

# Course descriptions

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## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-207/15	<b>Course title:</b> Bibliometrics and Scientometrics
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 1 <b>per level/semester:</b> 28 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Attendance and participation– A maximum of two absences with documentation are accepted. Assessment - max. 100 points (50% preliminary / 50% final) Assignments: a) during the semester <ul style="list-style-type: none"> <li>• 2 assignments during the semester (2 x 15 points)</li> <li>• project – a bibliometric analysis of publications related to selected topic through relevant records registered in citation databases – 20 points (submission – last week of the semester)</li> </ul> b) in the examination period <ul style="list-style-type: none"> <li>• test – 50%</li> <li>• The dates for the final test will be announced through AIS no later than in the last week of the semester.</li> </ul> All parts of the evaluation are mandatory. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: <ul style="list-style-type: none"> <li>• A 100% - 92%</li> <li>• B 91% - 84%</li> <li>• C 83% - 76%</li> <li>• D 75% - 68%</li> <li>• E 67% - 60%</li> <li>• FX 59% - 0%</li> </ul> Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students have the theoretical and practical knowledge needed to use mathematical and statistical methods in the analysis of scientific communication. They are acquainted with problematic aspects of the use of quantitative bibliometric methods in the evaluation of researchers and institutions based on publishing activities and obtained citations. They can practically export and edit data from citation databases, apply appropriate bibliometric methods in data analysis with respect to the	

research goal. They know how to use bibliometric software, visualize the results of bibliometric analyzes and interpret them.

**Class syllabus:**

1. History and theoretical basis of bibliometrics.
2. Bibliometric laws.
3. Methods and techniques used in bibliometrics, bibliographic coupling, co-citation analysis.
4. Citation analysis, citation theories.
5. Bibliometric data sources, citation databases.
6. Bibliometrics application domains.
7. Descriptive bibliometrics - science mapping.
8. Evaluative bibliometrics, bibliometric indicators.
9. Characteristics of bibliometric research.
10. Data processing and visualization.
11. Webometrics
12. Altmetrics

**Recommended literature:**

- ONDRIŠOVÁ, Miriam. Bibliometria [online]. Bratislava : Stimul, 2011 [cit. 31.10.2021]. 133 s. ISBN 978-80-8127-035-2. Available at: [http://stella.uniba.sk/texty/MO\\_bibliometria.pdf](http://stella.uniba.sk/texty/MO_bibliometria.pdf)
- ONDRIŠOVÁ, M. Alternatívne hodnotenia vplyvu vedeckých výstupov vo webovom prostredí. In: Knižničná a informačná veda 26, Bratislava : Univerzita Komenského, 2016, s. 28-44. Available at: [https://fphil.uniba.sk/fileadmin/fif/katedry\\_pracoviska/kkiv/Publikacie/KaIV/KIV26\\_28.pdf](https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/kkiv/Publikacie/KaIV/KIV26_28.pdf)
- GLÄNZEL, W. Bibliometrics as a research field : A course on theory and application of bibliometric indicators[online]. 2002. Available at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.97.5311&rep=rep1&type=pdf>
- DÍAZ-FAES, A. A., BOWMAN, T. D., & COSTAS, R. Towards a second generation of ‘social media metrics’: Characterizing Twitter communities of attention around science. In: PloS one, 14(5), 2019. e0216408.
- VAN RAAN A. Measuring Science: Basic Principles and Application of Advanced Bibliometrics. In: Glänzel W., Moed H.F., Schmoch U., Thelwall M. (eds) Springer Handbook of Science and Technology Indicators. Springer Handbooks. Springer, Cham, 2019. Available at: [https://doi.org/10.1007/978-3-030-02511-3\\_10](https://doi.org/10.1007/978-3-030-02511-3_10)

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 285

A	B	C	D	E	FX
21,05	21,4	24,91	16,14	13,33	3,16

**Lecturers:** Ing. Miriam Ondrišová, PhD.

**Last change:** 25.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-136/14	<b>Course title:</b> Cataloguing Cultural Heritage
<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> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> during the semester - paper (30 points) on the design of incunabula: a) incunabula, rare print, ephemera, facsimile, concolute, bound in , provenance, epithalamium, epicedium, fingerprint, marginalia b) codex, imprint, colophon, dedication, exlibris, supralibros, possessory record (record), signet, approbation, chronogram, chronostych, abbreviation c) postincunabula, format, signature, pagination, catchword, running header, watermark, foreign exchange, imprimatur, ligature, d) paleotype, initial, frieze, vignette, woodcut, engraving, frontispiece, reprint, provenance The content of the paper will be the definition, citation and pictorial material. b) the task of the typographic disposition of the rare print (30 points) - marking the elements of the typographic disposition on 3 pieces of digitized title pages of the old print Dates: the paper will be presented in the 2nd week of teaching period, the assignment is submitted in the credits assignment week. The student is required to complete both types of assessment, which add up. Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A The teacher will accept a maximum of two absences with documentation. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of this course, student understands the basic terminology related to rare prints in the context of their design. He knows the specifics of cataloging of rare prints in the MARC21 format according to RDA rules. He can manage the descriptive cataloging of rare prints as far as the creation of name historical authority records. he also can identify the basic bibliographic data on the front page of the rare print.	
<b>Class syllabus:</b>	

1. Cultural heritage: definitions, division, legislative framework, guarantors.
2. Historical library document, historical library fund.
3. Definition of rare prints for manuscript books, incunabula and postincunabula. Common features and differences.
4. Basic terms related to the design and processing of rare prints (incipit, edition, reprint, format...).
5. Standardization of rare print cataloging (development of ISBD (A), AACR 2, RDA standards).
6. Methodology of cataloging rare prints according to Slovak National Library - basic rules.
7. MARC 21 - bibliographic format and its fields for rare prints.
8. Creation of access points for rare prints. The importance of building a database of authorities.
9. Fingerprint as a tool to identify copies of one edition.
10. The current state of cataloging rare prints in Slovakia and abroad.
11. Retrospective national bibliographies.
12. The title page of the rare prints as a typographic disposition.

**Recommended literature:**

- ISBD (A): medzinárodný štandardný bibliografický popis pre staré tlače (antikváriá). 1. vyd. v slovenčine. Martin: Matica Slovenská, Slovenská národná knižnica, Národný bibliografický ústav, 1995. ISBN 80-7090-915-6.
- LICHNEROVÁ, L. Fingerprint ako nástroj na identifikáciu starých tlačí. In: Knižnica. 2005, 6(10), 29-33. Available also at: [http://www.snk.sk/swift\\_data/source/casopis\\_kniznica/2005/august/06.pdf](http://www.snk.sk/swift_data/source/casopis_kniznica/2005/august/06.pdf)
- MARC 21 [online]. Washington: The Library of Congress, 2005- [cit. 2014-01-14]. Available at: <http://www.loc.gov/marc/>
- Metodika spracovania historických tlačí vo formáte MARC 21 [online]. Martin: Slovenská národná knižnica, Národná bibliografia – Oddelenie spracovania starých tlačí, 2014 [cit. 2017-04-04]. Available at: <http://www.snk.sk/sk/informacie-pre/kniznice-a-knihovnikov/metodika-pre-narodnu-bibliografiu.html>
- VOIT, P. Nauka o starých tiscích [online]. Praha: Ústav informačních studií a knihovnictví FF UK v Praze, 2007 [cit. 2020-04-05]. Available at: [https://sites.ff.cuni.cz/uisk/wp-content/uploads/sites/62/2016/01/Nauka-o-star%c3%bdch-tisc%c3%adch\\_Voit.pdf](https://sites.ff.cuni.cz/uisk/wp-content/uploads/sites/62/2016/01/Nauka-o-star%c3%bdch-tisc%c3%adch_Voit.pdf)

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 82

A	B	C	D	E	FX
46,34	34,15	10,98	7,32	0,0	1,22

**Lecturers:** doc. Mgr. Lucia Lichnerová, PhD.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-234/22	<b>Course title:</b> Data Management
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Attendance and participation– A maximum of two absences with documentation are accepted. Assignments: - 2 assignments during the semester (2 x 20 points) - project: Data management plan for own research project. (The student can choose the topic of the project; it is recommended to choose the topic of the diploma theses or seminar paper) – 40 points (submission – week before end of the semester) - Presentation of a selected topic (topics will be announced at the beginning of the semester, the fixed date of the presentation will be set in the 3rd week of the semester) All parts of the evaluation are mandatory. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: <ul style="list-style-type: none"> <li>• A 100% - 92%</li> <li>• B 91% - 84%</li> <li>• C 83% - 76%</li> <li>• D 75% - 68%</li> <li>• E 67% - 60%</li> <li>• FX 59% - 0%</li> </ul> Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, the student has theoretical and practical knowledge in the field of data management, which is applicable in academic, information and commercial organizations. She/he understands the diversity of data and the necessity to manage it throughout the data lifecycle. She/he has an overview of different types and formats of data and the suitability of their use in terms of long-term storage. She/he can create a data management plan using available software tools. She/he understands the importance of documentation and metadata for data sharing and reuse, has knowledge of legal and ethical aspects of data management.	
<b>Class syllabus:</b> 1. Data management - background, goals, concepts	

2. Data - lifecycle, types, formats
3. Data organization - conventions of data file names, standard work processes in data management
4. Metadata and documentation - metadata standards
5. Data storage, backup, and security
6. Data management plan - creation, recommendations
7. Data management plan - software tools
8. Legal and ethical aspects of data
9. Data sharing and reuse
10. Data archiving
11. Open science, open access, open data

**Recommended literature:**

- LEENARTS, Ellen a et. al. Data Management Expert Guide. In: Ceesda: Training [online]. 2020. Dostupné z: <https://www.cessda.eu/Training/Training-Resources/Library/Data-Management-Expert-Guide>
- DMPonline [online]. Digital Curation Center, 2021. Available at: <https://dmponline.dcc.ac.uk/>
- Mantra: Research Data Management Training [online]. University of Edinburgh, 2021. Available at: <https://mantra.ed.ac.uk/>
- Presentations available in Moodle.

**Languages necessary to complete the course:**

Slovak; knowledge of English (B1 level) is required to work with the recommended literature.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 19

A	B	C	D	E	FX
47,37	31,58	21,05	0,0	0,0	0,0

**Lecturers:** Ing. Miriam Ondrišová, PhD.

**Last change:** 19.02.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-233/22	<b>Course title:</b> Data Modeling
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 1 <b>per level/semester:</b> 28 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KKIV/A-moIS-204/15	
<b>Course requirements:</b> Attendance and participation– A maximum of two absences with documentation are accepted. Assessment - max. 100 points Assignments: a)during the semester o project - database structure design using entity-relational model, relational model, SQL queries, project presentation – 30 points (submission and presentation – week before end of the semester) b)in the examination period o test – 70 points o The dates for the final test will be announced through AIS no later than in the last week of the semester. All parts of the evaluation are mandatory. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: • A 100% - 92% • B 91% - 84% • C 83% - 76% • D 75% - 68% • E 67% - 60% • FX 59% - 0% Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> After completing the course, the student has theoretical knowledge of basic concepts, approaches and tools for modeling and design of database structures. She/he has knowledge of the properties and architecture of database systems. She/he has an overview of data protection and security methods. She/he can design the database structure using entity-relational and relational data model and then implement it in the database system She/he can formulate queries using the SQL query language. She/he understands the principles of object-oriented approach to data modeling. She/he	



has knowledge of the possibilities of modeling and analysis of inactive data using OLAP and data mining.

**Class syllabus:**

1. Properties and architecture of database systems.
2. Typology of database management systems, data protection and security.
3. Entity–relationship model, entity, relationship, attributes
4. Relational data model, normalization.
5. Internal data organization, indexing.
6. Implementation of relational model in relational database system, types, and properties of fields.
7. SQL language - SELECT statement conditions, aggregate functions.
8. SQL language - SELECT statement, JOIN.
9. SQL language - INSERT, UPDATE, CREATE statements
10. Object data model - objects, classes, relationships, object-relational DBMS, object-oriented DBMS.
11. OLAP, OLTP, data warehouses, data models, principles, and methods of data mining.
12. NoSQL database

**Recommended literature:**

- Presentations available in Moodle.
- RAMAKRISHNAN,R., GEHRKE,J. Database Management Systems 3rd ed. Mcgraw-Hill 2003. ISBN:0072465352 [http://pages.cs.wisc.edu/~dbbook/openAccess/thirdEdition/supporting\\_material.htm](http://pages.cs.wisc.edu/~dbbook/openAccess/thirdEdition/supporting_material.htm)
- RIORDAN, R. M. Vytváříme relační databázové aplikace. Praha: Computer Press, 2000. 280s. ISBN 80-7226-360-9
- HERNANDEZ, M. J. Návrh databází. Praha : Grada, 2006.
- OPPEL, A. Databáze bez předchozích znalostí. Brno: Computer Press, 2006.
- Database Management Systems [online].2013. Available at: [http://www.lincoste.com/ebooks/english/pdf/computers/database\\_management\\_systems.pdf](http://www.lincoste.com/ebooks/english/pdf/computers/database_management_systems.pdf)

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 109

A	B	C	D	E	FX
15,6	19,27	22,02	14,68	23,85	4,59

**Lecturers:** Ing. Miriam Ondrišová, PhD.

**Last change:** 26.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-206/15	<b>Course title:</b> Developing Information Products
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 1 <b>per level/semester:</b> 28 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) During the semester / continuous evaluation: Active participation in lectures and seminars, delivery of continuous tasks for class discussions and for support of information creativity. 1. Presentation of a review of a selected document and delivery of a written review 2. Delivery of a final written paper – analysis on a selected topic, (18000 signs, 10 pages, 100 points). 3. Test/ written exam (2 questions from the theory). b) In the examination period: Final oral examination (1 question related to the topic of paper) Evaluation of papers / analyses: content (30), structure (20), analysis (20), interpretation, style (20), reference (10): max. 100 points, min. 55 points. Evaluation of presentations of reveiws: 3-0. Tests: 2 questions: max. 20 points, min. 11 points. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for the presentations and test will be announced no later than in the last week of the instruction period. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. The teacher will accept a maximum of two absences with documentation. Grading scale: A (100-92 %), B (91-85 %), C (84-76 %), D (75-68 %), E (67->60 %), Fx (≤ 60 %), Scale of assessment (preliminary/final): 60 % / 40 % (continuous / final)	
<b>Learning outcomes:</b> After the completion of the subject the students will be able understand theoretical background of human creativity, information analysis and information products, including their typology, methodologies, models and contexts of use. They will learn methodology of development of information products and will apply methodology for the development of a selected information product (review, information analysis). Students will actively participate in creative tasks and apply methodologies in creative writing of selected texts and in analyses and syntheses of information.	
<b>Class syllabus:</b> Basic concepts: information products. Information analysis. Value-added processes. Derivative information. Definitions of information products, wider, sense, narrower sense. Characteristics and components of information products. Information products in digital environment. Consolidation of information.	

Basic backgrounds of the psychology of human creativity. Brief history, main authors, models. Historical directions (associationism, gestaltism). Biological, cognitive, social sources of human creativity. J.P. Guilford, integrative selected models of creativity.

Types of information products in contexts of science, education, business, etc. Analytical studies, summaries, reviews, information reports. Signal products, reviews, special products. Research reports. Argumentation essays.

Selections and evaluation of information. Selections of information resources. Evaluation of information (objective, subjective criteria). Evaluation of texts (methods based on users, texts).

Diagnosing of user information needs. Preparation for information products. Characteristics of the diagnosis. Dialogue with a user, reference interview.

Information analysis and synthesis. Types of information analyses. Analysis (deconstructing information into components). Synthesis (condensation of information).

Methodology of development of information products. Traditional applied methodology (preparation, analyses, creation, finalization). New methodology (components of the information products). Methodology of development of research reports.

Creativity of information professionals. Information creativity. Heuristics methodologies. Research creativity. Creative information ecologies. Trends in developing information products. Open science, digital scholarship. Information environment.

### **Recommended literature:**

Informačná veda. Výkladový slovník. 2020. Editori Jela Steinerová, Miriam Ondrišová.

Autori: Jela Steinerová, Jaroslav Šušol, Pavol Rankov, Lucia Lichnerová, Ľudmila Hrdináková, Miriam Ondrišová, Marta Špániová, Katarína Buzová, Andrea Hrkčková. Bratislava: Univerzita Komenského v Bratislave, 2020. 278 s. ISBN 978-80-223-4866-9.

STEINEROVÁ, Jela. (1998). Tvorba informačných produktov : nové prístupy informačnej vedy. Bratislava : CVTI, 1998. 130s. ISBN 80-85165-73-2.

STEINEROVÁ, Jela, Grešková, Mirka, Ilavská, Jana. (2010). Informačné stratégie v elektronickom prostredí. Bratislava: UK, 2010. 192 s.

STEINEROVÁ, Jela. (2015). Looking for Creative Information Strategies and Ecological Literacy. In: Information Literacy: Moving Toward Sustainability. ECIL 2015. Cham: Springer 2015, 3-12.

STEINEROVÁ, Jela. (2011). Information products in the electronic environment: from user experience to information ecology. In: Bezpieczna, innowacyjna i dostępna informacja. Perspektywy dla sektora usług informacyjnych w społeczeństwie wiedzy. Red. D. Pietruch-Reies, W. Babik, R. Fraczek. Katowice, PTIN – Polish Society of Scientific Information 2011, 68-76.

STEINEROVÁ, Jela. (2018). Informačné prostredie a vedecká komunikácia: informačné ekológie. Bratislava: UK, 2018. 230 s. ISBN 978-80-223-4445-6.

PICKARD, Alison Jane. (2013). Research Methods in Information. 2nd ed. London: Facet 2013. 361 s. ISBN 978-1-85604-813-2.

Further reading:

Steinerová, Jela. (2018). Qualitative Methods in Information Research: a Study of Research Creativity. In: Qualitative and Quantitative Methods in Libraries [elektronický dokument]- Roč. 7, č. 1 (2018), s. 87-99., ISSN241-1925

DACEY, J.S., LENNON, K.H. (2000). Kreativita. Praha: Grada Publ., 2000. 250s.

SZOBIOVÁ, Eva. (2004). Tvorivosť. Od záhady k poznaniu. Chápanie, zisťovanie a rozvíjanie tvorivosti. Bratislava: Stimul, 2004. 371 s. ISBN 80-88982-72-3.

KÖNIGOVÁ, Marie. (2007). Tvořivost. Techniky a cvičení. Praha: Grada, 2007. 188s. ISBN 9788024716527

HOWKINS, John. (2009). Creative Ecologies. Where Thinking is a Proper Job. New Brunswick: Transaction Publishers 2009. 161 s. ISBN 978-1-4128-1428-7.

