree of professionalism solve tasks in the field of history and theory of music culture, especially with regard to music pedagogical practice.</p>	
<p><b>Class syllabus:</b>            Course outcomes of subject (content):            Brief outline of the course:            1. The origin and origins of music.            1. The series of aliquots and its significance for music. Hierarchy of intervals. Tonality and harmony. The principle of consonance and dissonance from a systematic and historical point of view. The quartaton and quintacordton system, pentatonics. Hestotes and kinumenoi; types of tetrachords; methods of combining tetrachords. Suboctave, octave and supraoctave musical thought.            2. Early European polyphony in the 12th-14th centuries - Notredham school, ars antiqua, ars nova, music of the Italian trecento. Personalities and works.            Teachings on organ music and discant theory, birth of consonance theories. Conception of compositional types in Italian trecento and their rhythmic subdivision.            Synthesis of English discant and continental music. Overview of the theoretical knowledge of the 14th-15th centuries.            3. Developmental contexts of Renaissance polyphony in the 15th-16th centuries. The Franco-Flemish epoch, the most important representatives. Italian and French secular music of the Renaissance. The most important personalities of the late Renaissance. The concept of Renaissance counterpoint in France, England and Italy.</p>	

4. Relations between Renaissance and Baroque music (comparison of styles). Music at the turn of the 16th-17th centuries. Madrigal and its main representatives. Monody. "Rebuilding of music" at the turn of the 16th and 17th centuries. Prima prattica, seconda prattica. Affect theory. Rhetorical figures.

5. The concertante style of the early Baroque in Italy and Germany. Venetian polychoria, German sacred concerto. Opera in the 17th and 18th centuries. Sources of opera, its development in different countries: opera seria, tragedie lyrique, types of comic opera (opera buffa, opéra comique, opera ballad, singspiel). Origins and development of bel canto.

The essence of the three-function harmonic system. Developmental laws of classical harmony (M. Filip). The main four sounds of classical harmony.

6. Baroque instrumental music - solo, ensemble. Forms and types, their development (solo sonata, trio sonata, concerto grosso, solo concerto).

Typology of Bach's preludes and themes of the DTK fugues. Characteristic features of the tonal-harmonic plan and form of the preludes. Principles of the Bach fugue: the dux / comes relationship; real and tonal response; the theme - counter theme relationship. Intermezzo; principle of the baroque sequence. The breakdown of the fugue. Characteristic contrapuntal techniques.

7. Ideological foundations and developmental phases of musical classicism. Early and high ('Viennese') classicism. Centres of crystallization of the Classical style. Symphonic and chamber music of Classicism. The contribution and contribution of J. Haydn and W. A. Mozart. Beethoven - syntheticist and innovator.

Sonata form and the sonata cycle. The idea of sonata in Beethoven: dramatic musical time. Hierarchization of musical time within the sonata form and the sonata cycle.

8. Symphonism of the 19th century. Characteristics of symphonic creation in terms of the variety of forms, types and concepts. The development of the symphony as a cyclical organism. The main representatives.

Sources and development of art song as an emancipated musical genre in the 19th century.

Principles of Schubertian song. Songfulness and sonata-ness; songfulness and cyclicity.

Forms of opera in the 19th century. R. Wagner's conception of music drama.

Piano music in the 19th century: piano sonata, virtuoso and poetic piano music.

The idea of national music and national schools of the 19th century. Music of the Slavic peoples.

Characteristic features of harmony and tectonics of romantic music. The "crisis" of tonal harmony. Tonality and atonality.

9. The great syntheses of the 19th century. Mahler, M. Reger, R. Strauss.

Pioneers of 20th century music. G. Puccini, F. Busoni, A. N. Scriabin, L. Janacek.

Classics of 20th century music - I. Stravinsky, B. Bartók, P. Hindemith, D. Shostakovich,

S. Prokofiev and others. Paris Six. Neoclassicism.

Application of the principles of extended tonality, new aspects in the field of rhythmic organisation and the organisation of pitches, tectonics and expressiveness in the works of 20th century composers.

The return to sub-octave principles of tonal organisation in the works of 20th century composers (skeletal tonality, modality, pentatonicism) and the implications of the use of these systems in their music. The genesis and specific role of tonality in 20th century harmony. Structural-syntactic and semantic aspects of the use of old systems in new music.

10. Avant-garde compositional concepts in music of the first half of the 20th century. E. Satie, C. Debussy and French music, Ch. Ives and the beginnings of American music, A. Schoenberg and the Second Viennese School. E. Varèse, Italian and Russian Futurism, etc.

11. Avant-garde compositional concepts in music of the second half of the 20th century and contemporary music. Darmstadt School, serialism, aleatorics, indeterminism, minimalism,

electronic music, instrumental theatre, happening, etc. Pluralism and sonority in 20th and 21st century music. Characteristic features of musical thought of the first half of the 20th century.

12. The greatest personalities of the music of the second half of the 20th century and contemporary music - brief composer profiles, general characteristics of their work and key works.

The main features of musical thought in the second half of the 20th century and early 21st century.

Slovak music of the second half of the 20th century and contemporary music.