STEINEROVÁ, Jela. (2017). Modelling Information Environment in Ecological Contexts: a Qualitative Study of Information behaviour of Researchers in Slovakia. In: Steinerová, J. (ed.). Knižničná a informačná veda 27.

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 285

A	B	C	D	E	FX
12,28	19,3	25,26	23,16	17,19	2,81

**Lecturers:** prof. PhDr. Jela Steinerová, PhD.

**Last change:** 26.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-235/22	<b>Course title:</b> Digital Libraries
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The teacher will accept a maximum of two absences in case they are supported with relevant documentation. Assessment – student can obtain max. 30 points overall. Assignments: 1. three small assignments during the semester (DL architectures and models, DL standards, DL research), each up to 5 points – 15 points overall 2. final test – 15 points – in the last week of the instruction period Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The students gain knowledge on digital libraries, their characteristics and principal components. They understand the principles of technology, processes and procedures in the area of digitisation and preservation of digital objects, essential applications and services of digital libraries. They master basic processes of digital libraries planning, implementation and evaluation. They have insight into related activities connected with digital rights and access management issues. They have an opportunity to try in practice activities carried out in connection with digital libraries development and maintenance.	
<b>Class syllabus:</b> Digital libraries – rise and development, conceptual frameworks, definitions, theories. Digital libraries - architectures, models. Digital libraries - technologies, components – identifiers, interoperability, metadata. Standards, legislative issues (intellectual property, DRM, access management). Digital objects, formats, resources, digitisation. Planning and implementation of a digital library project, evaluation. Digital resources preservation. Representative digital libraries projects in the world. Research in the area of digital libraries.	

Software for digital libraries.  
Digital libraries in education and research.

**Recommended literature:**

- Park, N., Roman, R., Lee, S., & Chung, J. E. (2009). User acceptance of a digital library system in developing countries: An application of the technology acceptance model. *International Journal of Information Management*, 29(3), 196-209. <https://doi.org/10.1016/j.ijinfomgt.2008.07.001>
- Gonçalves, M. A., Moreira, B. L., Fox, E. A., & Watson, L. T. (2007). "What is a good digital library?" – A quality model for digital libraries. *Information Processing & Management*, 43(5), 1416-1437. <https://doi.org/10.1016/j.ipm.2006.11.010>
- Sheikhshoei, F., Naghshineh, N., Alidousti, S., & Nakhoda, M. (2018). Design of a digital library maturity model (DLMM). *Electronic Library*, 36(4), 607-619. <https://doi.org/10.1108/EL-05-2017-0114>
- Gonçalves, M., Fox, E., Watson, L., & Kipp, N. (2004). Streams, structures, spaces, scenarios, societies (5s): A formal model for digital libraries. *ACM Transactions on Information Systems*, 22(2), 270-312. <https://doi.org/10.1145/984321.984325>
- ROWLANDS, I. & BAWDEN, D. (1999). Digital Libraries: A Conceptual Framework. , 49(4), 192-202. <https://doi.org/10.1515/libr.1999.49.4.192>
- Lynch, C. (2002). Digital Collections, Digital Libraries & the Digitization of Cultural Heritage Information. , 31(4), 131-145. <https://doi.org/10.1515/MFIR.2002.131>
- Huang, K. H. (Ed.). (2011). Digital Libraries: Methods and Applications. BoD–Books on Demand.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** prof. PhDr. Jaroslav Šušol, PhD.

**Last change:** 26.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-boIS-027/15	<b>Course title:</b> Excursion to a Foreign Library
<b>Educational activities:</b> <b>Type of activities:</b> excursion <b>Number of hours:</b> <b>per week: 8 per level/semester: 112</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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> excursion in a foreign library - 15 points Students will receive an evaluation based on participation in the excursion (8 points) and participation in the organization of the excursion (7 points). Participation in the excursion is mandatory. Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A Note: fees associated with the excursion are paid by the student (trip, food, entrance fee) Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student has knowledge of the origin, history and mission of the selected foreign library. He knows the processes and problems of library services and library management. He has knowledge of the existence, protection and digitization of historical collections in the selected library. He is able to confront the acquired knowledge with the current state of libraries of the same type in Slovakia and can draw relevant conclusions and recommendations.	
<b>Class syllabus:</b> 1. Origin, history and mission of the library. 2. Library services, including electronic services, access to information resources. 3. Historical book collections. Protection. Restoration and conservation. 4. Digitization of documents. Digitization of cultural heritage.	
<b>Recommended literature:</b> website of the selected foreign library	
<b>Languages necessary to complete the course:</b> Slovak	
<b>Notes:</b>	

<b>Past grade distribution</b>					
Total number of evaluated students: 143					
A	B	C	D	E	FX
85,31	9,79	0,7	0,0	0,0	4,2
<b>Lecturers:</b> PhDr. Ľudmila Hrdináková, PhD., doc. Mgr. Lucia Lichnerová, PhD.					
<b>Last change:</b> 23.06.2022					
<b>Approved by:</b>					



## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-218/15	<b>Course title:</b> History of Book Distribution
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester: - a presentation and written paper on the history of bookseller activities in Slovakia. The paper can be focused either on bookseller activities in Slovakia until the end of the 17th century in a selected geographical area (Bratislava, Trnava, Košice, Bardejov, Levoča, Prešov, Banská Bystrica, Kremnica, Banská Štiavnica, etc.) or on the analysis and interpretation of specific sources for research into the history of book distribution. Total points: 30; presentation: 15 points, written paper: 15 points Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A The exact date and topic of the evaluation will be announced at the beginning of the semester. The teacher will accept a maximum of two absences with documentation. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After successfully completing the course, the student has knowledge of the history of book distribution in Europe and Slovakia until the end of the 18th century. He understands the principles of each type of bookstores and activities of the different types of booksellers. He masters the work with historical sources for research in the history of book distribution, understands their meaning and limits.	
<b>Class syllabus:</b> 1. Book trade, book distribution: definition, functions. 2. Development of book distribution in Europe in the period of the manuscript book. 3. The development of book distribution in Europe in the period after the invention of book printing until the 18th century. 4. Types of book trade in terms of book storage mobility and financial models. 5. Prototypes of booksellers until the end of the 18th century. 6. Book announcements as the first advertising tools in 15th century book distribution.	

7. Book "catalogs" and list wills as sources for book distribution research: possibilities and limitations.
  8. Legislation and correspondence as sources for book distribution research: possibilities and limitations.
  9. Rare books, archival records of litigations, guild records and their importance in research of book distribution.
  10. The most important booksellers in East Slovak cities in the 15th - 18th century and their distribution activities.
  11. The most important booksellers in West Slovak cities in the 15th - 18th century and their distribution activities.
  12. The most important booksellers of mining towns in Slovakia in the 15th - 18th century and their distribution activities.
- The seminars are focused on the analysis of sources on the history of book distribution.

**Recommended literature:**

Teacher presentations available in Moodle or MS TEAMS.

- KUZMÍK, J. Knižná kultúra na Slovensku v stredoveku a renesancii. Martin: Matica slovenská, 1987.
- LICHNEROVÁ, L. Knižné oznámenia 15. storočia ako nástroj komunikačnej politiky. 1. časť. In: Studia Bibliographica Posoniensia 2012. Bratislava: Univerzitná knižnica, 2012, s. 23-41.
- LICHNEROVÁ, L. Knižné oznámenia 15. storočia ako nástroj komunikačnej politiky. 2. časť. In: Studia Bibliographica Posoniensia 2013. Bratislava: Univerzitná knižnica, 2013, s. 22-41.
- LICHNEROVÁ, L. Knižný obchod a distribučné formy v Európe v inkunábulovom období. In: Studia bibliographica Posoniensia. Bratislava: Univerzitná knižnica, 2015, s. 69-86. ISBN 978-80-89303-47-2.
- LICHNEROVÁ, L. Knižkupecké povolania na európskom knižnom trhu 15. storočia. In: Knižnica. 2015, roč. 16, č. 3, s. 54-63. ISSN (print) 1335-7026.
- Papers on the history of book distribution published in proceedings Kniha and Knižničný zborník.
- Further literature will be provided to students according to the focus of the paper.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 34

A	B	C	D	E	FX
70,59	11,76	8,82	0,0	2,94	5,88

**Lecturers:** doc. Mgr. Lucia Lichnerová, PhD.

**Last change:** 14.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-222/15	<b>Course title:</b> History of Typographic Media
<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> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the semester (30 points): a paper about a selected issue in the field of history of typographic media b) in the examination period (70 points): elaboration and presentation of seminar work Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for presentation of seminar work will be announced through AIS no later than in the last week of the instruction period. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> After successfully completing the course, the student knows the historical development of the typographic medium and understands the social influences on the typographic medium in the various stages of development. He has knowledge of the most important milestones in the history of printing and publishing of typographic media in Slovakia from the beginning to 1918, in the European context. Student understands the typology and social functions of the typographic medium. He masters the methodology of research in the history of typographic culture and is capable of independent research in this area.	
<b>Class syllabus:</b> Class syllabus: 1. History of typographic media in the system of history of book culture 2. The beginnings of book printing in Europe. The most important printing centers of the 15th and 16th centuries 3. The beginnings of book printing in Slovakia in the 15th century 4. Overview of the development of the typographic medium in Slovakia in the 16th - 17th century: the confessional stage of the development of the bookprinting, the influence of the Reformation and the Counter-Reformation, the beginnings of the bookprinting in Slovak language 5. Typographies of the 18th century. The contribution of printers and publishers of Enlightenment in the field of cultivating the Slovak language	

6. Development of the typographic medium in Slovakia from the 19th century to 1918. The influence and importance of typographic activity in the period of the Slovak national revival
7. Social influences on the development of typographic media
8. Censorship and regulation of typographic media
9. Typology and social functions of typographic media
10. Methodology and sources of research in the history of typographic culture
11. The state of research into the history of typographic media and typographic culture in Slovakia
12. Importance of retrospective bibliography for researches of the history of typographic media
13. Presentation of seminar work

**Recommended literature:**

- AUGUSTÍNOVÁ, Eva (ed.). Základný výskum historických knižných dokumentov a fondov : Výskumný projekt Pamäť Slovenska – národné centrum excelentnosti výskumu, ochrany a sprístupňovania kultúrneho a vedeckého dedičstva. Žilinská univerzita: Fakulta humanitných vied, 2013. 296 s. ISBN 978-80-8162-000-3.
- BACHLEDOVÁ, M. K metodológii skúmania v humanitných vedách. In: Prekladateľské listy 6: teória, kritika, prax prekladu. Bratislava: Univerzita Komenského, 2017. S. 9-26. ISBN 978-80-223-4293 -3.
- BADA, Michal: Slovenské dejiny II: 1526-1780. Bratislava: Literárne informačné centrum, 2017. 385 s. ISBN 978-80-8119-103-9.
- BREZA, V. Tlačiarne na Slovensku 1477-1996. Bratislava: Univerzitná knižnica, 1997. 214 s. ISBN 80-85170-25-6.
- FRIMMOVÁ, Eva: Počiatky kníhtlače na Slovensku. In: Sborník Národního muzea v Praze [seriál]. - ISSN 0036-5335. - Řada C - Literární historie, roč.57 (2012), č. 1-2, s. 108-112. Dostupné na internete: <https://publikace.nm.cz/file/65a1a436d3f30f92b6e261f095d3eaf5/17755/ISSN%200036-5351%201-2%202012%20p.%20108-112.pdf>
- KOLLÁROVÁ, I. Slobodný vydavateľ, mysliaci čitateľ : Typografické médium v jozefínskej dobe. Budmerice : Vydavateľstvo Rak, 2013. 296 s. ISBN 978-80-85501-57-5.
- KOLLÁROVÁ, I. Vydavatelia v 18. storočí : Trilógia k dejinám typografického média. Bratislava : Veda, 2006. 182 s. ISBN 80-224-0889-1.
- KOLLÁROVÁ, I. Cenzúra kníh v tereziánskej epoche. Bratislava: ÚK SAV, 2009. 132 s. ISBN 80-88940-03-6.
- LICHNEROVÁ, Lucia. Nemecká tlačená kniha na slovenskom území do konca 17. storočia (1477-1699): vydavateľsko-funkčný konštrukt. Bratislava: Stimul, 2017. 227 s. ISBN 978-80-8127-192-2.
- ODREJKOVIČ, P. Úvod do metodológie spoločenskovedného výskumu. Bratislava: Veda, 2007. 245 s. ISBN 80-22407-70-4.
- PODOLAN, P., VIRŠINSKÁ, M. Slovenské dejiny III: 1780-1914. Bratislava: Literárne informačné centrum, 2014. 405 s. ISBN 978-80-8119-081-0.
- ŠPÁNIOVÁ, M., LICHNEROVÁ, L. a Z. NEMCOVÁ. Valentín Mančkovič – uhorský tlačiar v 16. storočí. In: Historický časopis, roč. 67, č. 3 (2019), s. 55-81. ISSN 0018-2527.
- VALACH, J. Staré tlačiarne a tlačiar na Slovensku. Martin: Matica slovenská, 1987. 213 s.
- VLIET, R. Print and Public in Europe 1600 – 1800. In: A Companion to the history of the book. Oxford : Wiley-Blackwell, 2009, s. 247-258. ISBN 978-1-4051-9278-1.
- VOIT, P. Encyklopedie knihy : starší knihtisk a príbuzné obory medzi polovinou 15. a počátkem 16. století. Praha: Libri, 2006. 1352 s. ISBN 80-7277-312-7.
- Studies in proceedings:  
 Kniha : zborník o problémoch a dejinách knižnej kultúry. Martin : Slovenská národná knižnica, 1974-  
 Studia Bibliographica Posoniensia. Bratislava : Univerzitná knižnica, 2006-

Magazine articles: Knižnica : Revue pre knihovníctvo a bibliografiu, knižnú kultúru, informačné systémy a technológie, ochranu dokumentov, biografistiku, archív a múzeum knihy, knižnej grafiky a literárnych pamiatok. Martin : Slovenská národná knižnica, 2000-					
<b>Languages necessary to complete the course:</b> Slovak					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 46					
A	B	C	D	E	FX
45,65	21,74	17,39	4,35	2,17	8,7
<b>Lecturers:</b> Mgr. Marta Špániová, PhD.					
<b>Last change:</b> 26.06.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-230/22	<b>Course title:</b> Information Audit
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> during the semester (40 points): Description of techniques, methods and procedures of information audit in selected organization (presentation) Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A The exact date of the presentation and the exact topic will be announced at the beginning of the semester. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. The teacher will accept a maximum of two absences with documentation. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, the student is able to define an information audit in the context of related terms. He knows the importance of information audit and can identify individual types of information audit. He is aware of the importance of information for effective management and masters the legislation, methodologies, principles and procedures of information audit. He is able to describe information flows in the organization, use basic tools and techniques of information audit, apply the tools of audit and describe critical points during information flows in the organization. He can propose solutions to eliminate critical points identified by the information audit and have skills in assessing the possible impacts of the proposed solutions.	
<b>Class syllabus:</b> 1. Basic course terminology (audit, types of audits, information audit versus information systems audit, data audit and knowledge audit, information management, information strategy, etc.). 2. Brief historical development of the audit. 3. Information audit in the context of information management. 4. Information diagnostics, information audit outputs, information audit process and its evaluation. 5. Importance of information audit, types of information audits. 6. Information in management theory. 7. The nature and importance of information for effective management in the organization, information system in the organization.	

8. Development of information audit.
  9. The 5 of information audit (concept, process, project, product, case study).
  10. Competences of information professionals in the field of information audit. Auditor's profile.
  11. Methods, framework methodologies and principles of information audit.
  12. Legislation, standards and organizations related to auditing activities.
  13. Guidance on auditing management systems.
- The seminars are focused on practical tasks in the field of information audit.

**Recommended literature:**

Teacher's presentations available in Moodle or MS TEAMS.

- BOTHA, H. a J.A. BOON. The information audit: principles and guidelines. In: Libri, 2003, 53(1), 23-38. Available also at: [https://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.496.8617&rank=1&q=The information audit&osm=&ossid=](https://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.496.8617&rank=1&q=The+information+audit&osm=&ossid=)
- BUCHANAN S. a F. GIBB. The information audit: theory versus practice. In: International Journal of Information Management. 2008, 28(3), 150-160. Available also at: <https://www.sciencedirect.com/science/article/pii/S0268401207001144>
- Carrying out an information audit [online]. Chartered Management Institute, 2006 [cit. 2021-0814]. Available at: <https://www.thefreelibrary.com/Carrying+out+an+information+audit.-a0151090815>
- DOMBROVSKÁ, Michaela, OČKO, Petr a Petr ZEMAN. Informační audit – cesta k rozvoji znalostní organizace. In: Ikaros [online]. 2005, roč. 9, č. 09 [cit. 2005-12-09]. ISSN 1212-5075. Available at: <https://ikaros.cz/informacni-audit-%E2%80%93-cesta-k-rozvoji-znalostni-organizace>
- LATEEF. A. Information audit as an important tool in organizational management. In: Business Information Review. 2019, 36(1), 15-22. Available at: Research Gate.

**Languages necessary to complete the course:**

Slovak, literature (except the teacher's presentations) is available mainly in Czech and English, where a min. level B2 is needed

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** doc. Mgr. Lucia Lichnerová, PhD.

**Last change:** 30.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-201/15	<b>Course title:</b> Information Behaviour
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 1 <b>per level/semester:</b> 28 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in lectures and seminars. Presentation of a selected topic of the subject, a final written essay paper about a selected topic in the field of Information Behaviour, (18000 signs, 10 pages, 100 points), test/written exam, written tasks (2-3) to current topics of Information Behaviour, common, team research studies/projects on Information Behaviour of a selected group of people (written text, presentation – in teams, final discussion) Evaluation of essays: content (30), structure (20), analysis (20), interpretation, style (20), reference (10): max. 100 points, min. 55 points. Evaluation of presentations: 3-0. Evaluation of projects: max. 100 points- min. 55. Evaluation of presentations of projects: 3-0. Tests: 2 questions: max. 20 points, min. 11 points. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for the presentations and test will be announced no later than in the last week of the instruction period. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. The teacher will accept a maximum of two absences with documentation. Grading scale: A (100-92 %), B (91-85 %), C (84-76 %), D (75-68 %), E (67->60 %), Fx (≤ 60 %), Scale of assessment (preliminary/final): 100 / 0	
<b>Learning outcomes:</b> After the completion of the subject the students will be able to understand theory and historical development of human information behavior, including main models and trends. Students will understand methods of research of human information behavior and practical application areas. They will be able to apply methodologies and methods in practical projects and studies, in collaboration and presentation of the results of the project.	
<b>Class syllabus:</b> - Human information behaviour. Definition of concepts. Contexts of related concepts of information seeking and information retrieval. Further basic concepts. Basic authors, organizations, publications, conferences. Approaches of different disciplines. Approaches of information science.	



- Historical development and review of conceptions. User studies, studies of information seeking. Methodology and methods of research. Quantitative and qualitative methods. Examples of studies of information behaviour: individuals, groups, sources and media, places and spaces.
- Modelling of human information behaviour. Basic models of HIB. Categorization of models, Typology of human information behaviour. Studies of HIB of different groups of users: students, scientists, professionals, social roles, children. Knowledge representations, mental and social representations. Cognitive styles, information styles. Gender differences.
- Structure of the human information behaviour. Neurophysiological, sensorimotor, cognitive, affective, social, cultural, value and integrative (metalevel) components. Trends in human information behaviour research.
- Application areas in practice. Information ecology. Information infrastructure. Information environment.

**Recommended literature:**

- WILSON, T.D. (2020). Exploring Information Behaviour. An Introduction. Preliminary edition. T.D. Wilson 2020. Available from: <http://www.informationr.net/ir/bonusbook.html>
- CASE, D.O. and Given, L.M. (2016), Looking for information. A survey of Research on Information Seeking, Needs and Behavior, 4rth ed. Bingley: Emerald Pub. 2016. 507s. ISBN 978-1-780560-968-8.
- Steinerová, J., Fázik, J. Nováková, F. (2020). Prínos fenomenografických výskumov pre informačnú vedu. In: ProInFlow, Vol. 12 (2020), No. 1. Dostupné na: <http://www.phil.muni.cz/journals/index.php/proinflow/article/view/2020-1-2/2102>
- STEINEROVÁ, Jela a Miriam ONDRIŠOVÁ (eds.). (2020). Informačná veda. Výkladový slovník. Autori: Jela Steinerová, Jaroslav Šušol, Pavol Rankov, Lucia Lichnerová, Ľudmila Hrdináková, Miriam Ondrišová, Marta Špániová, Katarína Buzová, Andrea Hrčková. Bratislava: Univerzita Komenského v Bratislave, 2020. 278 s. ISBN 978-80-223-4866-9
- STEINEROVÁ, Jela. (2005). Informačné správanie: Pohľady informačnej vedy. Bratislava: CVTI SR, 2005. 189 s. ISBN 80-85165-90-2.
- WILSON, T. (ed.). (2013). Theory in Information Behavior Research.(e-book). Eiconics Ltd. 2013. ISBN 978-0-9574957-0-8.
- FORD, Nigel. (2015). Introduction to Information Behaviour. London: Facet 2015. 252s. ISBN 978-1-85604-850-7.
- THEORIES of Information Behavior. (2005). Eds K. Fisher, S. Erdelez, L. McKechnie. Medford, NJ: Information Today, 2005.
- STEINEROVÁ, Jela – Grešková, Mirka – Ilavská, Jana. (2010). Informačné stratégie v elektronickom prostredí. Bratislava: Univerzita Komenského v Bratislave, 2010. 192 s. ISBN 978-80-223-2848-7.
- STEINEROVÁ, Jela. (2005). Informačné správanie človeka – používatelia informácií v súvislostiach. In: Ikaros. [online]. 2005, č. 09 [cit.2005-09-01]. Dost. na: <http://www.ikaros.cz/Clanok.asp?ID=200509005>.
- GREIFENEDER, Elke (2014). Trends in information behaviour research. In Information Research [online]. 2014, Vol. 19, no. 4. <<http://www.informationr.net/ir/19-4/isis/isis13.html>>.
- Further reading:
- STEINEROVÁ, Jela. (2018). Informačné prostredie a vedecká komunikácia: informačné ekológie. Bratislava: Vyd. UK, 2018.230 s. ISBN 978-80-223-4445-6.
- BYSTRÖM, K., Heinström, J., & Ian Ruthven, 2019. Information at Work. Information management in the workplace. London: Facet Publ. 2019. ISBN 978-1-78330-275-8.

**Languages necessary to complete the course:**

Slovak, English

<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 294					
A	B	C	D	E	FX
12,59	14,97	23,13	22,11	20,75	6,46
<b>Lecturers:</b> prof. PhDr. Jela Steinerová, PhD.					
<b>Last change:</b> 26.06.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-245/22	<b>Course title:</b> Information Ethics
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester / continuous evaluation: Active participation in lectures and seminars. Presentation of a selected topic of the subject, a final written paper about a selected topic in the field of Information Ethics, (18000 signs, 10 pages, 100 points), written tasks (2-3) to current topics of Information Ethics, test/written exam (2 questions) Evaluation of papers: content (30), structure (20), analysis (20), interpretation, style (20), reference (10): max. 100 points, min. 55 points. Evaluation of presentations: 3-0.. Evaluation of presentations of projects: 3-0. Tests: 2 questions: max. 20 points, min. 11 points. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for the presentations and test will be announced no later than in the last week of the instruction period. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. The teacher will accept a maximum of two absences with documentation. Grading scale: A (100-92 %), B (91-85 %), C (84-76 %), D (75-68 %), E (67->60 %), Fx ( $\leq 60$ %), Scale of assessment (preliminary/final): 100 / 0	
<b>Learning outcomes:</b> After the completion of the subject the students will be able understand knowledge from the areas of information ethics and philosophy and ethics of information, with the emphasis on moral values which direct human information behavior. They will acquire a review of basic authors, models and concepts, including problematic (dark) side of information, including intellectual property, privacy, access and accuracy. They will be able apply methods and methodologies of information ethics to design of information systems and services. Students will understand and will be able to solve main ethical dilemmas in information work.	
<b>Class syllabus:</b> 1 Introduction to information ethics, basic concepts. 2. Approaches of understanding information ethics (monism, pluralism, deontology, utilitarianism, consequentialism). 3. Main concepts of information ethics, L. Floridi, R. Capurro. Micro-ethics, macro-ethics. Intercultural ethics. 4. Information privacy. Different approaches (social informatics, philosophy, psychology). 5. Intellectual property and plagiarism. Academic integrity. 6. Information culture and information	

ethics, intercultural ethical differences. 7. Case studies of information ethics, model COVER, access and information infrastructures. 8. Digital ethics. Digital environment, digital literacy. Metaliteracy and ethical dimension of information use and production. Chains of values of information. 9. Value-sensitive design of information systems, products and services. 10. Accuracy of information, dark side of information. Misinformation, disinformation, hoaxes, trust and truth 10. Trends of research in information ethics. Ethical aspects of AI applications.

**Recommended literature:**

STEINEROVÁ, J., 2014. Informačná etika v súvislostiach informačnej ekológie. Knihovna. 2014, roč. 25, č. 1, 23-35. Dostupné na: <http://knihovna.nkp.cz/knihovna141/141023.htm>. ISSN 1801-3252.

STEINEROVÁ, J. 2020c. Etika digitálnych informácií vo svetle sociálnych hodnôt informácií. In: ITLib. Roč. 24, č. 2 (2020), 6-21. ISSN 1335-793X.

STEINEROVÁ, J., 2020d. Etické výzvy digitálneho prostredia v informačnom správaní vedcov. In: Plašienková, Z. (ed.). Bioetické výzvy a súčasnosť z pohľadu nových poznatkov a trendov. Bratislava: STIMUL, 230-247.

STODOLA J., 2019. Princípy a dilemata informačnej etiky: svoboda slova, právo na informácie a cenzúra v kontextu dezinformácie. ProInflow. Vol.11, (1), 2019, 50–78. DOI: <https://doi.org/10.5817/ProIn2019-1-6>

BUCHANAN, E. A. a HENDERSON, K. A., 2008. Case Studies in Library and Information Science Ethics. Jefferson: McFarland and Company. ISBN 978-0-7864-3367-4.

CAPURRO, R., 2000. Ethical challenges of the information society in the 21st century. In: International Information & Library Review [online]. Milton Park: Taylor & Francis Ltd., roč. 32, s. 257-276. ISSN 1057-2317. Dostupné na: <http://www.capurro.de/EEI21.htm>

CAPURRO, R., 2013. Information Ethics. In: Byron Kaldis (ed.). Encyclopedia of Philosophy and the Social Sciences. Sage Publ. 2013, Vol. 1, 471-473

ČINČERA, J., 2002. Informačná etika: sylabus k bakalárskému štúdiu informačnej vedy [online]. Brno: Masarykova univerzita. 82 s. ISBN 80-210-2981-1. Dostupné na: [https://dl1.cuni.cz/pluginfile.php/406902/mod\\_resource/content/1/%C4%8Cin%C4%8Dera%20-%20informa%C4%8Dn%C3%AD%20etika.pdf](https://dl1.cuni.cz/pluginfile.php/406902/mod_resource/content/1/%C4%8Cin%C4%8Dera%20-%20informa%C4%8Dn%C3%AD%20etika.pdf)

ESS, Ch., 2014. Digital Media Ethics. 2. dopln. vyd. Veľká Británia: Polity Press. ISBN 978-0-7456-5606-9.

FLORIDI, L., 2013. The Ethics of Information. Oxford: Oxford University Press. ISBN 9780199641321.

FLORIDI, L., 2010. Information: A very short introduction. Oxford: Oxford University Press. 130 s. ISBN 978-0-19-955137-8.

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** prof. PhDr. Jela Steinerová, PhD., Mgr. Jakub Zábajník

**Last change:** 25.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-226/15	<b>Course title:</b> Information Funds 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> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the semester (20 points): a paper about a selected issue in the field of library collections management: gifts analysis in the context of collection management, evaluation of pro-acquisition tools, profile-driven vs. user-driven acquisition; collection evaluation methods (comparison), trends in the development of collections in academic libraries, the importance of Conspectus in the development of collections, participatory design and development of library collections, statistics as a tool for collection development, statistical modelling as a tool for collection development, collection evaluation techniques, acquisition evaluation, acquisition budget management etc. b) in the examination period: oral exam (40 points). All parts of the evaluation are mandatory. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A The teacher will accept a maximum of two absences with documentation. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for the final test will be announced through AIS no later than in the last week of the instruction period. Scale of assessment (preliminary/final): 34/66	
<b>Learning outcomes:</b> Upon successful completion of this course, students will have developed knowledge of selected aspects of management of library collection and are able to update and develop acquired similarly profiled courses and integrate new knowledge. The student knows the critical points of development and management of information and library collections and knows some tools and strategies. The student can apply the given methods. The student knows the basic elements of collection development and management policies: acquisition policy, book gift policy, collection access policy, protection policy. The student knows the basic points of licensing and making available in the context of copyright law. The student knows the strategic aspects of creating a set of selection criteria a) for the selection of information sources for collections, b) for the selection of vendors, c)	

for the selection of resources for archiving or reformatting. The student has knowledge of marketing support collections.

**Class syllabus:**

1. Basic components of sub-collection development policies: collection acquisition policy. Development of collections integrating the Conspectus method. Creation of a set of selection criteria for the selection of sources for collections, for the selection of vendors.
2. Series/serial management. Selection criteria for long-term archiving of journals / e-journals. Policy for the development of sub-collections (music, audiovisual, etc.). Policy of building and development of electronic collections. Management of distributed collections. Document Delivery and Resource Sharing (DDRS)
3. Policy of distribution of library collections of academic and school libraries. Curricular resources policy. Policy of collections of research materials in archives and special library collections. Collections of public libraries, collections of local history and genealogy.
4. Budget planning. Options for reducing the collection budget.
5. Recovery of unreturned loans. Weeding: CREW method. Circulation and redistribution of collections.
6. Models of modern libraries. Collections in the context of architecture and new design trends.
7. Statistical and record collection tools.
8. Copyright (in both traditional and electronic space) vs. collection development. Preservation policy (long-term preservation and permanent access to sub-funds), reformatting policy, access to collection policy. Creating a set of selection criteria to select items for archiving or reformatting.
9. Development of collections in the information society and electronic era, hybrid collections, digital collections, virtual collections.
10. Cooperation and coordination in terms of development, preservation of collections and preservation of documents.
11. Marketing support of collections.

**Recommended literature:**

1. ALABASTER, C. Developing an Outstanding Core Collection: A Guide for Libraries [online]. Chicago, IL: ALA Editions, 2010 [cit. 2020-11-12]. eISBN: 9780838999363. pISBN: 9780838910405. Dostupné v Ebrary: <http://site.ebrary.com/lib/uniba/docDetail.action?docID=10469307&p00=evaluating%20your%20collection>
2. ACRL/SAA Joint Statement on Access to Research Materials in Archives and Special Collections Libraries [online]. Chicago: ACRL, June 2009 [cit. 2020-11-12]. Available at: <http://www.ala.org/acrl/standards/jointstatement>
3. DAHLGREN, A. C., O. EIGENBRODT, K. LATIMER and S. ROMERO. Key Issues in Building Design [online]. Hague: IFLA, 2009 [cit. 2020-11-12]. Available at: <https://www.ifla.org/files/assets/library-buildings-and-equipment/Publications/key-issues-in-building-design-en.pdf>
4. DUGAN, Robert E. and Peter HERNON. Financial Management in Academic Libraries: Data-Driven Planning and Budgeting [online]. ACRL, 2017 [cit. 2021-11-12]. Available at: <https://www.alastore.ala.org/content/financial-management-academic-libraries-data-driven-planning-and-budgeting>
5. JOHNSON, Peggy, HILLE, Jenny and Judith A. REED. Fundamentals of Collection Development and Management [online]. ALA Editions, 2005 [cit. 2021-11-12]. Available at: <https://ebookcentral.proquest.com/lib/uniba-ebooks/detail.action?docID=474201&query=collection+development+>

6. HOLLEY, Robert P. Self-Publishing and Collection Development: Opportunities and Challenges for Libraries [online]. Purdue University Press, 2015 [cit. 2021-11-12]. Available at: <https://ebookcentral.proquest.com/lib/uniba-ebooks/detail.action?docID=4743133>
7. HUGHES-HASSELL, S. and J. C. MANCALL. Collection Management for Youth: Responding to the Needs of Learners [online]. Chicago, IL: ALA Editions, 2005 [cit. 2020-11-12]. eISBN: 9780838993545. pISBN: 978083890894. Available at: <https://ebookcentral.proquest.com/lib/uniba-ebooks/detail.action?docID=3001638>

**Languages necessary to complete the course:**

Slovak, for recommended literature English at level B2

**Notes:**

**Past grade distribution**

Total number of evaluated students: 2

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

**Lecturers:** PhDr. Ľudmila Hrdináková, PhD.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-205/15	<b>Course title:</b> Information Institutions Management
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the semester (30 points): a paper about a selected issue in the field of information institutions management b) in the examination period: written test (70 points). The student will be admitted to the test only with a minimum of 15 points from continuous evaluation. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. <b>Grading scale:</b> 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A The teacher will accept a maximum of two absences with documentation. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for the final test will be announced through AIS no later than in the last week of the instruction period. <b>Scale of assessment (preliminary/final):</b> 30/70	
<b>Learning outcomes:</b> After successfully completing the course, the student has an overview of the basic theoretical areas of management and their application in the management of libraries. The student knows the organization of libraries in the Slovak Republic and is able to find their way around the basic library legislation. He knows the principles of organization, advantages, and limits of organizational structures of various types. The student is able to prepare various types of management goals and plans using the most modern methods. He has practical experience and skills in personnel activities such as recruitment and selection of employees, personnel planning, organization, evaluation, deployment, remuneration, growth, and motivation of employees. The student is able to come up with effective intangible motivation tools for employees of non-profit and budgetary organizations.	
<b>Class syllabus:</b> <b>Lectures:</b> 1. Introduction to management: definitions and functions of management. 2. Library management. Organization of libraries. Specifics of library management. 3. Management function of management: planning and organization (organizational/corporate culture, library as an organization, library environment as an organization).	



4. Management function of management: leadership and staffing (motivating employees, work motivation, motivating employees in the library), inspection.
  5. Decision-making function of management (decision-making methods). Decision-making in risk conditions, decision support systems.
  6. Information and socio-psychological function of management.
  7. Personnel management, personnel strategy.
  8. Personnel audit, personnel planning, personnel policy.
  9. Personnel activities (planning, selection and recruitment, organization of employees' work, evaluation, remuneration, growth, deployment).
  10. Financial and strategic management. IFLA Strategic Plan. Slovak librarianship development strategy.
  11. Fundraising and its use in Slovak libraries.
  12. Quality management in the library (ISO, TQM, LibQual +, EFQM, Balanced ScoreCard, benchmarking), quality certification (CERTIDoc).
- Seminars:  
aimed at solving practical tasks in the fields of management or library management.

**Recommended literature:**

Main Literature:

- LICHNEROVÁ, Lucia. Manažment informačných inštitúcií [unpublished teaching material]. Available in Moodle and MS TEAMS.
- Zákon č. 126/2015 Z. z., Zákon o knižniciach... Available at: [https:// www.zakonypreludi.sk/zz/2015-126](https://www.zakonypreludi.sk/zz/2015-126)

Additional Literature:

- BAJZÍKOVÁ, Ľ. a J. HORVÁTHOVÁ SULEIMANOVÁ. Základy personálneho manažmentu [online]. Bratislava: Univerzita Komenského, 2019 [cit. 2021-08-07]. ISBN 978-80-223-4766-2. Available at: [http://stella.uniba.sk/texty/FM\\_personalny\\_management\\_vzdelavanie.pdf](http://stella.uniba.sk/texty/FM_personalny_management_vzdelavanie.pdf)
- MÍKA, T.M. Základy manažmentu [online]. Žilina: Fakulta špeciálneho inžinierstva Žilinskej univerzity v Žiline, 2006 [cit. 2020-01-09]. Available at: [http://fsi.uniza.sk/kkm/files/publikacie/ma/ma\\_00.pdf](http://fsi.uniza.sk/kkm/files/publikacie/ma/ma_00.pdf)
- SEDLÁK, M. Základy manažmentu. Bratislava: Iura Edition, 2012. ISBN 978-80-8078-455-3. Available at the Comenius University Academic Library.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 284

A	B	C	D	E	FX
28,17	34,51	25,0	7,39	2,82	2,11

**Lecturers:** doc. Mgr. Lucia Lichnerová, PhD., Mgr. Ekaterina Tverdokhlebova

**Last change:** 14.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-215/15	<b>Course title:</b> Information Policy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The teacher will accept a maximum of two absences in case they are supported with relevant documentation. Assessment – student can obtain max. 15 points overall. Assignments: 1. topic from the EC web – digital single market – max. 5 points Student will choose 1 topic, preferably the one that has a connection to the topic of his/her diploma thesis. At least 5 relevant sources (from the EC web) will be used as a background for the text (min. 1 page) that will be used as part of the thesis introduction and will cover strategic, political documents explaining the philosophy, importance, reasons for the selection or general directions in the development of the topic. 2. document Moderné a úspešné Slovensko – Národný integrovaný reformný plán ( <a href="https://www.mfsr.sk/files/archiv/8/MaUS_NIRP2.pdf">https://www.mfsr.sk/files/archiv/8/MaUS_NIRP2.pdf</a> ) – max. 6 points Student will choose 1 chapter and will cover principal information into a PP presentation (10 min.), concentrating primarily on information-political dimensions of the particular chapter. 3. in connection with the lectures P3 and P4 (see the schedule) the students will have studied the profile article for the discussion (Zuboff, Stiglitz) and prepared a summary (max. 1/2-page) with the 5-6 most significant ideas, arguments, conclusions. – max. 4 points Zuboff, Shoshana (2015). Big other: surveillance capitalism and the prospects of an information civilization. <i>Journal of Information Technology</i> (2015) 30, 75–89. Stiglitz, Joseph E. (2008). Economic Foundations Of Intellectual Property Rights. <i>Duke Law Journal</i> Vol. 57:1693-1724. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students have a general overview about the development and the most significant forms of information policy. They are aware of principal areas of information policy in the age of information/ knowledge society, predominantly with respect to prioritised domains within EU. They	

understand basic interconnections between the evolution of information economy, information ethics and information policy.