### **State exam syllabus:**

#### **Recommended literature:**

Recommended readings:

- BLAHYNKA, M. Eseje o opere. Bratislava: Slovenská teatrologická spoločnosť a Vysoká škola múzických umení, 2006. ISBN 80-968514-4-6.
- BRINDLE, R. S.. New Music - The Avant-garde since 1945. New York: Oxford University Press, 1987.
- BURLAS, L. Formy a druhy hudobného umenia. 4. vydanie. Žilina: EDIS-Vydavateľstvo ŽU, 2006. ISBN 80-8070-522-4.
- CAGE, J. Silence. Praha: Tranzit 2010. ISBN 978-80-87259-07-8.
- CSERES, J. Hudobné simulakrá. Bratislava: Hudobné centrum, 2001. ISBN 80-88884-30-6.
- DORUŽKA, P. a kol. Hudba na pomezí. Praha: Panton, 1991. ISBN 80-7039-125-1.
- ELSCHEK, O. (ed.). Dejiny slovenskej hudby. Bratislava: UHV SAV- Asco, 1996. ISBN 80-88820-04-9.
- FALTIN, P. Funkcia zvuku v hudobnej štruktúre. Bratislava: Štátne hudobné vydavateľstvo, 1966.
- FERKOVÁ, E. Hudobná analýza I. Teória hudobnej analýzy. Bratislava: Vysoká škola múzických umení, Hudobná a tanečná fakulta, 2018. ISBN 978-80-8195-015-5.
- FERKOVÁ, E. Hudobná analýza II. Stručné dejiny hudobnej analýzy. Bratislava: Vysoká škola múzických umení, Hudobná a tanečná fakulta, 2021. ISBN 978-80-8195-077-3.
- FILIP, M. Vývinové zákonitosti klasickej harmónie. Bratislava: Národné hudobné centrum, 1997. ISBN 80-967799-5-8.
- FUJAK, J. a kol. Slovenské hudobné alternatívy, Nitra: Univerzita Konštantína Filozofa, Ústav literárnej a umeleckej komunikácie, 2006. ISBN 80-8050-944-1.
- HRČKOVÁ, N. a kol. Dejiny hudby VI - Hudba 20. storočia (1). Bratislava: IKAR, 2005. ISBN 80-551-1241-2.
- HRČKOVÁ, N. a kol. Dejiny hudby VI - Hudba 20. storočia (2). Bratislava: IKAR, 2006. ISBN 80-551-1356-4.
- HRUŠOVSKÝ, I. Slovenská hudba v profiloch a rozboroch. Bratislava: ŠHV, 1964.
- HRUŠOVSKÝ, I. Úvod do štúdia teórie harmónie. Bratislava: Hudobné centrum, 1919. ISBN 978-80-89427-38-3.
- HŮLA, Z. Nauka o kontrapunktu. Praha: 1965.
- JURÍK, M. - ZAGAR, P. 100 slovenských skladateľov. Bratislava: Národné hudobné centrum, 1998. ISBN 80-967799-6-6.
- KÜHN, C. Analyse lernen. Bärenreiter, 1999. ISBN 3-7618-1154-3
- LÉBL, V. Elektronická hudba. Praha: Státní hudební vydavatelství, 1966.
- MOTTE de la, D. Harmonielehre. Bärenreiter, 1999. ISBN 3-7618-4183-3.
- NYMAN, M. Experimentálna hudba - Cage a iní. Bratislava: Hudobné centrum, 2007. ISBN 978-80-88884-93-4.
- RISINGER, K. Hierarchie hudebních celků v novodobé evropské hudbě. Praha: Panton, 1969
- RIESINGER, K. Nauka o kontrapunktu 20. století. Praha: Panton, 1984

ROSS, A. Zbývá jen hluk. Praha: Argo / Dokořán, 2011. ISBN 978-80-257-0558-2/978-80-7363-397-4.  
SCHAEFFER, J. New Sounds. New York: Harper & Row, Publishers, 1987. ISBN 0-06-097081-2.  
SCHAEFFER, P. Konkrétní hudba. Praha: Supraphon, 1971  
SCHÖNBERG, A. Fundamentals of Musical Composition. London: Faber and Faber Ltd., 1967. ISBN 0-571-09276-4.  
ŠTĚPÁNEK, V. Francouzská moderní hudba. Praha - Bratislava: SUPRAPHON, 1967.  
TARUSKIN, R. Music in the Seventeenth and Eighteenth Centuries. The Oxford History of Western Music. Oxford University Press, 2010. ISBN 978-0-19-538482-6  
VYSLOUŽIL, J. Hudobníci 20. storočia. Bratislava: OPUS 1981.  
ZILLIG, W. Variace na novou hudbu. Praha: SUPRAPHON 1971.  
MERTENS, W. American Minimal Music. London: Kahn & Averill 1983. ISBN 0-912483-15-6  
14th - 20th century music scores

**Languages necessary to complete the course:**

Slovak

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de001/22	<b>Course title:</b> Theory and philosophy of visual arts
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: (full-time): 1 hour per week lecture + 2 hours per week seminar, total 33 hours per semester, combined form; (primarily full-time). Student workload: 1P + 2S, (4 credits): 11x3 hours of direct instruction = 33 hours, 33 hours of lecture, lecturing, discussion of issues, 47 hours of seminar paper preparation; 10 hours of presentation preparation; 30 hours of exam preparation. Total 120 hours of student work. Teaching methods: Combination of monological, dialogical and discussion methods: lecturing, interpretation, explanation, narration, discussion, polemic on a given topic; independent processing and presentation of a selected problem of one of the topics discussed according to the student's choice, combined with discussion within the seminar, application of theoretical knowledge on practical examples from visual arts, theoretical reflection on current events in contemporary visual arts and their implications and suggestions for art education.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by examination. The student will also be evaluated continuously for activity in seminars and for a seminar paper prepared and presented in the seminar (max 50 points) and a debate exam (max 50 points). A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. A minimum of 60% of the course grade is required to pass. The grade is awarded on a scale of: A (100-91%, excellent - outstanding results), the student has an excellent command of the material, can theoretically reflect on the issues of visual arts, analyze, critically evaluate, argue and take his/her own position;	