**Class syllabus:**

Information policy, conditions of its development. Relation with information activities, information management and information planning.

Evolution of information policy. Principal historical events connected with information policy.

Levels and domains of information policy. Subjects and institutions of information policy (national, international, global)

Areas of information policy (intellectual property, access to information, democracy, information infrastructure, information society...)

Information ethics and information policy.

Information policy regulation tools (legislation, licencing, information education...)

International level of information policy, European information policy (UN, UNESCO, Council of Europe, EU etc.)

National information policy (cooperation among various subjects – government/state institutions, public bodies)

Information policy and economy.

Information security.

Privacy and its protection in the traditional and digital environment.

Research in the area of privacy paradox.

**Recommended literature:**

BENKLER, Y. The Wealth of Networks. How Social Production Transforms Markets and Freedom. London : Yale University Press 2006. 515 s.

BOUSQUET, M. – WILLS, K. The Politics of Information [online]. 2003. Dostupné z:< <http://www.altx.com/ebooks/pdfs/infopol.pdf>>.

BRAMAN, S. An introduction to information policy. In Change of state: Information, policy, and power, pp. 1-8. Cambridge, MA: MIT Press, 2006. Dostupné z: [people.tamu.edu/~braman/bramanpdfs/027\\_Braman\\_Chapt1.pdf](http://people.tamu.edu/~braman/bramanpdfs/027_Braman_Chapt1.pdf)

DUFF, A. S. The Past, Present, and Future of Information Policy. In Information, Communication & Society, 7. 2004, 1, 69-87, DOI: 10.1080/1369118042000208906

DUFF, A. S. (Ed.). Research Handbook on Information Policy. Edward Elgar Publishing 2021. 464 s. Dostupné z:< <https://b-ok.xyz/book/18431989/fa8169>>

JAEGER, P.T. – TAYLOR, N.G. Foundations of information policy. London: Facet, 2019. 212 s.

ORNA, E. Information policies: yesterday, today, tomorrow. In Journal of Information Science 2008; 34; 547; DOI: 10.1177/0165551508092256. <http://jis.sagepub.com/cgi/content/abstract/34/4/547>

ROWLANDS, I. Understanding Information Policy : Concepts, Frameworks, and Research Tools. In: Journal of Information Science, 22(1) 1996, pp 13-25.

SHAPIRO, C. – VARIAN, H. R. Information Rules. A Strategic Guide to the Network Economy. Boston : Harvard Business Schools Press, 1999. 352 s.

SHAPIRO, C. – VARIAN, H. R. US Government Information Policy. Presented at Highlands Forum, Department of Defense, June 8, 1997, Washington, DC. Dostupné z: [people.ischool.berkeley.edu/~hal/Papers/policy.pdf](http://people.ischool.berkeley.edu/~hal/Papers/policy.pdf)

WEBSTER, F. Theories of the Information Society. New York : Routledge 2006. 317 s.

YUSOF, Z.M. - BASRI, M. - ZIN, N.A.M. Classification of issues underlying the development of information policy. Information Development 26(3) 204–213. DOI: 10.1177/0266666910368218

<p>European Commission. A Europe fit for the digital age. Empowering people with a new generation of technologies. <a href="https://ec.europa.eu/info/strategy/priorities-2019-2024/europe-fit-digital-age_en">https://ec.europa.eu/info/strategy/priorities-2019-2024/europe-fit-digital-age_en</a></p> <p>European Commission. Shaping Europe's digital future. <a href="https://digital-strategy.ec.europa.eu/en/policies">https://digital-strategy.ec.europa.eu/en/policies</a></p> <p>ŠUŠOL, J. et al. Informačná politika. Bratislava : Stimul 2012. 138s. <a href="http://stella.uniba.sk/texty/FIF_JS_infopolitika-2.pdf">http://stella.uniba.sk/texty/FIF_JS_infopolitika-2.pdf</a></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: 260</p>					
A	B	C	D	E	FX
34,62	41,92	20,38	2,31	0,77	0,0
<p><b>Lecturers:</b> prof. PhDr. Jaroslav Šušol, PhD.</p>					
<p><b>Last change:</b> 26.06.2022</p>					
<p><b>Approved by:</b></p>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-214/15	<b>Course title:</b> Information and Knowledge Based Society
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week: 2 / 1 per level/semester: 28 / 14</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A The teacher will accept a maximum of two absences with documentation. Course requirement during the semester: (100 points): essay (10 points), paper and presentation (30 points), active seminar work (15 points), written test (45 points) The presentation: 15 minutes, the paper: 5 - 7.000 signs, topics are announced at the beginning of the semester, sample topics: E-inclusion, Sharing economy and ICT, Information stress, Information overload in companies and corporations, The Golden Shield in China, Chinese social credit system, etc. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning outcomes: After successfully completing the course, the student has an overview of the terminology and concepts related to the information and knowledge society, both in Slovak and English. He/she has acquired the ability to analyze and evaluate information services and activities of media and communication institutions in contexts of the information and knowledge society. He/she can apply the knowledge to analyze information and communication processes in current social trends and issues. The student has got a methodological apparatus for evaluating the perspectives, challenges and risks of practices of a knowledge worker.	
<b>Class syllabus:</b> Class syllabus: 1. Information society / knowledge society: terms, definitions, concepts. 2. Data, information, knowledge, knowledge, innovation. 3. Information society and knowledge society in documents of the institutions of the Slovak Republic. 4. Information society and knowledge society in official documents of the European Union and UN institutions. 5. Postindustrialization and Industry 4.0. 6. Commodification and monetization of information. Information as a product and commodity.	

7. Information industry and information sector. Knowledge economy.
8. Economic globalization and information technologies.
9. Creative industry.
10. Knowledge worker and symbolic analyst. Information specialist in knowledge economy.
11. Digital divide and information poverty.
12. Education for the information and knowledge society.

**Recommended literature:**

Main Literature:

CASTELLS, M. The Information Age: Economy, Society and Culture Volume I: The Rise of the Network Society. 2nd ed. Oxford: Wiley Blackwell, 2010. ISBN 978-1-4051-9686-4

WILSON, M., KELLERMAN A. a COREY K. E. Global Information Society: Technology, Knowledge, and Mobility. Lanham: Rowman & Littlefield, 2013. ISBN 978-0-7425-5693-5

FEATHER, J. The Information Society: A Study of Continuity and Change. 5th ed. London: Library Assoc., 2008. ISBN 978-1-85604-636-7

Information Society or Knowledge Societies? BREIT R. A J. SERVAES, ed. Penang: Southbound, 2005. ISBN 983-9-054430

KROKER, A. Exits to the Posthuman Future. Cambridge: Polity Press, 2014. ISBN: 978-0-7456-7163-5

RANKOV, P. Informačná spoločnosť : perspektívy, problémy, paradoxy. Levice: LCA, 2006. ISBN 80-89129-91-9

RANKOV, P. Znalostní pracovník v informační společnosti. Opava: Slezská univerzita, 2014. ISBN 978-80-7510-123-5

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak  
English is needed for readings and literature.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 187

A	B	C	D	E	FX
67,38	14,97	12,83	1,6	1,07	2,14

**Lecturers:** doc. PhDr. Pavel Rankov, PhD.

**Last change:** 14.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-221/15	<b>Course title:</b> Information and Media Literacy
<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> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the semester: a paper about a selected issue in the field of media and information literacy (20 points); for example: types of literacy, analysis of information literacy standards (ACRL, ANZIL, Swiss standard IG etc.), digital information literacy, comparison of new models of information literacy; strategies for integrating digital literacy into education, digital literacy models, data literacy models, methods of information literacy instruction, information literacy assessment (methods), digital literacy assessment, information literacy as a critical use of information, etc. b) in the examination period: oral examination (40 points). All parts of the evaluation are mandatory. The student will be admitted to the test only with a minimum of 15 points from continuous evaluation. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. <b>Grading scale:</b> 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A The teacher will accept a maximum of two absences with documentation. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for the final test will be announced through AIS no later than in the last week of the instruction period. Scale of assessment (preliminary/final): 34/66	
<b>Learning outcomes:</b> After successfully completing the course, the student has an overview of the basic theoretical areas of media and information literacy. The student is able to critically and reflexively analyse the negatives and weaknesses of the media and the information environment. The student knows the developed concepts of media and information literacy and knows the tools for evaluating information and media content. He / she can use them critically and reflexively. The student is able to evaluate himself and others as users of information. The student knows the concepts of UNESCO. The student knows the models of digital and data literacy. The student is able to use the typology of readers, the typology of information users	

and media consumers in educational work. The student knows the basic methods of diagnosis to the extent necessary in educational work. The student knows the basic tools and methods of information education and can apply them at the required level. The student knows the methods of evaluation and measurement of IG, also knows the tools of evaluation of IG programs. The student knows the standards of information and media literacy, he / she understands their meaning and principles of creation and can evaluate them. The student is able to design tasks, lessons, workshops and skill-shops; he / she uses appropriate methods. The student knows important information literacy research and studies of digital and media literacy and understands their importance, principles of creation and can evaluate them. The student is able to formulate a research problem in this area and design a research plan. The student knows the possibilities of using the knowledge and experience in the (academic) library.

**Class syllabus:**

1. Benefits and weaknesses of media and information environment (macro- and micro-level). Information ethics, information security, information explosion, disinformation, mediated childhood (media vs. mental and physical health of media recipients, reserves of cognitive abilities, ICT in education and cognition, plagiarism, multitasking, security and youth). Information and media content evaluation tools. Typology of information users and media consumers. Information user and media consumer characteristics.
2. New literacies, multi-literacy and meta-literacy, software literacy, etc. Literacy policy background. Reasons for the integration of information, media and digital (or other) literacy.
3. Concepts of information, digital and media literacy. Integrated Concepts MIL (UNESCO). Information and media literacy standards. Digital literacy standards. Indicators of new literacy.
4. Analytical view on information and media literacy (analysis of partial competencies, structural framework of media and information literacy).
5. Literacy assessment tools. Methods of pedagogical diagnosis of negative phenomena.
6. Strategies for integrating literacy into education.
7. Basics of the theory of information and media education. Tools and methods of information and media education in the educational process. Methods of information, digital and media education. Design and creation of education. Design and creation of educational materials. Assessment tools of information literacy.
8. Strategies for integrating literacy into education.
9. Information and media literacy research. Creation and design of research plans. MIL Research Tools.
10. Reading literacy as a prerequisite and predictor of information and media literacy. Critical literacy.

**Recommended literature:**

1. A Global Framework of Reference on Digital Literacy Skills for Indicator 4.4.2 [online]. UNESCO-UIS, 2018 [cit. 2021-10-24]. Available at: <http://uis.unesco.org/sites/default/files/documents/ip51-global-framework-reference-digital-literacy-skills-2018-en.pdf>
2. HRDINÁKOVÁ, L. Informačná gramotnosť ako kľúčová kompetencia pre 21. storočie [online]. Bratislava: Stimul, 2011 [cit. 2020-11-12]. ISBN 978-80-8127-037-6. Available at: [http://stella.uniba.sk/texty/LH\\_gramotnost.pdf](http://stella.uniba.sk/texty/LH_gramotnost.pdf)
3. IFLA Media and Information Literacy Recommendations [online]. Hague: IFLSA, 2011 [cit. 2020-11-12]. Available at: <https://cdn.ifla.org/wp-content/uploads/files/assets/information-literacy/publications/media-info-lit-recommend-en.pdf>
4. MOELLER, S., LAU, J. and T. CARBO. Towards Media and Information Literacy Indicators [online]. Paris: UNESCO, 2011 [cit. 2020-11-12]. Available



at: [http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/unesco\\_mil\\_indicators\\_background\\_document\\_2011\\_final\\_en.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/unesco_mil_indicators_background_document_2011_final_en.pdf).

5. McADOO, Monty L. Fundamentals of Library Instruction [online]. American Library Association, 2012 [cit. 2020-11-12]. Available at: <https://ebookcentral.proquest.com/lib/uniba-ebooks/detail.action?docID=1188827>

6. RAGAINS, Patrick. Information Literacy Instruction That Works: A Guide to Teaching by Discipline and Student Population [online]. American Library Association, 2013 [cit. 2020-11-12]. Available at: <https://ebookcentral.proquest.com/lib/uniba-ebooks/detail.action?docID=1702497>

**Languages necessary to complete the course:**

Slovak, for recommended literature English at level B2

**Notes:**

**Past grade distribution**

Total number of evaluated students: 37

A	B	C	D	E	FX
59,46	24,32	5,41	8,11	2,7	0,0

**Lecturers:** PhDr. Ľudmila Hrdináková, PhD., doc. PhDr. Pavel Rankov, PhD.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-211/15	<b>Course title:</b> Internship
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> 120 <b>per level/semester:</b> 1680 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The required volume of internship is 90 hours (15 days, 6 hours per day). The course is assessed on the basis of the report that the student submits after the completion of the internship. The credits will not be granted to the student who will not complete the internship. Scale of assessment (preliminary/final): Scale of assessment (ongoing/final): 100/0	
<b>Learning outcomes:</b> Students are familiar with the activities of particular information institution (library, information centre, publisher, media organisation etc.), more specifically with the processes of acquisition, processing and distribution of information. Internship is one of the preconditions for a successful development of practical part of the diploma thesis.	
<b>Class syllabus:</b> 1. Information institution, its functions, position and role in the region. Organisational structure of the institution. 2. Organisational components within institution, their functions, scope of activities, organisational relations, description of technological processes, expert activities and procedures, performances. Information system of the institution. 3. Public presentation of the institution - forms, methods, materials. 4. Document processing, information and data management, information services, information products. 5. Activities related to the topic and objectives of diploma thesis (literature survey, research).	
<b>Recommended literature:</b>	
<b>Languages necessary to complete the course:</b> Slovak	
<b>Notes:</b>	

<b>Past grade distribution</b>					
Total number of evaluated students: 90					
A	B	C	D	E	FX
82,22	7,78	3,33	2,22	2,22	2,22
<b>Lecturers:</b> Mgr. Katarína Vass, PhD., PhDr. Ľudmila Hrdináková, PhD., doc. Mgr. Lucia Lichnerová, PhD., Ing. Miriam Ondrišová, PhD., Mgr. Miroslava Pastierová, PhD., doc. PhDr. Pavel Rankov, PhD., prof. PhDr. Jela Steinerová, PhD., Mgr. Marta Špániová, PhD., prof. PhDr. Jaroslav Šušol, PhD.					
<b>Last change:</b> 26.06.2022					
<b>Approved by:</b>					

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-806/22	<b>Course title:</b> Knowledge Organisation and Bibliometrics
<b>Number of credits:</b> 6	
<b>Educational level:</b> II.	
<b>Course requirements:</b> The student can take the state exam a) after obtaining at least such number of credits that after obtaining credits for successful completion of state exams, they achieve the necessary number of credits for the proper completion of studies, b) after successful completion of compulsory subjects, compulsory elective subjects, and elective subjects in the composition determined by the study program, c) after fulfilling the student's obligations arising from § 71, par. 3 letter b of the Higher Education Act, d) if no disciplinary action is taken against them. Successful completion of the state exam is one of the conditions for successful completion of the study program. The subject of the state exam is evaluated by the committee for state exams using the grading scale A-FX. The evaluation of the state examination or its part is decided by the examination committee by consensus. If the examination committee does not reach a consensus, the evaluation of the state examination or its part is decided by voting. On the basis of the wording of the study regulations of the faculty (Internal Rules and Regulations 5/2020, Art. 15), the framework dates of state examinations are set by the dean in accordance with the faculty's academic schedule. Departments are obliged to publish the dates of their state exams on the website no later than 5 weeks before they take place. The student registers for the state exam through the academic information system (AIS) at least three weeks before it takes place. The student is entitled to one regular and two resit attempts of the state exam. The regular attempt is the one for which the student applied for the first time within the deadline set for state exams. If the student was evaluated with the FX mark on the regular attempt of the state exam, the student may take resits of the state exam a) on the following dates assigned for state examinations in the relevant academic year or b) on the dates assigned for state examinations in one of the following academic years in accordance with § 65, par. 2 of the Higher Education Act. If the student is unable to come on the day of the state exam for which they have registered on serious grounds, they are obliged to apologize in writing to the chairman of the examination committee in advance or no later than three working days after the date of the state examination or its part, if there were serious obstacles that prevented them to do so in advance. If the student does not attend the state examination or its part without an excuse within the specified period, or if the chairman of the examination committee does not accept their excuse, they are assessed with the FX grade from that attempt of the state exam. Scale of assessment (preliminary/final): 0/100	
<b>Learning outcomes:</b>	

The student who passes the state exam has comprehensively mastered the issue of the state exam in the context of specified areas. The student has theoretical and practical skills based on the current state of information from the theory of knowledge organization and bibliometrics, as well as the ability to apply and use the skills creatively. He is able to apply the things he learned about knowledge organization and bibliometrics to interdisciplinary relationships, is able to think critically, offer solutions for the knowledge organization and bibliometrics problems, and use scientific arguments.

**Class syllabus:**

1. The student arrives on the registered date of the state exam according to the schedule set by the department.
2. The student receives a question from the subject of the state exam, which is submitted in writing and anonymously in the form of a random selection from printed questions or a generator.
3. The examination committee will give the student reasonable time to prepare an oral answer to the question.
4. The student presents the prepared answer to the question in front of the examination committee and answers the additional questions.
5. After the student finishes their answer, the examination committee decides on the results of the state exam in a closed session of the examination committee.

The course of the state exam and the announcement of its results are public.

**State exam syllabus:**

1. Knowledge organization – basic terms, definitions, theoretical background and approaches, platforms of knowledge organization. Development of scientific and academic discipline of knowledge organization. The subject of research of the knowledge organization and its importance. Systems and processes of knowledge organization in library and information science.
2. Controlled vocabulary as a system of knowledge organization in the field of classification, indexing, and retrieval of information and information resources. Controlling vocabulary to ensure subject access to information. Interoperability of controlled vocabulary.
3. Bibliographic language and its components. Principles of bibliographic language. Index language as a system of knowledge organization. Types of index languages. Subject headings. Indexing and index models. Cognitive-oriented and domain-oriented indexing.
4. Thesauri as systems of knowledge organization: development, use, structure, conceptual system and conceptual relations in a thesaurus, types, methodology of thesaurus creation, international standardization of thesaurus creation. Multilingual thesauri. Thesauri and their interoperability with other dictionaries. Mapping terms in between dictionaries. Thesaurus authority files.
5. Classification as a system of knowledge organization. Classification theory and research. Classification systems: development, structure, conceptual system, creation of characters. The use of classification in the knowledge organization on the internet.
6. Consistency of knowledge organization systems and bibliographic revision. Resource description standards and semantic interoperability. Structure of the MARC21 international exchange format / Authorities for the creation of thesauri and thesaurus authority files. Ontologies as systems of knowledge organization and their application in the bibliographic universe.
7. Bibliometrics and related disciplines. Basic bibliometric laws – Lotka's law, Bradford's law, Zipf's law.
8. Altmetrics. Definition, characteristics. Advantages and limits of alternative indicators. Data sources. Research in the field of altmetrics.
9. Methods and techniques used in bibliometrics. Methods of descriptive statistics, representation of relationships between data using matrices, bibliographic coupling, co-citation analysis, co-word analysis, modelling, and bibliometric models.

10. Application areas of bibliometrics. Co-authorship, obsolescence of literature, mapping of science, identification of research fronts, international comparison of activity in science, historiography of science.
11. Evaluation of scientific journals. Impact factor. Factors affecting the impact factor. The 5-year impact factor, Journal Immediacy Index, journal cited half-life, journal citing half-life. Alternative indicators of quality and influence of journals, reasons for their creation and principles of calculation. (Eigenfactor score, Article Influence Score, SCImago Journal Rank Indicator (SJR), Source Normalized Impact per Paper (SNIP), H-index).
12. User experience – definitions, models, applicability, accessibility and trustworthiness, user-oriented design, user experience design process, double diamond model.
13. Applicability – definitions, models, basic elements, heuristic principles, applicability research – quantitative and qualitative methods of measuring and evaluating applicability.
14. Information architecture – systems of content classification and organization in the digital environment, navigation, search, methods of measuring and evaluating information architecture.
15. User interface – typology and characteristics of user interfaces, forms of interaction with the user interface, graphic design – basic elements, visual hierarchy, gestalt laws, texts
16. Definition of SEO. SEO project planning – phases and their description. Keyword analysis and selection.
17. On-page and off-page SEO factors. Examples of selected SEO factors and their implementation.
18. Prohibited SEO techniques (Black hat SEO). New trends in SEO (emerging verticals) – local SEO and voice search optimization.

#### **Recommended literature:**

Literature for units 1-6

- ISO 2788: 2011 Dokumentácia. Pokyny na tvorbu a vývoj jednojazyčného tezauru (= STN 01 0193).
- ISO 5964: 1991 Pokyny pre vypracovanie a rozvíjanie viacjazyčných tezaurov (= STN 01 0172).
- ISO 704: 2009 Terminologická práca. Princípy a metódy (= STN 01 0013).
- ŠPÁNIOVÁ, M. Organizácia poznania a informačné jazyky: učebný materiál. 2017.

Literature for units 7-11

- ONDRIŠOVÁ, M. Bibliometria [online]. Bratislava: Stimul, 2011 [cit. 2021-09-09]. ISBN 978-80-8127-035-2. Available at: [http://stella.uniba.sk/texty/MO\\_bibliometria.pdf](http://stella.uniba.sk/texty/MO_bibliometria.pdf)
- ONDRIŠOVÁ, M. Alternatívne hodnotenia vplyvu vedeckých výstupov vo webovom prostredí. In: Knižničná a informačná veda 26, Bratislava: Univerzita Komenského, 2016, s. 28-44. Available at: [https://fphil.uniba.sk/fileadmin/fif/katedry\\_pracoviska/kkiv/Publikacie/KaIV/KIV26\\_28.pdf](https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/kkiv/Publikacie/KaIV/KIV26_28.pdf)
- GLÄNZEL, W. Bibliometrics as a research field: A course on theory and application of bibliometric indicators [online]. 2002 [cit. 2021-09-10]. Available at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.97.5311&rep=rep1&type=pdf>

Literature for units 12-15

- MAKULOVÁ, Soňa. Makulová, Soňa. Informačná architektúra sieťových médií a multimédií. online. Bratislava: Elet, 2010. 137 s. ISBN 978-80-88812-21-0. Available at: <http://www.elet.sk/monografia/obsah-informacna-architektura.pdf>
- PARKER, Sophia, Joe HEAPY. Cesta za lepším rozhraním. online  
Londýn: Demos, 2006. Preklad: Adam Hazdra 2011. Available at: [https://web2.mlp.cz/koweb/00/03/72/12/57/cesta\\_za\\_lepsim\\_rozhranim.pdf](https://web2.mlp.cz/koweb/00/03/72/12/57/cesta_za_lepsim_rozhranim.pdf)
- BUZOVÁ, Katarína. Prieskum kredibility elektronických obchodov. Information ecology

and libraries = Informačná ekológia a knižnice. - Bratislava : Univerzita Komenského, 2011. S. 155-165. ISBN 978-80-223-3087-9.

- MAKULOVÁ, Soňa, Katarína BUZOVÁ. Analýza vzorov návrhov interfejsu vyhľadávania. INFOS 2011 : nové rozmery informačného univerza, nové výzvy 21. storočia pre pamäťové inštitúcie [elektronický zdroj]. - Bratislava : Spolok slovenských knihovníkov, 2011. S. 172-186. ISBN 978-80-970693-0-8. Available at: <http://vili.uniba.sk/AK/INFOS2011.pdf>

- BRIJAKOVÁ, Annamária, BUZOVÁ, Katarína a Milan REGEC. Špecifiká percepcie používateľských rozhraní online emailových služieb seniormi. Knižničná a informačná veda : 28. 1. vyd. Bratislava : Univerzita Komenského v Bratislave, 2019. S. 136-150. ISBN 978-80-223-4769-3

- BUZOVÁ, Katarína. Prístupný web (nielen) pre dyslektikov. ELET newsletter [elektronický zdroj]. - (2.2.2011), s. 1-5. ISSN 1338-0419. Available at: <http://www.elet.sk/?pouzitelnost-pristupnost&sprava=pristupny-web-nielen-pre-dyslektikov>

Literature for units 16-18

• MAKULOVÁ, S., Hrčková, A. 2011. Optimalizácia webových stránok pre vyhľadávacie nástroje. Bratislava: Elet, 2011. 149 s. Available at: <https://www.elet.sk/seo/makulova-hrckova.pdf> ISBN 978-80-88812-22-7

• PASTIEROVÁ, M. 2020. Trendy lokálneho SEO a vyhľadávania. In ITlib. Informačné technológie a knižnice [online]. Roč. 24, č. 3 (2020), s. 38-45. Available at: [https://itlib.cvtisr.sk/buxus/docs/PASTIEROVA\\_OK.pdf](https://itlib.cvtisr.sk/buxus/docs/PASTIEROVA_OK.pdf)

• PASTIEROVÁ, M. 2020. Sme pripravení na hlasové vyhľadávanie? In ITlib. Informačné technológie a knižnice [online]. Roč. 24, č. 2 (2020), s. 28-35. Available at: <https://itlib.cvtisr.sk/buxus/docs/5.pdf>

**Languages necessary to complete the course:**

Slovak

**Last change:** 31.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-243/22	<b>Course title:</b> Knowledge Organization and Indexing Languages
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KKIV/A-moIS-203/15	
<b>Course requirements:</b> a) during the semester: - paper on a selected topic from the organization of knowledge (15 points) - processing and presentation of a multilingual microthesaurus (35 points) b) in the examination period: - written test (50 points). The student will be admitted to the exam only with min. 25 points from continuous evaluation. <b>Grading scale:</b> 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A The teacher will accept a maximum of two absences with documentation. The dates for the final test will be announced through AIS no later than in the last week of the instruction period. <b>Scale of assessment (preliminary/final):</b> 50/50	
<b>Learning outcomes:</b> After successfully completing the course, the student has knowledge of the theoretical basis of the organization of knowledge in library and information science, its development as a scientific discipline and importance in the field of processing, classification, indexing and retrieval of information and information resources. Student understands the systems and processes of organizing knowledge in library and information science and he is able to apply them in practice. He has knowledge of the development, structure, creation and application of indexing languages and classifications as systems of knowledge organization in traditional and electronic environments. Student understands the issues of consistency and interoperability of knowledge organization systems and knows their trends. He has skills in creating systems of organization of knowledge: thesauri and sets of material authorities for securing and managing subject access to information. He knows and can apply in practice the procedures for creating multilingual thesauri in an international exchange bibliographic format using a library and information system, in accordance with international standards and norms.	



**Class syllabus:**

1. Knowledge organization - basic concepts, definitions, theoretical background and approaches, platforms of knowledge organization
2. Development of scientific and academic discipline of knowledge organization. The subject of research of the organization of knowledge and its importance
3. Systems and processes of knowledge organization in library and information science
4. Controlled vocabulary as a system of knowledge organization in the field of classification, indexing and retrieval of information and information resources. Control of vocabulary to ensure object access to information. Interoperability of controlled vocabularies
5. Indexing language as a system of knowledge organization. Types of indexing languages. Indexing models.
6. Thesauri: development, structure, conceptual system, types, methodology of thesaurus creation, international standardization of thesauri. Thesauri and authority files
7. Structure and application of the international exchange bibliographic format in the creation of thesauri and authority files using the library and information system
8. Classification as a system of knowledge organization. Classification theory and research. Classification systems: development, structure, conceptual system, creation of characters.
9. Consistency of knowledge organization systems and bibliographic control. Resource description standards and semantic interoperability
10. Online library catalog as a system of knowledge organization. Cataloging and library catalog trends. Semantic web and library catalogs
11. Mapping, interconnection and visualization of knowledge organization systems. Ontologies as systems of knowledge organization and their application in bibliographic universe
12. Practical creation of multilingual microthesauri and sets of material authorities on the principle of thesaurus in an international exchange bibliographic format using a library and information system, in accordance with international standards

**Recommended literature:**

Main Literature:

A temporary textbook for the subject is available in MS Teams

HJORLAND, B. (ed.). ISKO Encyclopedia of Knowledge Organization (IEKO). In: ISKO: International Society of Knowledge Organization [online]. 2016-2021. Dostupné na internete: <https://www.isko.org/cyclo/index.html>

KUČEROVÁ, H. Organizace znalostí – klíčová témata. Praha: Univerzita Karlova, nakladatelství Karolinum, 2017. 269 s. ISBN 978-80-246-3587-3.

KUČEROVÁ, H. Organizace znalostí [online]. Praha: Ústav informačních studií a knihovnictví FFUK v Praze, 2014. 138 s. Dostupné na internete: [https://uisk.ff.cuni.cz/wp-content/uploads/sites/62/2016/01/Organizace-znalost%C3%AD\\_Kučerová.pdf](https://uisk.ff.cuni.cz/wp-content/uploads/sites/62/2016/01/Organizace-znalost%C3%AD_Kučerová.pdf)

ROWLEY, J., Hartley, R. Organizing Knowledge: An Introduction to Managing Access to Information. Farnham: Ashgate, 2014. 367 s. ISBN 978-0-7546-4431-6.

STEINEROVÁ, J, GREŠKOVÁ M. a J. ILAVSKÁ. Informačné stratégie v elektronickom prostredí. Bratislava: Univerzita Komenského, 2010. 192 s. ISBN 978-80-223-2848-7.

TAYLOR, A., JOUDREY, D. N. The Organization of Information. Westport: Libraries unlimited, 2009. 512 s. ISBD 978-1-59158-700-2.

Current ISO and STN ISO standards in the field of documentation and information

Magazine articles:

Knowledge Organization, Journal of Information Science, ITlib: Informačné technológie a knižnice, Ikaros, ProInflow, Národní knihovna etc.

**Languages necessary to complete the course:**

Slovak					
<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 111					
A	B	C	D	E	FX
28,83	23,42	18,02	9,01	15,32	5,41
<b>Lecturers:</b> prof. PhDr. Jela Steinerová, PhD., Mgr. Marta Špániová, PhD.					
<b>Last change:</b> 26.06.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-236/22	<b>Course title:</b> Library Services Design
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the semester - assignments: 1. identification of the target user and his needs (15 points), 2. evaluation of the existing service by customer journey mapping (25 points), 3. analysis of data from the previous assignment and identification of problem areas (20 points) ), 4. proposing solutions to the problems identified in the previous assignment (20 points); (b) during the examination period: written test (20 points). The condition for admission to the exam is the achievement of min. 50% of each ongoing assignment. Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. English is required to work with recommended literature. Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A The exact dates and topics of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be published via AIS no later than the last week of the training section. Knowledge of English at the B1 level is required to work with literature. Scale of assessment (preliminary/final): 80/20	
<b>Learning outcomes:</b> Upon successful completion of this course, students are able to identify and analyze the basic characteristics of the service and its elements with respect to user-oriented design. He/she has knowledge of what psychological aspects affect users in the use of services, can identify the appropriate users, their problems, needs and values and can create people. He/she is ready to design, analyze and evaluate services using an appropriate range of service design methods and tools, link design results to related analyzes, and consider service optimization opportunities.	
<b>Class syllabus:</b> 1. Introduction to service design - characteristics, development 2. User-oriented design, design thinking 3. Service users - users, customers, visitors 4. Psychological aspects of users and service design 5. Mapping needs on the part of the institution or company 6. Mapping the needs, values and empathy of service users	

7. Evaluation of service design - methods
8. Customer journey mapping
9. Service design blueprint
10. Design process, idea, brainstorming, collaboration, prioritization
11. Design - methods, tools, sketching, prototyping
12. Information design in the physical environment

**Recommended literature:**

ŠMEHLÍK, David. K čemu je design služeb?: 10 případovek z veřejné sféry [online]. Brno: Flow, 2014, 96 s. ISBN 978-80-905480-3-9. Dostupné na internete: [eknihy.knihovna.cz/static/les/k-cemu-je-design-sluzeb.pdf](http://eknihy.knihovna.cz/static/les/k-cemu-je-design-sluzeb.pdf)

SUCHÁ, Ladislava Zbiejczuk. Designové myšlení pro knihovníky [online]. Brno: Flow, 2016. 203 s. ISBN: ISBN 978-80-88123-11-8. Dostupné na internete: [https://web2.mlp.cz/koweb/00/04/30/26/83/designove\\_mysleni\\_pro\\_knihovny.pdf](https://web2.mlp.cz/koweb/00/04/30/26/83/designove_mysleni_pro_knihovny.pdf)

Design zaměřený na člověka: soubor nástrojů [online]. Brno : Flow, 2013. 200 s. ISBN 978-80-905480-1-5. Dostupné na internete: <http://search.mlp.cz/searchMKP.jsp?action=sTitul&key=4233659>

KUROKAWA, Toshiaki, FRANKL, Milan. Service Design and Delivery : How Design Thinking Can Innovate Business and Add Value to Society [online]. Business Expert Press, ProQuest Ebook, 2015. 91 s. ISBN: 9781606497852. Dostupné na internete: <https://ebookcentral.proquest.com/lib/uniba-ebooks/detail.action?docID=2119782>

CALORI, Chris, VANDEN-EYNDEN, David. Signage and Wayfinding Design : A Complete Guide to Creating Environmental Graphic Design Systems [online]. John Wiley & Sons, Incorporated, 2015. 322 s. ISBN 9781119085836. Dostupné na internete: <https://ebookcentral.proquest.com/lib/uniba-ebooks/detail.action?docID=1895384>

Additional literature will be presented at the beginning and during the semester. Teacher presentations are available in Moodle and MS TEAMS.

**Languages necessary to complete the course:**

slovak, english

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

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

**Last change:** 25.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KKIV/A-moIS-247/23		<b>Course title:</b> Marketing 1			
<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> 3					
<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	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. Ing. Pavol Kita, PhD.					
<b>Last change:</b> 02.08.2023					
<b>Approved by:</b>					

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-800/15	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 15	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>The student must submit the master's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The master's thesis is submitted in electronic form via AIS. The work must meet the parameters determined by the internal quality system of Comenius University. The provisions of Article 14 of Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts of Comenius University) apply to the evaluation of the master's thesis.</p> <p>The supervisor of the final thesis and its opponent will prepare evaluations of the master's thesis and propose a grade in the A-FX grading scale, which the student receives a minimum of three working days before the defence.</p> <p>Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A</p> <p>Master's thesis evaluation criteria:</p> <ol style="list-style-type: none"> <li>1. The contribution of the master's thesis, the fulfilment of the objectives of the thesis in its assignment, and the requirements for the content of the master's thesis given by the internal quality system of Comenius University. It is assessed whether the student has worked on the chosen topic at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. Demonstration of the ability to work creatively in the study program is evaluated and the degree of demonstration of knowledge and understanding of the diploma thesis is reflected.</li> <li>2. Originality of the work (master's thesis must not be plagiarized, must not infringe the copyrights of other authors); the documentation for the defence of the master's thesis also includes protocols of originality from the CRZP and Theses systems, to the results of which the thesis supervisor and the opponent express their opinions in their evaluations.</li> <li>3. Correctness and accuracy of citation of used information sources, research results of other authors and group authors, correctness of the description of methods and working procedures of other authors or group authors.</li> <li>4. Compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of Comenius University.</li> <li>5. Respecting the recommended length of the master's thesis (the recommended length of the master's thesis is usually 50 – 70 standard pages = 90,000 to 126,000 characters, including spaces), the adequacy of the length of the thesis is assessed by the thesis supervisor.</li> <li>6. Linguistic and stylistic level of work and formal adjustments.</li> </ol> <p>The student orally presents the content, achieved goals, and conclusions of the master's thesis, and answers the questions and comments of the thesis supervisor, opponent, or members of the examination committee. The committee will comprehensively evaluate the quality of the master's thesis, assess the method and form of defence, and the student's ability to adequately respond to comments and questions from the evaluations of the thesis supervisor and the opponent. The</p>	

student receives their final grade based on the average of the assessment of the thesis supervisor and opponent from their evaluations, and the assessment of the examination committee.  
Scale of assessment (preliminary/final): 0/100

**Learning outcomes:**

The student has mastered the basic requirements of writing a scientific text in compliance with the rules of academic ethics. The student knows the methods used in the field of study, is able to work on the chosen topic of the master's thesis at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. After a successful defence of the master's thesis, the student is able to design, implement, critically reflect, and justify his research intention. The student understands the context of the problem, can clearly define research conclusions, state his positions, and make recommendations. He can respond argumentatively and flexibly to questions about the research topic, its methodology, and its conclusions.