B (90-81%, very good - above average standard), the student has an above average command of the material, demonstrates independent critical thinking and evaluation;  
C (80-73%, good - normal reliable work), student has average command of the material, reliable knowledge of visual art theory, critical thinking is borderline;  
D (72-66%, satisfactory - acceptable performance), the student has demonstrated an average knowledge of art theory, an average ability to reflect on and theoretically generalize issues in the visual arts;  
E (65-60%, satisfactory - results meet minimum criteria), student demonstrated basic knowledge of visual art theory but minimal ability to reflect critically and theoretically independently. The student is unable to apply the knowledge to practice.  
Fx (59-0%, insufficient - additional work required).

**Learning outcomes:**

Learning objectives and outcomes:

The aim of learning in the above course is to expand the already acquired knowledge of the theory and philosophy of visual arts and the ability to analyze in this field.

After the course the student will:

- has knowledge in the broader theoretical context of the visual arts,
- gains a broader overview and has a broader knowledge of the philosophy and theory of older, modern and contemporary visual art,
- be able to analyse and interpret a work of art, and see it in the context of contemporary visual culture,
- is familiar with contemporary theoretical issues in relation to the visual arts,
- has a broader knowledge of the context of the theory and methodology of the history of older, modern and contemporary visual art development theory,
- the knowledge and experience from the course equip the graduate to orient himself/herself in the current theoretical discourse related to visual arts as a part of visual culture, to actively participate in it and to apply them in future pedagogical and creative practice.

**Class syllabus:**

Spoločenské a kultúrne predpoklady vývoja umenia v 2. polovici 20. storočia. Vývoj a prehľad starších teórií vizuálneho umenia. Prehľad teórií vizuálneho umenia 20. a začiatku 21. Storočia. Umelecké dielo v moderne a postmoderne. (C. Greenberg, J.F. Lyotard, R. Barthes, A. Danto, W. Welsch). Koniec dejín umenia, kritika inštitúcií tradičných dejín umenia, nové dejiny umenia (A. Danto, H. Belting). „Artworld“ a nové definície umenia (Arthur. Danto, George Dickie, Jerrold Levinson). Výtvarné umenie a súčasná vizuálna kultúra (W. Benjamin, H. M.Mc Luhan, Lacan, M. Rampley, N. Borriaud...). Perspektívy aktuálneho umenia (Y-A. Bois, B. Buchloh, H. Foster, R. Kraussová).

**Recommended literature:**

Required reading:

CHALUMEAU, J. L. Survey of the History of Art. A survey of the philosophy and history of art and criticism. Prague: Portál, 2003. ISBN 80-7178-663-2.

FILIPOVÁ, M., RAMPLAY, M. (eds.): The possibilities of visual studies. Images, texts, interpretations. Brno: Barrister & Principal, 2007. ISBN 978-80-87029-26-8.

Recommended reading:

BELTING, H. The End of Art History. Prague: Mladá fronta, 2000. ISBN 80-204-0856-8.

BORRIAUD, N. Postproduction. Prague: Transit, 2004. ISBN 80-903452-0-4.

BOIS, Y.A., BUCHLOH, B., FOSTER, H., KRAUSSOVÁ, R. Art after 1900. Bratislava: Slovart, 2015. ISBN 978-80-7391-975-7.

DANTO, A . After the end of art - Contemporary art and the field beyond history. . Prague: Academia Publishers, 2021. ISBN 9788020032898.  
 GERŽOVÁ, J. Dictionary of world and Slovak visual arts of the second half of the 20th century. Bratislava: Profil 1999. ISBN 8096828304  
 GERŽOVÁ, J., HRUBANIČOVÁ, I. Key terms of visual arts of the second half of the 20th century. Bratislava: Profil, 1998. ISBN - 13 978-80-88 675-55-6.  
 GRAHAM, G. Philosophy of Art. Barrister and Principal, Brno: 2004. ISBN 80-85947-53-6.  
 KESNER, L. Visual Theory. Contemporary Anglo-American thinking about works of art. Jinočany: HaH, 2005. ISBN 8073190540.  
 KULKA, T., CIPORANOV, D. (eds.): What is art? A text of 20th century Anglo-American aesthetics. Prague: Pavel Merhart Publishing House, 2010. ISBN 9788087378465.  
 NELSON, R., SHIFF, R. Critical concepts in art history. Bratislava: Foundation-Centre for Contemporary Art, Slovart, 2004. ISBN 807145978.  
 POSPISZYL, T. Before the image. Prague: OSVU, 1998. ISBN 802381296.

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 57

A	ABS	B	C	D	E	FX
75,44	0,0	19,3	0,0	1,75	1,75	1,75

**Lecturers:** doc. PhDr. Magdaléna Kvasnicová, PhD., Mgr. Miroslava Repiská, PhD.

**Last change:** 25.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde015/22	<b>Course title:</b> Traditional European Music
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 2 hours per week lecture, total 22 hours per semester, combined form (primarily full-time) Student workload: 11 x 2 hours of direct teaching (total: 22 hours); 14 hours of seminar paper preparation; 25 hours of mid-term assessment preparation; 25 hours of exam preparation. Total 86 hours of student work. Teaching methods: Combination of monological methods (lecturing, interpretation), situational methods (case studies) and guided self-study (solving assignments).	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: There will be two written seminar papers of 50 points each during the semester. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. Credit will not be awarded to a student who obtains less than 25 points in either of the two written seminar papers. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A - excellent performance, the student knows the basic concepts of the history of traditional European music, can apply what he/she has learned in theory to practice; the seminar papers meet all the criteria; critically evaluated;	