**Class syllabus:**

1. The student presents the master's thesis in front of the committee for state exams, the opponent of the bachelor's thesis, and those present.
2. The student responds to the evaluations – comments and questions.
3. The student responds to the questions of the committee for state exams or the questions in a broader debate.

**State exam syllabus:**

**Recommended literature:**

- LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Available at: [http://stella.uniba.sk/texty/LL\\_pisanie\\_obhajoba\\_zaverecne\\_prace.pdf](http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf)
- Vnútorňý predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Available at: [https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a\\_Studijny\\_poriadok\\_FiF\\_UK.pdf](https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf)
- Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Available at: <https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/>

**Languages necessary to complete the course:**

Slovak

**Last change:** 26.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-212/15	<b>Course title:</b> Master's Degree 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> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> continuously during the semester: systematic preparation of the master's thesis in accordance with the goals set out in the assignment and the individual schedule given to the student by the thesis supervisor; regular consultations with the thesis supervisor and acquainting the thesis supervisor with the progress on the agreed tasks, which include: a study of literature on the thesis topic, submission of the thesis structure, research plan, if necessary, its modification, acquainting the thesis supervisor with the research procedure, first and other results. The evaluation in the A-FX grading scale will be given to the student by the supervisor of the final thesis based on meeting the individual conditions agreed on at the beginning of the semester. <b>Grading scale (in %):</b> 100-92: A 91-84: B 83-76: C 75-68: D 67-60: E 59-0: FX <b>Scale of assessment (preliminary/final):</b> 100/0	
<b>Learning outcomes:</b> After successfully completing the course, the student knows the published domestic and foreign literature, possibly archival sources, relating to the issues of the master's thesis and can analyse, interpret, and subject them to criticism. The student has the knowledge and skills to work on the theoretical part of their thesis. The student also knows how to practically work on theoretical preparation, methodology, and research methods and can define a research problem, research questions, and hypotheses. He has a research plan and first preliminary results. The student is able to process the obtained data, verify hypotheses and come up with conclusions.	
<b>Class syllabus:</b> 1. Defining the main and partial goals of the master's thesis. 2. Information research on the issue of the master's thesis.	



3. Analysis, interpretation, and critique of scientific literature, or possibly historical sources and other information sources relating to the issue of the master's thesis.
4. Continuous and consistent creation of citation apparatus for the master's thesis.
5. Compilation of the structure of the master's thesis in the context of its topic and requirements for the structure of the master's thesis given by the internal quality system of Comenius University.
6. Terminological definition of the issues of the master's thesis.
7. Processing of the theoretical part of the master's thesis.
8. Methodological definition of the topic: determination of the research problem, research questions, or variables and hypotheses, appropriate methods, procedures, and research sample.
9. Verification of pre-research methods.
10. Possible modification of research and research methodology.
11. Collection, processing, and first interpretation of data.

**Recommended literature:**

main literature (general):

- LICHNEROVÁ, Lucia: Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Available at: [stella.uniba.sk/texty/LL\\_pisanie\\_obhajoba\\_zaverecne\\_prac.pdf](http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf)
- OCHRANA, F. Metodologie, metody a metodika vědeckého výzkumu. Praha: Karolinum, 2019. ISBN 978-80-246-4200-0.
- STEINEROVÁ, Jela. Kvalitativne metódy výskumu v informačnej vede. In: ProInFlow: časopis pro informační vědy [online]. 2015, No. 2, s. 12-28 [cit. 2021-09-09]. Available at: <https://www.phil.muni.cz/journals/index.php/proinflow/article/view/2015-2-3>
- STEINEROVÁ, Jela. Metodologické problémy výskumov v informačnej vede. In: ProInflow [online]. In: ProInFlow. 2011, roč. 3, 4. 1, s. 4-18 [cit. 2020-08-09]. ISSN 1804-2406. Available at: <https://www.phil.muni.cz/journals/index.php/proinflow/article/view/2011-1-2>
- ZOUHAR, M., BIELIK, L. a Miloš KOSTEREC. Metóda: metodologické a formálne aspekty. Bratislava: Univerzita Komenského, 2017. ISBN 978-80-223-4352-7.

Further literature is determined by the thesis supervisor depending on the topic of the thesis.

**Languages necessary to complete the course:**

Slovak or another foreign language required for the study of literature depending on the language competences of the student

**Notes:**

**Past grade distribution**

Total number of evaluated students: 261

A	B	C	D	E	FX
59,77	15,71	11,88	3,83	8,05	0,77

**Lecturers:** PhDr. Ľudmila Hrdináková, PhD., prof. PhDr. Jaroslav Šušol, PhD., doc. Mgr. Lucia Lichnerová, PhD., Ing. Miriam Ondrišová, PhD., doc. PhDr. Pavel Rankov, PhD., Mgr. Katarína Vass, PhD., prof. PhDr. Jela Steinerová, PhD., Mgr. Miroslava Pastierová, PhD., Mgr. Marta Špániová, PhD., Mgr. Milan Regec, PhD.

**Last change:** 26.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KKIV/A-boIS-513/23		<b>Course title:</b> Methodology of Working with Children as Text Recipients			
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <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> I., 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	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PhDr. Ľudmila Hrdináková, PhD.					
<b>Last change:</b> 24.05.2023					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-232/22	<b>Course title:</b> Reading Culture in Digital Environment
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester (preliminary): the student prepares an oral presentation (25%), submits a seminar paper (25%), actively participates in seminar activities (25%) and gets over the written test (25%). Classification scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A The teacher accepts 1 absence without the need to prepare a substitute assignment, resp. 2-3 absences justified by the faculty authorities with the need to prepare a substitute assignment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning outcomes: Upon completion of the course, the student understands the difference between printed linear text and electronic text (hypertext structure, multimedia content). He/she can use methodologies to store, disseminate and make available such texts / contents to different categories of recipients. He/she is able to perform editing activities in electronic publishing with such texts. He/she can define user categories of individual types of electronic texts from a social and psychological point of view.	
<b>Class syllabus:</b> Class syllabus: 1. Remediation in the processes of media and cultural development. 2. Digitization and dematerialization in contemporary culture. 3. Ergodic literature and multi-sequence literature. 4. Hypertext and network literature. 5. Multimedia, hypermedia and multisensory digital content. 6. Text, audience, visuality. 7. Digital document and digital artifact. 8. Participation and interactivity. 9. Interface and perception. 10. Gamification and digital text. 11. Professional and artistic text in a digital environment. 12. Reader, user, creator, editor, distributor.	

13. Children, youth, seniors and special groups of readers / patrons.

**Recommended literature:**

Recommended literature:

SUWARA, Bogumila et al. Staré a nové rozhrania / interfejsy literatúry. Bratislava: SAP a SAV, 2014. ISBN 978-80-89607-30-3.

SUWARA, Bogumila et al. V sieti strednej Európy: Nielen o elektronickej literatúre. Bratislava: SAP a SAV, 2012. ISBN 978-80-8095-076-7.

SUWARA, Bogumila et al. Remediation: Crossing Discursive Boundaries. Berlin: Lang, 2019. ISBN 978-3-631-79505-7.

Poznámka: V prípade potreby literatúru zapožičia vyučujúci, jej kopírovanie a skenovanie je však možné len na študijné účely.

Note: If necessary, the literature will be lent by the teacher, but its copying and scanning is possible for study purposes only .

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak

English for readings

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** doc. PhDr. Pavel Rankov, PhD.

**Last change:** 26.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-237/22	<b>Course title:</b> Reading and Information Literacy Concepts
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KKIV/A-moIS-225/15	
<b>Course requirements:</b> a) during the semester (40 points): a paper about a selected issue in the field of media and information literacy for example: emergent literacy, predictors of reading, reading with understanding; cognitive reading strategies, improvement of reading with understanding, developing reading comprehension in the digital age; the role of information density in the text in acquiring complex concepts; self-concept, self-efficacy and reading; the impact of the affective dimension on reading comprehension; development of research in the field of reading; cooperative activities in reading processes, etc. b) in the examination period: (60 points). Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A The teacher will accept a maximum of two absences with documentation. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for the final test will be announced through AIS no later than in the last week of the instruction period. . Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> After successfully completing the course, the student has an overview of theory of reading and literacy. The student knows the developed cognitive concepts of reading: bottom-up models, top-down models and interactive models. The student knows the application of models in practice. The student knows metacognitive approaches to reading and understands their importance in practice. The student knows the methods of forming metacognitive skills in readers. The student knows non-cognitive concepts of reading and knows the application of models in practice. The student is able to use reading motivation and attitudes in the development of the reader. The student knows the intervention models and is able to apply appropriate intervention methods in the development	

of the reader. The student is able to critically evaluate performance-oriented models. The student knows the principles of modelling (modelling) and can critically evaluate them. The student is able to thoroughly analyse orality and literacy. The student knows the concepts of reading literacy and emergent literacy. The student understands the importance of supporting a reading culture. The student knows the research domains and research methods of reading. The student is able to search for a research vacuum and formulate a research problem.

**Class syllabus:**

1. Approaches to reading: literary and historical approach, pedagogical and psychological approach, semiotic and aesthetic-cultural approach.
2. Cognitive reading theories: bottom-up, top-down, interactive. Schemata theory and the implication for teaching reading comprehension. Interactive-compensatory model of reading, transactional theory of reading (Carrell, Goodman, Rumelhart, Stanovich, Rosenblatt, Anderson). Metacognitive approach to reading (Block).
3. Narrative models of reading (Armstrong).
4. The concept of motivation and reading attitudes (Mathewson, Bandura). Reader-oriented models. Umberto Eco – the role of the reader. Reader involvement.
5. Intervention models. Matthew's effect in reading. Failure cycle (Stanovich, Chall).
6. Literacy in a multimedia context: literality and visuality. Literacy and Orality (Ong).
7. Umberto Eco - the role of the reader. Reader involvement. Intervention models. Matthew's effect in reading. Failure cycle (Stanovich, Chall).
8. Literacy in a multimedia context: literality and visuality. Literacy and Orality (Ong).
9. Performance-oriented reading models. Critical reflection on the measurement of reading competencies (PIRLS, PISA).
10. Limited capacity model of mediated message processing (Lang).
11. Concepts of reading literacy.
12. Research domains, critical reflection of research. Reading research methods.

**Recommended literature:**

1. EAGLETON, T. Literary Theory: An Introduction [online]. Somerset, NJ: Wiley, 2011 [cit. 2020-11-12]. eISBN: 9781118306291. pISBN: 9781405179218. Available at: <http://site.ebrary.com/lib/uniba/docDetail.action?docID=10575486&p00=a%20critical%20cultural%20theory%20reader>
2. ECO, Umberto. Lector in fabula: Role čtenáře. Praha: Academia, 2010. ISBN: 9788020018281.
3. Informácie o meraniach [online]. Bratislava: NÚCEM, [s.a.] [cit. 2020-11-12]. Available at: <https://www.nucem.sk/sk/merania>
4. ONG, W. Technologizace slova. Praha: Karolinum, 2006. 238 s. ISBN 8024611244.
5. ŠTOCHL, M. Teorie literární komunikace. Praha: Akropolis, 2005. ISBN: 80-86903-09-5.
6. ŠTUBŇA, Pavol. Psychológia literatúry. Bratislava: Univerzita Komenského v Bratislave. ISBN: 978-80-2523-4317-6.
7. WOLFREYS, R. a WOLFREYS, W. Key Concepts in Literary Theory [online]. Edinburgh Edinburgh University Press, 2006 [cit. 2020-11-12]. eISBN: 9780748626427. pISBN: 9780748624584. Available at: <http://site.ebrary.com/lib/uniba/docDetail.action?docID=10759665&p00=a%20critical%20cultural%20theory%20reader>

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak

**Notes:**

<b>Past grade distribution</b>					
Total number of evaluated students: 5					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PhDr. Ľudmila Hrdináková, PhD.					
<b>Last change:</b> 31.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-208/15	<b>Course title:</b> Research Methodology in Information Science
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A The teacher will accept a maximum of 3 absences with documentation. participation in the Department research - 40% written exam - 40% other seminar activities during the semester - 20% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning outcomes: After completing the course, the student has the skills necessary for the implementation of social science research, especially in the field of information services, media and libraries. The student is able to apply knowledge for the design of research projects in the field of information and communication processes, institutions and media using basic quantitative and qualitative methods. He/she is able to creatively apply individual methods in the field research and in the interpretation of research results, both individually and within a team.	
<b>Class syllabus:</b> Class syllabus: 1. Philosophy of science: noetics, science, methodology, method. 2. Research in social sciences. Support agencies and grants schemes. 3. Scientific procedures: analysis, synthesis, abstraction, idealization, concretization, induction, deduction. 4. Characteristics of social phenomena. 5. Hypothesis: design, formulation, verification. 6. Experiment: types, principles, application. 7. Observation: types, principles, application. 8. Inquiry methods: interview, questionnaire - types, principles, application. 9. Qualitative methods in social sciences and information science. 10.-11. Research statistics: sampling, representativeness, data evaluation.	



12. Interpretation of results and scholarly publication.

13. Open science.

**Recommended literature:**

Main Literature:

BENČO, J. Metodológia vedeckého výskumu. Bratislava: IRIS, 2001. 194 s. ISBN 80-89018-27-0.

GAVORA, P. Úvod do pedagogického výzkumu. Brno: Paido, 2000. 207 s. ISBN 80-85931-79-6.

HENDL, J. 2008. Kvantitativní výzkum : základní teorie, metody a aplikace. 2. vyd. Praha : Portál, 2008. 408 s. ISBN 978-80-7367-485-4.

JUSZCZYK, S. 2003. Metodológia empirických výskumov v spoločenských vedách. Bratislava: IRIS, 2003. 137 s. ISBN 80-89018-13-0.

PLÁVKOVÁ, o. 2008. Základy sociologického výskumu. 1. vyd. Bratislava: Ekonóm, 2008. 108 s. ISBN 978-80-225-2550-3

SURYNEK, A. 2001. Základy sociologického výskumu. Praha: Management Press, 2001. 160 s. ISBN 80-7261-038-4.

STEINEROVÁ, J. Kvalitatívne metódy výskumu v informačnej vede. In ProInFlow: časopis pro informační vědy [online]. Vol. 2015, No. 2, s. 12-28. ISSN 1804-2406. Dostupné na <http://www.phil.muni.cz/journals/index.php/proinflow/article/view/2015-2-3> alebo <https://doi.org/10.5817/ProIn2015-2-3>

STEINEROVÁ, J. Metodologické problémy výskumov v informačnej vede. In ProInFlow: Časopis pro informační vědy [online]. Vol. 2011, No. 1. s. 4-18. ISSN 1804-2406. Dostupné na <http://pro.inflow.cz/metodologicke-problemy-vyskumov-v-informacnej-vede>>.

STEINEROVÁ, J. 2018. Qualitative methods in information research: A study of research creativity. In Qualitative and Quantitative Methods in Libraries [online]. Vol. 2018, No. 1, p. 87-99. ISSN 2241-1925. Dostupné na <http://www.qqml-journal.net/index.php/qqml/article/view/460/453>

STEINEROVÁ, J. FÁZIK, J. a F. NOVÁKOVÁ. Prínos fenomenografických výskumov pre informačnú vedu. In ProInFlow: Časopis pro informační vědy [online]. Vol.2020, No. 1. Dostupné na: <http://www.phil.muni.cz/journals/index.php/proinflow/article/view/2020-1-2/2102>

**Languages necessary to complete the course:**

Languages necessary to complete the course: Slovak

English and Czech needed for literature reading

**Notes:**

The specific research topic in which students participate varies according to current research projects addressed in the workplace.

**Past grade distribution**

Total number of evaluated students: 112

A	B	C	D	E	FX
42,86	16,07	19,64	10,71	6,25	4,46

**Lecturers:** doc. PhDr. Pavel Rankov, PhD., prof. PhDr. Jela Steinerová, PhD., Ing. Miriam Ondrišová, PhD.

**Last change:** 26.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-224/15	<b>Course title:</b> Search Engine Optimization 1
<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> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course evaluation consists of active participation (20 points), SEO audit (30 points), SEO audit presentation (10 points) and final test (40 points). All parts of the course evaluation are mandatory. Two excused absences are possible during a course which will decrease your points for active participation. The detailed schedule with deadlines for the specific assignments is going to be available at the beginning of the semester. Scholastic honesty policies are applied, there is "zero tolerance" for plagiarism, unauthorized collaboration on assignments etc. Any offences will lead to annulment of assignment points. Overall course evaluation (in %): 100-92: A 91-84: B 83-76: C 75-68: D 67-60: E 59-0: FX Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Course graduates understand the SEO project process and practically master the creation of SEO audit of the selected website. From a theoretical point of view, students have SEO knowledge focusing on specific techniques and factors influencing website position in search results page.	
<b>Class syllabus:</b> 1. SEO introduction - basic concepts 2. SEO planing and management process in a company 3. SEO audit as a part of SEO project 4. Webpage current status analysis 5. Keyword analysis 6. SEO factors: HTML	

7. SEO factors: architecture
8. SEO factors: content
9. SEO factors: users, trust and links
10. Black hat SEO
11. Emerging verticals - SEO trends

**Recommended literature:**

Makulová, Soňa, Hřčková, Andrea. Optimalizácia webových stránok pre vyhľadávacie nástroje. [online]. Bratislava: Elet, 2011. Dostupné na: <http://www.elet.sk/seo/makulova-hrckova.pdf>  
Lectures and other materials published via Moodle.

Other recommended resources:

SEO Chat. [online]. Dostupné na: <http://www.seochat.com/>

MOZ. [online]. Dostupné na: <https://moz.com/blog>

Search Engine Land. [online]. Dostupné na: <http://searchengineland.com>

Search Engine Rountable [online]. Dostupné na: <https://www.seroundtable.com>

Search Engine Watch [online]. Dostupné na: <https://searchenginewatch.com>

**Languages necessary to complete the course:**

Slovak, English (B2 and higher) to work with information sources

**Notes:**

**Past grade distribution**

Total number of evaluated students: 151

A	B	C	D	E	FX
42,38	19,21	19,87	9,27	5,3	3,97

**Lecturers:** prof. PhDr. Jaroslav Šušol, PhD.

**Last change:** 27.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-228/15	<b>Course title:</b> Search Engine Optimization 2
<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> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course evaluation consists of active participation (30 points), research paper (60 points), research paper presentation (10 points). All parts of the course evaluation are mandatory. One excused absence is possible during a course which will decrease your points for active participation. The detailed schedule with deadlines for the specific assignments is going to be available at the beginning of the semester. Scholastic honesty policies are applied, there is "zero tolerance" for plagiarism, unauthorized collaboration on assignments etc. Any offences will lead to annulment of assignment points. Overall course evaluation (in %): 100-92: A 91-84: B 83-76: C 75-68: D 67-60: E 59-0: FX Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Course graduates know selected off-page factors that affect SEO. Students master the tools and procedures of linkbuilding and understand the importance of brand building, social media marketing and marketing of search engines in the context of SEO. Students can use practical tools to evaluate and monitor SEO in practice.	
<b>Class syllabus:</b> 1. Branding and SEO 2. Off-page SEO - Linkbuilding 3. SMM (Social Media Marketing) 4. SEO evaluation and monitoring 5. SEM (Search Engine Marketing)	

**Recommended literature:**

Makulová, Soňa, Hrčková, Andrea. Optimalizácia webových stránok pre vyhľadávacie nástroje. [online]. Bratislava: Elet, 2011. Dostupné na: <http://www.elet.sk/seo/makulova-hrckova.pdf>  
Lectures and other materials published via Moodle.

Other recommended resources:

Search Engine Roundtable. [online]. Dostupné na: <http://www.seroundtable.com/>

Search Engine Journal. [online]. Dostupné na: <http://www.searchenginejournal.com/>

Search Engine Land. [online]. Dostupné na: <http://searchengineland.com/>

**Languages necessary to complete the course:**

Slovak, English (B2 and higher) to work with information sources

**Notes:****Past grade distribution**

Total number of evaluated students: 51

A	B	C	D	E	FX
50,98	27,45	7,84	1,96	9,8	1,96

**Lecturers:** prof. PhDr. Jaroslav Šušol, PhD.

**Last change:** 27.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-240/22	<b>Course title:</b> Semiotics
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in lectures and seminars. Presentation of a selected topic of the subject, a final written paper about a selected topic in the field of Semiotics, (18000 signs, 10 pages, 100 points), written tasks (2-3), a semiotic analysis of a selected advertisement (presentation, text, discussion), test/written exam. Evaluation of a paper: content (30), structure (20), analysis (20), interpretation, style (20), reference (10): max. 100 points, min. 55 points. Evaluation of presentations: 3-0. Evaluation of semiotics analyses: 3 - 0. Evaluation of presentations: 3-0. Tests: 2 questions: max. 20 points, min. 11 points. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for the presentations and test will be announced no later than in the last week of the instruction period. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. The teacher will accept a maximum of two absences with documentation. Grading scale: A (100-92 %), B (91-85 %), C (84-76 %), D (75-68 %), E (67->60 %), Fx ( $\leq 60$ %) Scale of assessment (preliminary/final): 100 / 0	
<b>Learning outcomes:</b> After the completion of the subject the students will be able understand theory and historical development of semiotics as theory of signs in relation to information science. Students will understand history, philosophical and linguistic background of the concepts of sign and sign systems in relation to the concept of information. They will learn main semiotic approaches in applications of information science, including pioneers of semiotics (Saussure, Peirce, Barthes, etc.). They will be able apply semiotic analyses and methodologies to issues of information and communication in contexts. Students will understand significance of semiotics for social sciences and information science for communication of information.	
<b>Class syllabus:</b> 1 Introduction to semiotics. Concepts of signs and sign systems. Definitions, basic disciplines (semantics, syntactics, pragmatics, paradigmatics, syntagmatics). Types of signs. Semantic triangle. Development of semiotics in relation to information science. 2. Linguistic background. F. de Saussure. Semiology, signifier, signified. The Course of general linguistics. Linguistic signs, speech	

and language. Synchronic and diachronic aspects of signs. 3. Philosophical background. Charles Sanders Peirce. Referent. Language and subject. The first triad (sign, interpretant, subject). Second triad (icons, indexes, symbols). Infinite transfer of signified. Charles Morris. Philosophy and logics of language. B. Russell. L. Wittgenstein. 4. Cultural and social background. Barthes. Connotations. Mythologies. Cultural code. Structurality. Subjectivity. Language, discourse, logics (G. Frege). 5 Psychological background and cognitive science. L. Vygotskij, J. Piaget, G. Kelly, J. Bruner. Models of mind. S. Freud, K. Jung, J. Fodor, P. Churchland. Horizontal and vertical perspectives on mind. Awareness, memory, reasoning, emotions. Generators and inhibitors of thinking. Further concepts and authors (subjectivity): J. Lacan, C. Lévi-Strauss etc. 6. Semiotics in categorization and classification in information science. Information languages as semiotics systems. Concepts. Concept styles. Cognitive styles. Information analyses and semiotic analyses. Concept structures. Thesauri, concept mapping, ontologies, taxonomies. Facet systems. Concept and mind maps. 7. Selected semiotic categories – language, text, style, metaphors. Genres in information science and digital objects. Semiotics and new media. 8. Semiotics and knowledge representations. Mental, social and cultural representations. Tools of information behavior. Cognitive maps, schemas, scenarios. Ideas, imagination, analogies, metaphors. Intelligent systems: declarative, procedural and associative languages. Frames, production systems (rules) and semantic and neural networks. 9. Semiotics and visualization. Significance of semiotics for information science and society. 10. New disciplines and trends related to information science: memetics, bioethics, information ethics. Social constructionism, sociobiology. G. H. Mead and social interactions. Behavioral sciences. Neopragmatism. Symbolic interactionism (H. Blumer). Phenomenography. Applications in theories of information science.

#### **Recommended literature:**

- CHANDLER, D. (2000). Semiotics for Beginners [online]. Dost. na: <http://visual-memory.co.uk/daniel/Documents/S4B/>. Chandler, Daniel. Semiotics for Beginners. (1994). University of Wales.
- THELLEFSEN, M. Muderspach, Thellefsen, T. and Sorensen, B. (2018). Information as signs. A semiotic analysis of the information concepts, determining its ontological and epistemological foundations. In. J. of Documentation (2017), Vol.74, No. 2, 372-382. DOI 10.1108/JD-05-2017-0078
- BRIER, S. (2006), "The foundation of LIS in information science and semiotics", *Liberas*, Vol. 6 No. 1, pp. 1-26.
- STEINEROVÁ, J. (2005). Informačné správanie. Pohľady informačnej vedy. Bratislava : CVTI, 2005.189s. ISBN 80-85165-90-2.
- STEINEROVÁ, J. (2002). Kognitívne a sociálne prístupy informačnej vedy. In: Knižničná a informačná veda 19. Zborník FiFUK. Bratislava: UK, 2002, s. 111-128. ISBN 80-223-1728-4.
- STEINEROVÁ, J. (1999). Semiotické základy teoretických výskumov v informačnej vede. In: Knižničná a informačná veda. 18. Zborník FFUK. Bratislava : UK, 1999, s. 33-53.
- MANOVICH, Lev (2001). *The Language of New Media*. Massachusetts: MIT 2001.
- STEINEROVÁ, J. (2000). Základy filozofie človeka v knižničnej a informačnej vede. In: Š. Kimlička et al.: *Knižničná a informačná veda na prahu informačnej spoločnosti*. Filozofický, systémový a historický pohľad. Bratislava : STIMUL, 2000, s. 9-55.
- JACOB, Elin K. (2004). Classification and categorization: a difference that makes a difference. In *Library Trends*. Wintr. 2004. [http://www.findarticles.com/p/articles/mi\\_m1387/](http://www.findarticles.com/p/articles/mi_m1387/)
- CAPURRO, R. (1985). *Epistemology of Information Science*. In Schwarz, S. Report Trita-Lib 6023. Stockholm: Royal Institute of Technology Library, 1985. <http://www.capurro.de/home-eng.html#PUBLICATIONS>, <http://www.capurro.de/trita.htm>
- RICOEUR, Paul. (1997). *Teória interpretácie: diskurz a prebytok významu*. Bratislava: Archa, 1997. 135 s.

PSTRUŽINA, K.(1998). Svět poznávání. K filozofickým základům kognitivní vědy. Olomouc, Nakl. Olomouc, 1998. 180s. - ISBN 80-7182-074-1

STEINEROVÁ, Jela. (2018). Informačné prostredie a vedecká komunikácia: informačné ekológie. Bratislava: Vyd. UK , 2018.230 s. ISBN 978-80-223-4445-6.

BYSTRÖM, K., Heinström, J., & Ian Ruthven, 2019. Information at Work. Information management in the workplace. London: Facet Publ. 2019. ISBN 978-1-78330-275-8.

STEINEROVÁ, Jela a Miriam ONDRIŠOVÁ (eds.). (2020). Informačná veda. Výkladový slovník. Autori: Jela Steinerová, Jaroslav Šušol, Pavol Rankov, Lucia Lichnerová, Ludmila Hrdináková, Miriam Ondrišová, Marta Špániová, Katarína Buzová, Andrea Hřčková. Bratislava: Univerzita Komenského v Bratislave, 2020. 278 s. ISBN 978-80-223-4866-9

Further reading:

FRANK, Manfred. (1995). Štýl vo filozofii. Bratislava : Archa, 1995. 85 s. ISBN 80-7115-051-7.

BLACKMOREOVÁ, Susan. (2001.) Teorie memů : kultura a její evoluce. Praha : Portál, 2001. 236s.

BRIER, Soren. (2003). The Cybersemiotic model of communication: an evolutionary view on the threshold between semiosis and information echange. Department of Economics and Natural Resources, Royal Veterinary and Agricultural University. Denmark. Dos. Na: <http://www.flec.kvl.dk/sbr>

HJØRLAND, Birger - HARTEL, Jenna. 2003. Afterword: Ontological, Epistemological and Sociological Dimensions of Domains. In Knowl. Org. 2003, vol.30, no. 3/4, s. 239-245.

ECO, U. Semiotics and the Philosophy of Language. Bloomington: Indiana University Press, 1984. 242 s.

The SEMIOTIC Sphere.(1986). Ed.by T.A. Sebeok. New York: Plenum Press, 1986.

PINKER, Steven. (2003). Slová a pravidlá. Zložky jazyka. Bratislava : Kalligram, 2003. 415 s.

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** prof. PhDr. Jela Steinerová, PhD.

**Last change:** 26.06.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-216/22	<b>Course title:</b> Social Aspects of Knowledge Management
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KKIV/A-moIS-216/15	
<b>Course requirements:</b> Active participation in lectures and seminars. Presentation of a selected topic of the subject, a final written paper about a selected topic in the field of Knowledge Management, (18000 signs, 10 pages, 100 points), concept map and its presentation, written tasks (2-3) to current topics of Knowledge Management, common, team projects on a topic of Knowledge Management (written text, presentation – in teams, final discussion), test/written exam Evaluation of papers, projects: content (30), structure (20), analysis (20), interpretation, style (20), reference (10): max. 100 points, min. 55 points. Evaluation of presentations: 3-0. Evaluation of projects: max. 100 points- min. 55. Evaluation of presentations of projects: 3-0. Tests: 2 questions: max. 20 points, min. 11 points. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for the presentations and test will be announced no later than in the last week of the instruction period. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. The teacher will accept a maximum of two absences with documentation. Scale of assessment: 100 % continuous assessment Grading scale: A (100-92 %), B (91-85 %), C (84-76 %), D (75-68 %), E (67->60 %), Fx (≤ 60 %), Scale of assessment (preliminary/final): 100 / 0	
<b>Learning outcomes:</b> After the completion of the subject the students will be able understand knowledge management in theory and practice, including main paradigms (social, technological, ecologic) and studies, information behavior in organizations and information cultures. They will apply methods and develop collaboration in practical projects. Students will understand social significance of knowledge management in organizations and in design of information services and products	
<b>Class syllabus:</b> 1 Basic concepts, types of knowledge. Objectives of knowledge management. Basic information resources. Data, information, knowledge, tacit knowledge, explicit knowledge, wisdom, activities	

and experience. 2. Human and social aspects of knowledge management. New positions of information professionals. CIO, CEO, CKO. 3. Models of knowledge, Relations to knowledge representations, organization and management. Cognitive processes and knowledge management. 4. Information ecology / information ecologies. Different approaches (management, social informatics, philosophy, information science). Basic authors, selected models. Digital environment. 5. Information culture in organizations. Types of organizations and types of management. Different approaches, different typologies and dimensions of information cultures (Hofstede). Information in workplaces. 6. Knowledge management systems, information architecture. Basic processes. Consultation companies. Information structures. Content and collaboration. 7. Learning organization, types of learning, types of workers. Procedures of building learning organization. Chains of values and knowledge. 8. New tools for knowledge organization in digital environment. Concept maps, ontologies, topic and mind maps. Data mining. Text mining, examples. 9. Information and knowledge in workplaces, values of information. Information environment. Information literacy in organizations. 10. Trends of research of knowledge management in organizations. Digital libraries. Intelligent systems. Ethical aspects.

### **Recommended literature:**

- STEINEROVÁ, Jela a Miriam ONDRIŠOVÁ (eds.). (2020). Informačná veda. Výkladový slovník. Autori: Jela Steinerová, Jaroslav Šušol, Pavol Rankov, Lucia Lichnerová, Ľudmila Hrdináková, Miriam Ondrišová, Marta Špániová, Katarína Buzová, Andrea Hrčková. Bratislava: Univerzita Komenského v Bratislave, 2020. 278 s. ISBN 978-80-223-4866-9
- WILSON, T.D. (2020). Exploring Information Behaviour. An Introduction. Preliminary edition. T.D. Wilson 2020. Available from: <http://www.informationr.net/ir/bonusbook.html>
- CASE, D.O. and Given, L.M. (2016), Looking for information. A survey of Research on Information Seeking, Needs and Behavior, 4th ed. Bingley: Emerald Pub. 2016. 507s. ISBN 978-1-780560-968-8.
- Steinerová, J., Fázik, J. Nováková, F. (2020). Prínos fenomenografických výskumov pre informačnú vedu. In: ProInFlow, Vol. 12 (2020), No. 1. Dostupné na: <http://www.phil.muni.cz/journals/index.php/proinflow/article/view/2020-1-2/2102>
- STEINEROVÁ, Jela. (2005). Informačné správanie: Pohľady informačnej vedy. Bratislava: CVTI SR, 2005. 189 s. ISBN 80-85165-90-2.
- WILSON, T. (ed.). (2013). Theory in Information Behavior Research.(e-book). Eiconics Ltd. 2013. ISBN 978-0-9574957-0-8.
- FORD, Nigel. (2015). Introduction to Information Behaviour. London: Facet 2015. 252s. ISBN 978-1-85604-850-7.
- THEORIES of Information Behavior. (2005). Eds K. Fisher, S. Erdelez, L. McKechnie. Medford, NJ: Information Today, 2005.
- STEINEROVÁ, Jela – Grešková, Mirka – Ilavská, Jana. (2010). Informačné stratégie v elektronickom prostredí. Bratislava: Univerzita Komenského v Bratislave, 2010. 192 s. ISBN 978-80-223-2848-7.
- STEINEROVÁ, Jela. (2005). Informačné správanie človeka – používatelia informácií v súvislostiach. In: Ikaros. [online]. 2005, č. 09 [cit.2005-09-01]. Dost. na: <http://www.ikaros.cz/Clanok.asp?ID=200509005>.
- GREIFENEDER, Elke (2014). Trends in information behaviour research. In Information Research [online]. 2014, Vol. 19, no. 4. <<http://www.informationr.net/ir/19-4/isic/isic13.html>>.
- Further reading:
- STEINEROVÁ, Jela. (2018). Informačné prostredie a vedecká komunikácia: informačné ekológie. Bratislava: Vyd. UK, 2018.230 s. ISBN 978-80-223-4445-6.
- BYSTRÖM, K., Heinström, J., & Ian Ruthven, 2019. Information at Work. Information management in the workplace. London: Facet Publ. 2019. ISBN 978-1-78330-275-8.

<b>Languages necessary to complete the course:</b> Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 9					
A	B	C	D	E	FX
55,56	11,11	22,22	11,11	0,0	0,0
<b>Lecturers:</b> prof. PhDr. Jela Steinerová, PhD.					
<b>Last change:</b> 26.06.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-220/15	<b>Course title:</b> Social and Psychological Aspects of Information Recipients
<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> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the semester: a paper about a selected issue in the field of the social and/or psychological aspect of information users/readers (20 points): e.g., cognitive framework of reading skills acquisition, reader schemata and reading comprehension, relationship of emotions and reading comprehension, influence of reading on emotion development, role of effects in reading, influence of reading attitudes, narrative skills and reading, reading multimodal text, role of reading preferences, reading in the digital age, factors in the development of reading preferences, etc. b) in the examination period: exam (40 points). All parts of the evaluation are mandatory. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A The teacher will accept a maximum of two absences with documentation. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for the final test will be announced through AIS no later than in the last week of the instruction period. Scale of assessment (preliminary/final): 33,5/66,5	
<b>Learning outcomes:</b> After successfully completing the course, the student has an overview of the basic areas of information users and readers. The student knows the developmental aspects of the reader, and he/she knows how factors affect reading skills: environment, heredity, personality, intervention, gender, SES-factor, age, employment. The student knows the cognitive level of reading, cognitive engagement and the possibilities of supporting cognitive competencies. The student has knowledge of the affective level of reading, emotional engagement, the possibilities of supporting affective reading skills. The student knows the attitudes and motivations of reading behaviour and reading skills, and knows / can apply selected methods of motivation. The student knows the socio-cultural dimension of reading and reading development. The student knows the methods of reading development	

intervention (restrictive, communicative, creative, etc.). The student knows the most important measurements of reading, media, and reading competencies and can critically evaluate them. The student knows the basics of bibliopedagogy and bibliotherapy. The student knows the basic aspects of dyslexia and knows the possibilities of working with dyslexics in the library.