B - excellent performance, the student masters the basic concepts, but slight deficiencies are observed in the application of knowledge to practice - the student solves model situations with minor hesitations; slight deficiencies are observed in the seminar work; critical thinking is borderline;

C - good performance, the student has acquired the knowledge, but can only partially apply what he/she has learnt to practice; has problems with complex problem solving, the seminar work is deficient;

D - acceptable performance, the student has acquired knowledge only partially, has significant deficiencies in the problem, cannot apply what he/she has learned in practice, has problems solving model situations; his/her seminar work meets the minimum criteria;

E - minimally acceptable performance, the student has acquired minimal knowledge, he/she cannot transfer it adequately into practice;

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

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

This course in ethnomusicology focuses on traditional (folk) European music. The student will gain an overview of the history of folk song and music research in Europe and the development of views on the common ground and regional specificities of European traditional folk music. The student becomes oriented to the focal types and genres of the song tradition, instrumentation, solo and ensemble music and their basic musical and stylistic characteristics according to European regions and areas.

### **Class syllabus:**

Course outcomes of subject (content):

The concept of European folk music - the evolution of views and contemporary perspectives. History of documentation, sources and editorial projects in the field of traditional European folk music, with a focus on folk song. Styles and genres of folk vocal music. Musical instruments and instrumental music. Regional musical traditions and their basic ethnomusicological characteristics (selection).

### **Recommended literature:**

Compulsory readings:

ELSCHEK, O. Európske ľudové hudobné nástroje, ich historická a aktuálna tradícia. In: *Ethnologia Actualis Slovaca. Revue pre výskum etnických spoločností*, roč. 10, 2010, s. 56-79.  
ELSCHEKOVÁ, A. Európska ľudová piesňová tradícia (syntézy, teórie, metódy, žánre). In: *Ethnologia Actualis Slovaca. Revue pre výskum etnických spoločností*, roč. 10, 2010, s. 12-55.  
TYLLNER, L. *Tradiční hudba. Hledání kořenů*. Praha: Etnologický ústav AV ČR, 2010. ISBN 978-80-87112-43-4.

Recommended (of interest):

EMSHEIMER, E. - STOCKMANN, E. (eds.). *Handbuch der europäischen Volksmusikinstrumente*. Bd. I – IV. Leipzig: VEB Deutscher Verlag für Musik, 1967 – 1983.  
LING, J. *A History of European Folk Music*. Rochester: University of Rochester Press, 1997. ISBN 978-1-87822-77-2.  
STOCKMANN, D. (ed.). *Volks- und Populärmusik in Europa*. Laaber\_ Laaber-Verlag, 1992. ISBN 3-89007-030-2 / 3-89007-042-6.  
WIORA, W. *Europäischer Volksgesang. Gemeinsame Formen in charakteristischen Abwandlungen*. Das Musikwerk. Eine Beispielsammlung zur Musikgeschichte. Köln: Arno Volk Verlag, 1950.  
URBANCOVÁ, H. *Mariánske legendy v ľudovom speve*. Bratislava : AEP, 2007. ISBN 978-80-88880-75-2.

The New Grove Dictionary of Music and Musicians, passwords  
Sources of traditional music (written, pictorial, audio, audiovisual).  
Note: If the student has good language skills, we recommend working with the above-mentioned foreign literature.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 26

A	ABS	B	C	D	E	FX
65,38	0,0	15,38	19,23	0,0	0,0	0,0

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde015/22	<b>Course title:</b> Traditional European Music
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 2 hours per week lecture, total 22 hours per semester, combined form (primarily full-time) Student workload: 11 x 2 hours of direct teaching (total: 22 hours); 14 hours of seminar paper preparation; 25 hours of mid-term assessment preparation; 25 hours of exam preparation. Total 86 hours of student work. Teaching methods: Combination of monological methods (lecturing, interpretation), situational methods (case studies) and guided self-study (solving assignments).	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: There will be two written seminar papers of 50 points each during the semester. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. Credit will not be awarded to a student who obtains less than 25 points in either of the two written seminar papers. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A - excellent performance, the student knows the basic concepts of the history of traditional European music, can apply what he/she has learned in theory to practice; the seminar papers meet all the criteria; critically evaluated;	

B - excellent performance, the student masters the basic concepts, but slight deficiencies are observed in the application of knowledge to practice - the student solves model situations with minor hesitations; slight deficiencies are observed in the seminar work; critical thinking is borderline;

C - good performance, the student has acquired the knowledge, but can only partially apply what he/she has learnt to practice; has problems with complex problem solving, the seminar work is deficient;

D - acceptable performance, the student has acquired knowledge only partially, has significant deficiencies in the problem, cannot apply what he/she has learned in practice, has problems solving model situations; his/her seminar work meets the minimum criteria;

E - minimally acceptable performance, the student has acquired minimal knowledge, he/she cannot transfer it adequately into practice;

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

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

This course in ethnomusicology focuses on traditional (folk) European music. The student will gain an overview of the history of folk song and music research in Europe and the development of views on the common ground and regional specificities of European traditional folk music. The student becomes oriented to the focal types and genres of the song tradition, instrumentation, solo and ensemble music and their basic musical and stylistic characteristics according to European regions and areas.

### **Class syllabus:**

Course outcomes of subject (content):

The concept of European folk music - the evolution of views and contemporary perspectives. History of documentation, sources and editorial projects in the field of traditional European folk music, with a focus on folk song. Styles and genres of folk vocal music. Musical instruments and instrumental music. Regional musical traditions and their basic ethnomusicological characteristics (selection).

### **Recommended literature:**

Compulsory readings:

ELSCHEK, O. Európske ľudové hudobné nástroje, ich historická a aktuálna tradícia. In: *Ethnologia Actualis Slovaca. Revue pre výskum etnických spoločností*, roč. 10, 2010, s. 56-79.  
ELSCHEKOVÁ, A. Európska ľudová piesňová tradícia (syntézy, teórie, metódy, žánre). In: *Ethnologia Actualis Slovaca. Revue pre výskum etnických spoločností*, roč. 10, 2010, s. 12-55.  
TYLLNER, L. *Tradiční hudba. Hledání kořenů*. Praha: Etnologický ústav AV ČR, 2010. ISBN 978-80-87112-43-4.

Recommended (of interest):

EMSHEIMER, E. - STOCKMANN, E. (eds.). *Handbuch der europäischen Volksmusikinstrumente*. Bd. I – IV. Leipzig: VEB Deutscher Verlag für Musik, 1967 – 1983.  
LING, J. *A History of European Folk Music*. Rochester: University of Rochester Press, 1997. ISBN 978-1-87822-77-2.  
STOCKMANN, D. (ed.). *Volks- und Populärmusik in Europa*. Laaber\_ Laaber-Verlag, 1992. ISBN 3-89007-030-2 / 3-89007-042-6.  
WIORA, W. *Europäischer Volksgesang. Gemeinsame Formen in charakteristischen Abwandlungen*. Das Musikwerk. Eine Beispielsammlung zur Musikgeschichte. Köln: Arno Volk Verlag, 1950.  
URBANCOVÁ, H. *Mariánske legendy v ľudovom speve*. Bratislava : AEP, 2007. ISBN 978-80-88880-75-2.

The New Grove Dictionary of Music and Musicians, passwords  
Sources of traditional music (written, pictorial, audio, audiovisual).  
Note: If the student has good language skills, we recommend working with the above-mentioned foreign literature.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 26

A	ABS	B	C	D	E	FX
65,38	0,0	15,38	19,23	0,0	0,0	0,0

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde016/22	<b>Course title:</b> Traditional Non-European Music
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 2 hours per week lecture, total 22 per semester, combined form (primarily full-time) Student workload: 11 x 2 hours of direct teaching (total: 22 hours); 14 hours of seminar paper preparation; 25 hours of preparation for continuous assessment; 25 hours of exam preparation. Total 86 hours of student work. Teaching methods: Combination of monological methods (lecturing, interpretation), situational methods (case studies), and guided self-study (solving assignments).	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: There will be two written seminar papers of 50 points each during the semester. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. Credit will not be awarded to a student who obtains less than 25 points in either of the two written seminar papers. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required) A - excellent performance, the student knows the basic concepts of the history of traditional non-European music, can apply what he/she has learned in theory to practice; the seminar papers meet all the criteria; critically evaluated;	

<p>B - excellent performance, the student masters the basic concepts, but slight deficiencies are observed in the application of knowledge to practice - the student solves model situations with minor hesitations; slight deficiencies are observed in the seminar work; critical thinking is borderline;</p> <p>C - good performance, the student has acquired the knowledge, but can only partially apply what he/she has learnt to practice; has problems with complex problem solving, the seminar work is deficient;</p> <p>D - acceptable performance, the student has acquired knowledge only partially, has significant deficiencies in the problem, cannot apply what he/she has learned in practice, has problems solving model situations; his/her seminar work meets the minimum criteria;</p> <p>E - minimally acceptable performance, the student has acquired minimal knowledge, he/she cannot transfer it adequately into practice;</p> <p>Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes/ Objectives and learning outcomes:</p> <p>This course in ethnomusicology examines non-European musical cultures from the perspective of individual cultural and geographical areas. The student will gain a brief overview of selected circles of traditional non-European music in terms of historical development, socio-cultural and confessional background, focusing on the basic features of vocal and instrumental music.</p>
<p><b>Class syllabus:</b></p> <p>Course outcomes of subject (content):</p> <p>Cultural-geographical circuits of non-European music, delineation and regions. Brief characteristics by example of selected non-European musical cultures according to basic structure: general data (administrative divisions and demographics, history, religion); musical culture - regions, music theory, musical instruments, musical types and genres; tradition and present (East Asia: China, Japan, Korea. Southeast Asia: Indonesia. South Asia: India. Africa. Latin America. North America. Australia).</p>
<p><b>Recommended literature:</b></p> <p>Compulsory readings:</p> <p>JURKOVÁ, Z. Kapitoly o mimoevropské hudbě. Olomouc: Vydavatelství Univerzity Palackého, 1996. ISBN 80-7067-598-5.</p> <p>Recommended (of interest):</p> <p>RICE, T. Etnomuzikologie. Velmi krátký úvod. Praha: Nakladatelství Karolinum, 2020. ISBN 978-80-246-4596-4.</p> <p>Garland Encyclopedia of World Music, Vol. 1 – 10. New York: Taylor &amp; Francis Group. Routledge, 1997 – 2001.</p> <p>The New Grove Dictionary of Music and Musicians, passwords</p> <p>Sources of traditional music (written, pictorial, audio, audiovisual).</p> <p>Note: If the student has good language skills, we recommend working with the above-mentioned foreign literature.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 7						
A	ABS	B	C	D	E	FX
57,14	0,0	28,57	14,29	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KHV/M-KHVde016/22	<b>Course title:</b> Traditional Non-European Music
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 2 hours per week lecture, total 22 per semester, combined form (primarily full-time) Student workload: 11 x 2 hours of direct teaching (total: 22 hours); 14 hours of seminar paper preparation; 25 hours of preparation for continuous assessment; 25 hours of exam preparation. Total 86 hours of student work. Teaching methods: Combination of monological methods (lecturing, interpretation), situational methods (case studies), and guided self-study (solving assignments).	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: There will be two written seminar papers of 50 points each during the semester. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. Credit will not be awarded to a student who obtains less than 25 points in either of the two written seminar papers. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required) A - excellent performance, the student knows the basic concepts of the history of traditional non-European music, can apply what he/she has learned in theory to practice; the seminar papers meet all the criteria; critically evaluated;	

<p>B - excellent performance, the student masters the basic concepts, but slight deficiencies are observed in the application of knowledge to practice - the student solves model situations with minor hesitations; slight deficiencies are observed in the seminar work; critical thinking is borderline;</p> <p>C - good performance, the student has acquired the knowledge, but can only partially apply what he/she has learnt to practice; has problems with complex problem solving, the seminar work is deficient;</p> <p>D - acceptable performance, the student has acquired knowledge only partially, has significant deficiencies in the problem, cannot apply what he/she has learned in practice, has problems solving model situations; his/her seminar work meets the minimum criteria;</p> <p>E - minimally acceptable performance, the student has acquired minimal knowledge, he/she cannot transfer it adequately into practice;</p> <p>Fx - unacceptable performance, the student has not sufficiently mastered the content of education, or has not fulfilled the conditions set by the teacher during the semester.</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes/ Objectives and learning outcomes:  This course in ethnomusicology examines non-European musical cultures from the perspective of individual cultural and geographical areas. The student will gain a brief overview of selected circles of traditional non-European music in terms of historical development, socio-cultural and confessional background, focusing on the basic features of vocal and instrumental music.</p>
<p><b>Class syllabus:</b></p> <p>Course outcomes of subject (content):  Cultural-geographical circuits of non-European music, delineation and regions. Brief characteristics by example of selected non-European musical cultures according to basic structure: general data (administrative divisions and demographics, history, religion); musical culture - regions, music theory, musical instruments, musical types and genres; tradition and present (East Asia: China, Japan, Korea. Southeast Asia: Indonesia. South Asia: India. Africa. Latin America. North America. Australia).</p>
<p><b>Recommended literature:</b></p> <p>Compulsory readings:  JURKOVÁ, Z. Kapitoly o mimoevropské hudbě. Olomouc: Vydavatelství Univerzity Palackého, 1996. ISBN 80-7067-598-5.</p> <p>Recommended (of interest):  RICE, T. Etnomuzikologie. Velmi krátký úvod. Praha: Nakladatelství Karolinum, 2020. ISBN 978-80-246-4596-4.</p> <p>Garland Encyclopedia of World Music, Vol. 1 – 10. New York: Taylor &amp; Francis Group. Routledge, 1997 – 2001.</p> <p>The New Grove Dictionary of Music and Musicians, passwords</p> <p>Sources of traditional music (written, pictorial, audio, audiovisual).</p> <p>Note: If the student has good language skills, we recommend working with the above-mentioned foreign literature.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 7						
A	ABS	B	C	D	E	FX
57,14	0,0	28,57	14,29	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde012/22		<b>Course title:</b> Training of teachers' social skills				
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: per level/semester:</b> 24s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 120						
A	ABS	B	C	D	E	FX
91,67	0,0	1,67	2,5	0,0	0,0	4,17
<b>Lecturers:</b> doc. Mgr. Martin Kuruc, PhD.						
<b>Last change:</b> 22.04.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde012/22			<b>Course title:</b> Training of teachers' social skills			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 24s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 120						
A	ABS	B	C	D	E	FX
91,67	0,0	1,67	2,5	0,0	0,0	4,17
<b>Lecturers:</b> doc. Mgr. Martin Kuruc, PhD.						
<b>Last change:</b> 22.04.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de021/15			<b>Course title:</b> Visual Arts in practice			
<b>Educational activities:</b> <b>Type of activities:</b> excursion <b>Number of hours:</b> <b>per week: per level/semester:</b> 26s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 2						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KVV/M-VU-de021/15			<b>Course title:</b> Visual Arts in practice			
<b>Educational activities:</b> <b>Type of activities:</b> excursion <b>Number of hours:</b> <b>per week: per level/semester:</b> 26s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 2						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de017/22	<b>Course title:</b> Visual communication
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: 1 hour seminar, 2 hours tutorial; total 33 hours per semester, combined form; (primarily by attendance). Student workload: 1S+2C (3 credits): 11x3 hours of direct instruction is 33 hours, 12 hours of continuous assignment, 30 hours of term paper. Total of 75 hours of student work. Teaching Methods: Discussion of the presented topics, brainstorming, practical methods (graphic and, art work), digital portfolio creation, application of theoretical knowledge to practical procedures in the creation, instruction of technical procedures - tutorials, by the teacher and students.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with an assessment consisting of a practical presentation/defence of a term paper on a given topic. Theoretical knowledge in the field of visual communication 0-10b; preparation of a digital portfolio and communication with the teacher (in the context of teaching) 0-10b; ability to apply theoretical knowledge to implementation (continuous assignments and term paper) 0-70b; defense and archiving of a set of term papers 0-10b of the total course grade. During the semester there will be an interim assessment which counts towards the overall grade. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to complete any of the assigned topics. Grades are awarded on a scale of: A 100-91%, excellent - excellent results, the student can individually and creatively apply the acquired practical and theoretical knowledge of visual communication, has excellent technical skills in creating in vector graphic software, his work is conceptually clearly formulated, reflects the abstract and critical thinking of the student's personality;	

B 90-81%, very good - above average standard, the student has mastered the acquired principles and rules of visual communication, can work in vector graphic software necessary to complete the assignment, his/her work is conceptual in nature;

C 80-73%, good - normal reliable work, the student understands the principles of visual communication and basic technical procedures, but is unable to apply them comprehensively and creatively to assignments, conceptual thinking is weaker in the work;

D 72-66%, satisfactory - acceptable results, student understands only part of the principles and technical procedures of visual communication, but cannot apply them comprehensively and work individually on assignments, critical thinking is absent;

E (65-60%, satisfactory - results meet the minimum criteria), the student knows only a fraction of the principles and technical procedures of visual communication, cannot apply them even after repeated consultations with the teacher to complete the assignment, critical and creative thinking is absent;

Fx 59-0%, insufficient - extra work is required, student does not acquire even partial knowledge and principles of visual communication necessary for working on the assignment, cannot think critically and creatively.

### **Learning outcomes:**

Learning objectives and outcomes:

The aim of education within the above mentioned course is to gain theoretical knowledge and practical experience focused on working with the concept of visual communication as a space for sharing ideas through digital media.

After completing the course:

- Masters the skills, artistic techniques, or technologies of the individual areas of his/her subject specialization, focused on visual communication,
- has the ability of didactic interpretation of his/her specialisation,
- has the ability to independently design, organize and direct the educational process,
- can analyse, assess and implement elements of alternative educational programmes,
- can effectively communicate pedagogical and professional knowledge to the wider lay and professional community.
- Knows and analyzes the latest trends in contemporary design,
- is able to apply theoretical and practical knowledge of digital art media in an independent programmatic manner,
- is familiar with the principles of applying digital technologies in education.

### **Class syllabus:**

The course focuses on more complex graphic solutions, basic in visual communication, such as the cover of a book, the cover of a textbook, the visual design of a game, the visual design of a didactic aid, a poster and its expressive elements. The content of the course is to creatively and conceptually handle the visual elements of graphic design in the context of the resulting utilitarian work, which communicates externally and has a pedagogical character. The course aims to work theoretically and practically with the concept of visual communication as a space for sharing ideas through digital media.

### **Recommended literature:**

ČARNOKÝ, S., LONGAUER, L. Fonts SK: dizajn digitalizovaného písma na Slovensku.

Bratislava: Slovenské centrum dizajnu, 2018. ISBN 9788097017392.

HASHIMOTO, A., CLAYTON, M. Velká kniha digitální grafiky a designu. Brno: Computer press, 2009. ISBN 9788025121665.

HUSÁR, J., SOKOLOVÁ, K. Vizuálna kultúra a komunikácia: vysokoškolské učebné texty.

Banská Bystrica: Univerzita Mateja Bela, Pedagogická fakulta, 2011. ISBN 9788055703008.

KOLESÁR, Z. Kapitoly z dejín grafického dizajnu. Bratislava: Slovenské centrum dizajnu, 2006. ISBN 8096865854.

LONGAUER, E. Modernosť tradície 1. Úžitková grafika na Slovensku po roku 1918. Bratislava: Slovart, 2011. 352 s. ISBN 978-80-556-0331-5.

MIRZOEFF, N. Úvod do vizuální kultury. Praha: Academia, 2012. Vizuální studia, sv. 3. ISBN 9788020019844.

PECINA, M. Knihy a typografie. 3., rozš. vyd. Brno: Host, 2017. ISBN 9788075770400.

POULIN, R. Jazyk grafického designu. Praha: Slovart. 2012. ISBN 9788073915520.

SLÁDEK, A. Digital image - a new form in art and education = Digitálny obraz - nová matrica vo výtvarnom vzdelávaní. In: Horizonty umenia 5. Strenáčiková, M, ed. ; 1. vyd. – Banská Bystrica (Slovensko) : Akadémia umení. Fakulta múzických umení, 2018. – ISBN 978-80-8206-007-5.

SLÁDEK, A. Introduction to the evaluation specifics for assessing digital creations of students of art education = Úvod do problematiky špecifik hodnotenia digitálnej tvorby študentov výtvarnej výchovy. In: Horizonty umenia 7 : Zborník abstraktov z medzinárodnej vedeckej webovej konferencie / Strenáčiková, M. ed.; 1. vyd. – Roč. 7. – Banská Bystrica (Slovensko) : Akadémia umení. Fakulta múzických umení, 2020. – ISBN 978-80-8206-036-5.

ŠUPŠÁKOVÁ, B. Vizuálna gramotnosť. Brno: Tribun EU, 2015. ISBN 9788026309345.

TSELENTIS, J. Typografie: o funkci a užití písma. Praha: Slovart, 2014. ISBN 9788073918071.

Designum: časopis o dizajne/design magazine. Bratislava: Slovenské design centrum, 1993-2002, 2004. ISSN 1335-034X.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 28

A	ABS	B	C	D	E	FX
35,71	0,0	35,71	25,0	0,0	0,0	3,57

**Lecturers:** Mgr. art. Anabela Sládek, ArtD.

**Last change:** 25.10.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2022/2023	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KVV/M-VU-de017/22	<b>Course title:</b> Visual communication
<b>Educational activities:</b> <b>Type of activities:</b> practicals + seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: 1 hour seminar, 2 hours tutorial; total 33 hours per semester, combined form; (primarily by attendance). Student workload: 1S+2C (3 credits): 11x3 hours of direct instruction is 33 hours, 12 hours of continuous assignment, 30 hours of term paper. Total of 75 hours of student work. Teaching Methods: Discussion of the presented topics, brainstorming, practical methods (graphic and, art work), digital portfolio creation, application of theoretical knowledge to practical procedures in the creation, instruction of technical procedures - tutorials, by the teacher and students.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with an assessment consisting of a practical presentation/defence of a term paper on a given topic. Theoretical knowledge in the field of visual communication 0-10b; preparation of a digital portfolio and communication with the teacher (in the context of teaching) 0-10b; ability to apply theoretical knowledge to implementation (continuous assignments and term paper) 0-70b; defense and archiving of a set of term papers 0-10b of the total course grade. During the semester there will be an interim assessment which counts towards the overall grade. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to complete any of the assigned topics. Grades are awarded on a scale of: A 100-91%, excellent - excellent results, the student can individually and creatively apply the acquired practical and theoretical knowledge of visual communication, has excellent technical skills in creating in vector graphic software, his work is conceptually clearly formulated, reflects the abstract and critical thinking of the student's personality;	

B 90-81%, very good - above average standard, the student has mastered the acquired principles and rules of visual communication, can work in vector graphic software necessary to complete the assignment, his/her work is conceptual in nature;

C 80-73%, good - normal reliable work, the student understands the principles of visual communication and basic technical procedures, but is unable to apply them comprehensively and creatively to assignments, conceptual thinking is weaker in the work;

D 72-66%, satisfactory - acceptable results, student understands only part of the principles and technical procedures of visual communication, but cannot apply them comprehensively and work individually on assignments, critical thinking is absent;

E (65-60%, satisfactory - results meet the minimum criteria), the student knows only a fraction of the principles and technical procedures of visual communication, cannot apply them even after repeated consultations with the teacher to complete the assignment, critical and creative thinking is absent;

Fx 59-0%, insufficient - extra work is required, student does not acquire even partial knowledge and principles of visual communication necessary for working on the assignment, cannot think critically and creatively.

### **Learning outcomes:**

Learning objectives and outcomes:

The aim of education within the above mentioned course is to gain theoretical knowledge and practical experience focused on working with the concept of visual communication as a space for sharing ideas through digital media.

After completing the course:

- Masters the skills, artistic techniques, or technologies of the individual areas of his/her subject specialization, focused on visual communication,
- has the ability of didactic interpretation of his/her specialisation,
- has the ability to independently design, organize and direct the educational process,
- can analyse, assess and implement elements of alternative educational programmes,
- can effectively communicate pedagogical and professional knowledge to the wider lay and professional community.
- Knows and analyzes the latest trends in contemporary design,
- is able to apply theoretical and practical knowledge of digital art media in an independent programmatic manner,
- is familiar with the principles of applying digital technologies in education.

### **Class syllabus:**

The course focuses on more complex graphic solutions, basic in visual communication, such as the cover of a book, the cover of a textbook, the visual design of a game, the visual design of a didactic aid, a poster and its expressive elements. The content of the course is to creatively and conceptually handle the visual elements of graphic design in the context of the resulting utilitarian work, which communicates externally and has a pedagogical character. The course aims to work theoretically and practically with the concept of visual communication as a space for sharing ideas through digital media.

### **Recommended literature:**

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HASHIMOTO, A., CLAYTON, M. Velká kniha digitální grafiky a designu. Brno: Computer press, 2009. ISBN 9788025121665.

HUSÁR, J., SOKOLOVÁ, K. Vizuálna kultúra a komunikácia: vysokoškolské učebné texty. Banská Bystrica: Univerzita Mateja Bela, Pedagogická fakulta, 2011. ISBN 9788055703008.

KOLESÁR, Z. Kapitoly z dejín grafického dizajnu. Bratislava: Slovenské centrum dizajnu, 2006. ISBN 8096865854.

LONGAUER, E. Modernosť tradície 1. Úžitková grafika na Slovensku po roku 1918. Bratislava: Slovart, 2011. 352 s. ISBN 978-80-556-0331-5.

MIRZOEFF, N. Úvod do vizuální kultury. Praha: Academia, 2012. Vizuální studia, sv. 3. ISBN 9788020019844.

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SLÁDEK, A. Introduction to the evaluation specifics for assessing digital creations of students of art education = Úvod do problematiky špecifik hodnotenia digitálnej tvorby študentov výtvarnej výchovy. In: Horizonty umenia 7 : Zborník abstraktov z medzinárodnej vedeckej webovej konferencie / Strenáčiková, M. ed.; 1. vyd. – Roč. 7. – Banská Bystrica (Slovensko) : Akadémia umení. Fakulta múzických umení, 2020. – ISBN 978-80-8206-036-5.

ŠUPŠÁKOVÁ, B. Vizuálna gramotnosť. Brno: Tribun EU, 2015. ISBN 9788026309345.

TSELENTIS, J. Typografie: o funkci a užití písma. Praha: Slovart, 2014. ISBN 9788073918071.

Designum: časopis o dizajne/design magazine. Bratislava: Slovenské design centrum, 1993-2002, 2004. ISSN 1335-034X.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 28

A	ABS	B	C	D	E	FX
35,71	0,0	35,71	25,0	0,0	0,0	3,57

**Lecturers:** Mgr. art. Anabela Sládek, ArtD.

**Last change:** 25.10.2022

**Approved by:**