**Class syllabus:**

1. Basic aspects of the information reader. Developmental aspects of the reader and user of information. Factors of reader development: gender, SES, age, employment. Predictors of reading, Matthew's effect in reading.
2. Categorization and typology of readers (according to Števček, MBTI, Lesňák, Eca, Moťjašov), types of reading.
3. Environment, heredity, reading development and dyslexia. Reading disorders as a social handicap. Aspects related to dyslexia.
4. Media-ecology. Theories and models of media activity in the context of reading development. Media effects.
5. Reading models. Procedural aspects of media reception.
6. Affective level of reading and reading development. Media and reader preferences. Reading motivation. Reading, media and information behaviour.
7. Attitudes and reading, media and information behaviour. Self-concept and self-efficiency in development.
8. Social aspects of reading and reading development. The world of media. Patterns and reading. Peer groups and reading. Socialization, reading, and media. Socialization of the reader. Reading versus media.
9. Intervention vs. readers, users of information and consumers of the media.
10. Bibliopedagogy, biblio-psychology and bibliotherapy.
11. Measurement of reading, media, and reading skills: tools, possibilities and limits. Research dimensions related to individual aspects of readers, information users and media consumers. Evaluation, analysis, and comparison of research.
12. Methodology of reading development.

**Recommended literature:**

1. EAGLETON, T. Literary Theory: An Introduction [online]. Somerset, NJ: Wiley, 2011 [cit. 2020-11-12]. eISBN: 9781118306291. pISBN: 9781405179218. Available at: <http://site.ebrary.com/lib/uniba/docDetail.action?docID=10575486&p00=a%20critical%20cultural%20theory%20reader>
2. ECO, Umberto. Lector in fabula: Role čtenáře. Praha: Academia, 2010. ISBN: 9788020018281.
3. ONG, W. Technologizace slova. Praha: Karolinum, 2006. 238 s. ISBN 8024611244.
4. SHERIDAN, E. M. Theories of reading and implications for teachers. In: Reading Horizons: A Journal of Literacy and Language Arts, [online]. Kalamazoo: Western Michigan University Libraries, 1981, vol. 22, no.1 [cit. 2020-11-12]. Available at: [http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=2015&context=reading\\_horizons](http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=2015&context=reading_horizons)
5. STAFF, C. I. Everyday Readers: Reading and Popular Culture [online]. London: Equinox Publishing, 2009 [cit. 2020-11-12]. Available at: <http://site.ebrary.com/lib/uniba/docDetail.action?docID=10386889&p00=reading%20models>
6. ŠTOCHL, M. Teorie literární komunikace. Praha: Akropolis, 2005. ISBN: 80-86903-09-5.
7. ŠTUBŇA, Pavol. Psychológia literatúry. Bratislava: Univerzita Komenského v Bratislave. ISBN: 978-80-2523-4317-6.

**Languages necessary to complete the course:**

Slovak, for recommended literature English at level B2

<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 15					
A	B	C	D	E	FX
80,0	20,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PhDr. Ľudmila Hrdináková, PhD.					
<b>Last change:</b> 01.04.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-241/22	<b>Course title:</b> Terminology
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuously during the semester: a) papers on a selected topic in the field of terminology (15 points, which is 20% of the total evaluation) b) processing and presentation of the selected type of terminological product according to the assignment (55 points, which is 80% of the total evaluation) Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A The exact date and topics of the evaluation will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After successfully completing the course, the student understands the basic concepts, meaning and development of terminology as a science. He understands the interdisciplinary relationships of terminology and areas of its application. He has knowledge of the use and importance of terminology and terminological principles in information activities. Student understands the relationship between concepts in different types of knowledge organization systems in information science. He understands trends in terminology in the digital environment. He has an overview of international cooperation in the field of terminology and the most important terminological activities in Slovakia. he can create various types of terminological products, in accordance with international standards.	
<b>Class syllabus:</b> Class syllabus: 1. Terminology - basic concepts, meaning and development of terminological science 2. Theory of terminology and its interdisciplinary relations. Areas of application of terminology and terminological products. Scientific terminology 3. The importance of terminology for the development of knowledge organization. Relationship between terminology and library information science. The importance of terminology for information activities	

4. Terminological bases of knowledge organization. Forms of representation of concepts and conceptual systems. Relationships between concepts in different types of knowledge organization systems
5. Terminological work - stages, principles and methods
6. Ways and methods of creating terms. Principles of writing definitions
7. Different types of terminological products. Terminological record requirements in the terminological database
8. Terminological products and their use in the digital environment. Terminology and ontology
9. Harmonization of terminology
10. Terminological management. Terminology standardization. Collaborative terminology management. Terminological policy
11. Development and adaptation of terminology in the field of e-access and e-inclusion
12. International cooperation and important international organizations in the field of terminology. Coordination of terminological work on an international scale. Terminological activities in Slovakia. Important terminological databases in science
13. Practical creation of terminological products

**Recommended literature:**

JURČACKOVÁ, Z. Terminológia : Základné zásady, metódy a ich aplikácia. Bratislava: CVTI SR, 2002. 72 s. ISBN 80-85165-85-6.

ŠPÁNIOVÁ, M. Význam terminológie pre informačnú činnosť: terminologické princípy tvorby tezaurov a interoperabilita s inými slovníkmi. In: Knižničná a informačná veda 26. Bratislava: Univerzita Komenského 2016, s. 45-68. ISBN 978-80-223-4252-0.

ŠVEC, Š. Pojmoslovné spory a ich definičné riešenia vo výchovovede. Bratislava: Stimul, 2003. 147 s. ISBN 80-88982-73-1.

International standards:

ISO 704: 2009 (= STN 01 0013: 2005. Terminologická práca – princípy a metódy, verzia pred revíziou)

ISO 860: 2007 (= STN 01 0010: 2010. Terminologická práca. Harmonizácia pojmov a termínov)

Articles in magazines:

Infoterm Newsletter, BiblioTerm, STandardTerm, TSH (Terminology Standardization and Harmonization) a i.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 5

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

**Lecturers:** Mgr. Marta Špániová, PhD.

**Last change:** 26.06.2022

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-242/22	<b>Course title:</b> Theory and Design of Information Systems
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 1 <b>per level/semester:</b> 28 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KKIV/A-moIS-209/15 and FiF.KKIV/A-moIS-210/15	
<b>Course requirements:</b> The teacher will accept a maximum of two absences in case they are supported with relevant documentation. Assessment – student can obtain max. 100 points overall. Assignments: 1. Select 1 article (section „research articles“) in the Information systems journal (Wiley Online Library), vol. 2021, and prepare a summary (3-4 pages, with essential information – problems, concepts, influences, methods, results...) + PP presentation (max. 10-15 min.) – 20 points 2. Smaller tasks during the semester – 2 assignments, each up to 15 points – 30 points overall 3. A group project – 50 points – to be handed in in the last week of the instruction period. Grading scale: A 100% - 92% B 91% - 84% C 83% - 76% D 75% - 68% E 67% - 60% FX 59% - 0% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After successfully completing the course, the student has an overview of principal concepts and starting points of systems thinking and systems theory, they understand the place of systems approach among the present-day paradigms of knowledge. Students have a general overview of information management from a systemic point of view, they understand the typology of information systems and selected areas of theoretical background in systems practice – IS modelling, design, implementation and audit. They are able to understand crucial concepts and terms from the domain of IS analysis and design, including individual methodologies, methods and techniques. They are able to apply practically the modelling tools in the analysis and design	

of processes and data, in particular the tools of UML language. They know the principles and techniques of user interface development.

**Class syllabus:**

1. Systems theory. Concept, essential characteristics of a system.
2. Information systems theory. System and information. Information system and management.
3. Information systems typology.
4. Information systems supporting science, research and education.
5. Audit / assessment of information system.
6. Information system life cycle, life-cycle models of IS development, IS analysis and design, requirements specification.
7. Methods of systems analysis, structural approach, object-oriented approach
8. Data modelling – entity-relationship diagram
9. Object-oriented approach, basic principles, UML.
10. Class Diagram, Use Case Diagram, Sequence Diagram, Activity Diagram, State Machine Diagram.
11. User interface design.
12. Implementation in Access.

**Recommended literature:**

- KIMLIČKA, Š. Informačné systémy : teoretické východiská, princípy, metódy projektovania. Martin : SNK, 2006. 240 s.
- KIMLIČKA, Š. Manažment tvorby informačných systémov : Teoretické východiská, metódy a postupy vo sfére vedy, výskumu a vzdelávania. Bratislava : Slovenská technická knižnica, 1995.
- KENDALL, Kenneth E., Kendall Julie E. 2010. Systems Analysis and Design. Pearson Prentice Hall, 2010. 572 s. ISBN 978-0136089162.
- MINGERS, John, Leslie Willcocks. 2004. Social Theory and Philosophy for Information Systems. John Wiley & Sons, 472 s. ISBN 978-0470851173.
- VICKERY, B.C. – VICKERY, A. Information science in theory and practice. Munchen: K.G. Saur 2004. 414 s.
- ZWASS, V. Information system. In: Encyclopaedia Britannica [online]. London : Encyclopaedia Britannica Inc., 2017. <https://www.britannica.com/topic/information-system>
- BOURGEOIS, D.T. Information systems for business and beyond [online]. Saylor Academy 2014. <https://bus206.pressbooks.com/>.
- FREE Learning Resources: UML, Agile, TOGAF, PMBOK, BPMN. Visual Paradigm [online] Dostupné na: <https://www.visual-paradigm.com/guide/>
- HOFFER, JEFFREY, JOEY GEORGE, AND JOSEPH VALACICH. Modern Systems Analysis and Design, 6th Edition, Prentice Hall, 2010. ISBN:978-0136088219.
- VALACICH, J.S. – GEORGE, J.F. – HOFFER, J.A. Essentials of Systems Analysis and Design. Harlow, Pearson Education Limited, 2015. 444 s.
- TILLEY, S. Systems Analysis and Design, Cengage Learning Inc., 2020. 488 s.
- journals - Information Systems, Information Systems Management, Information Systems Journal

**Languages necessary to complete the course:**

Slovak

**Notes:**

<b>Past grade distribution</b>					
Total number of evaluated students: 184					
A	B	C	D	E	FX
22,83	30,43	27,72	13,04	3,26	2,72
<b>Lecturers:</b> Ing. Miriam Ondrišová, PhD., prof. PhDr. Jaroslav Šušol, PhD.					
<b>Last change:</b> 19.02.2023					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-213/15	<b>Course title:</b> Theory of Information Science
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 1 <b>per level/semester:</b> 28 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) During the semester / continuous evaluation: Active participation in lectures and seminars, delivery of tasks. Presentation of a selected topic of the subject, a final written essay paper about a selected topic in the field of Information Science, (18000 signs, 10 pages, 100 points), test/written exam, written tasks (2-3) to current topics of Information Science, b) In the examination period: final oral examination (1 question related to the topic of paper) Evaluation of essays: content (30), structure (20), analysis (20), interpretation, style (20), reference (10): max. 100 points, min. 55 points. Evaluation of presentations: 3-0. Tests: 2 questions: max. 20 points, min. 11 points. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for the presentations and test will be announced no later than in the last week of the instruction period. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. The teacher will accept a maximum of two absences with documentation. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> After the completion of the subject students will be able analyze theoretical frameworks of information science, including theory of information, methodology, history, education and research trends. Students will learn main paradigms of information science and main contribution of pioneers of information science. They will understand main topics of information retrieval, human information behavior, digital libraries, bibliometrics and informetrics. Students will understand development of information science, theoretical schools, methodological principles, application areas, and significance of information science.	
<b>Class syllabus:</b> Brief history of information science and studies of information. Traditions of information science – main paradigms, documentation and special libraries. Data, information knowledge. 2. Subject of information science: the information process, information interactions. Basic categories of information science. Information retrieval, human information behaviour, digital libraries, bibliometric and informetrics. 3. Two paradigms of information research: the systems and the user	

paradigms. Pioneers of information science: G. Salton and J.H. Shera. 4. The concept of information in information science. Main approaches to the concept of information, L. Floridi, M. Bates and others. Cognitive (communicative), logical (propositional), social, structural, activity, multi-type, deconstructionist approaches. Technological and social approaches, physical, biological, social information. Typologies of information. 5. Selected personalities of information science: Cyril Cleverdon, Eugene Garfield, Tefko Saracevic, Nicholas Belkin, Peter Ingwersen, Marcia Bates, Brenda Dervin, Michael Buckland, Brian Vickery, Tom D. Wilson, Carol C. Kuhlthau and others. 6. Information retrieval and information seeking. Information strategies, information horizons. Human information behavior. Digital libraries. Bibliometrics and informetrics. 7. Social informatics. Education in information science, different conceptions of J. Shera and G. Salton. British, U.S., Nordic, French and German schools. I-schools. 8. Current studies and trends of information science. Information ecology. Digital libraries. Information environment. Application areas in practice, artificial intelligent, information ethics.

#### **Recommended literature:**

STEINEROVÁ, Jela. (2021). Theoretical Constructs of Information Science: development towards an ecological paradigm and information ethics in digital environment. In: Knižničná a informačná veda. 29. Library and Information Science 29. Bratislava: Vyd. UK 2021, 9-28. ISBN 978-80-223-5064-8.

STEINEROVÁ, Jela. (2016). Informačná veda: tradície, teórie a trendy - smerom k digitálnej vede. In: Knižničná a informačná veda. 26. Zborník FiFUK. Bratislava: UK 2016, 9-28.

STEINEROVÁ, Jela a Miriam ONDRIŠOVÁ (eds.). (2020). Informačná veda. Výkladový slovník. Autori: Jela Steinerová, Jaroslav Šušol, Pavol Rankov, Lucia Lichnerová, Ľudmila Hrdináková, Miriam Ondrišová, Marta Špániová, Katarína Buzová, Andrea Hrčková. Bratislava: Univerzita Komenského v Bratislave, 2020. 278 s. ISBN 978-80-223-4866-9

BAWDEN, David, ROBINSON, Lyn. (2012). Introduction to Information Science. London: Facet Publishing 2012. 351s. ISBN 978-1-85604-810-1. BAWDEN, David, Robinson, Lyn. Úvod do informačnej vedy. Transl. M. Lorenz, K. Mikulášek, D. Vévodová. Doubravník: Flow 2017. 451s.

SONNENWALD, D. (ed.). (2016). Theory Development in the Information Sciences. Austin: University of Texas Press, 2016. 331 s. ISBN 978-1-477-0906-3.

IBEKWE, Fidelia. (2019). European Origins of Library and Information Science. Bingley, Emerald Publ. 2019. 201 P.

STEINEROVÁ, Jela. (2018). Informačné prostredie a vedecká komunikácia. Informačné ekológie. Bratislava: UK 2018. 230 s. ISBN 978-80-223-4445-6.

BATES, Marcia. (2010). Information. In: Encyclopedia of Library and Information Sciences. 3rd edition. Ed. By Marcia J. Bates, Mary Niles Maack. New York: Taylor and Francis, 2010, p. 2347-2360.

SARACEVIC, Tefko. (2010). Information Science. In Encyclopedia of Library and Information Sciences. Ed. By Marcia J. Bates, Mary Niles Maack. New York: Taylor and Francis, 2010.

CRONIN, Blaise. (2012). The waxing and waning of a field: reflections on information studies education. In Information Research, 17(3) paper 529. [Available at <http://InformationR.net/ir/17-3/paper529.html>]

STEINEROVÁ, Jela. (2011). Informačná veda a informačné stratégie. In: Knižničná a informačná veda 23. Zborník FiFUK. Bratislava: UK, 2011, s. 7-20.

STEINEROVÁ, Jela – Grešková, Mirka – Ilavská, Jana. (2010). Informačné stratégie v elektronickom prostredí. Bratislava: Univerzita Komenského v Bratislave, 2010. 192 s. ISBN 978-80-223-2848-7.

WILSON, T. (ed.) Theory in Information Behavior Research (e-book). Eiconics Ltd. 2013. Further reading:

BORGMAN, Ch.L. (2015). Big Data, Little Data, No Data. Scholarship in the Networked World. Cambridge: MIT Press, 2015. 383s. ISBN 9786-0-262-02856-1.

NORTON, M. (2010) Introductory Concepts in Information Science. 2nd ed. Lanham Information Today.

DAVIS, C.H., Shaw, D. (eds.) (2011). Introduction to Information Science and Technology. Lanham: Information Today.

RUBIN, R.H. (2010). Foundations of Library and Information Science. New York: Neal Schumann.

DEBONS, A. (2008). Information Science. Lanham: Scarecrow Press.

SEDLÁČKOVÁ, Beata. Úvod do informační vědy. Opava. Slezská univerzita 2015.

CEJPEK, J. 1998. Informace, komunikace a myšlení. Praha : Karolinum, 1998. 179 s.

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

**Notes:**

**Past grade distribution**

Total number of evaluated students: 267

A	B	C	D	E	FX
16,48	19,48	25,47	21,35	15,36	1,87

**Lecturers:** prof. PhDr. Jela Steinerová, PhD.

**Last change:** 26.06.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIs-801/15	<b>Course title:</b> Theory of Information Science
<b>Number of credits:</b> 6	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>The student can take the state exam</p> <ol style="list-style-type: none"> <li>a) after obtaining at least such number of credits that after obtaining credits for successful completion of state exams, they achieve the necessary number of credits for the proper completion of studies,</li> <li>b) after successful completion of compulsory subjects, compulsory elective subjects, and elective subjects in the composition determined by the study program,</li> <li>c) after fulfilling the student's obligations arising from § 71, par. 3 letter b of the Higher Education Act,</li> <li>d) if no disciplinary action is taken against them.</li> </ol> <p>Successful completion of the state exam is one of the conditions for successful completion of the study program. The subject of the state exam is evaluated by the committee for state exams using the grading scale A-FX. The evaluation of the state examination or its part is decided by the examination committee by consensus. If the examination committee does not reach a consensus, the evaluation of the state examination or its part is decided by voting.</p> <p>On the basis of the wording of the study regulations of the faculty (Internal Rules and Regulations 5/2020, Art. 15), the framework dates of state examinations are set by the dean in accordance with the faculty's academic schedule. Departments are obliged to publish the dates of their state exams on the website no later than 5 weeks before they take place. The student registers for the state exam through the academic information system (AIS) at least three weeks before it takes place.</p> <p>The student is entitled to one regular and two resit attempts of the state exam. The regular attempt is the one for which the student applied for the first time within the deadline set for state exams. If the student was evaluated with the FX mark on the regular attempt of the state exam, the student may take resits of the state exam</p> <ol style="list-style-type: none"> <li>a) on the following dates assigned for state examinations in the relevant academic year</li> </ol> <p>or</p> <ol style="list-style-type: none"> <li>b) on the dates assigned for state examinations in one of the following academic years in accordance with § 65, par. 2 of the Higher Education Act.</li> </ol> <p>If the student is unable to come on the day of the state exam for which they have registered on serious grounds, they are obliged to apologize in writing to the chairman of the examination committee in advance or no later than three working days after the date of the state examination or its part, if there were serious obstacles that prevented them to do so in advance. If the student does not attend the state examination or its part without an excuse within the specified period, or if the chairman of the examination committee does not accept their excuse, they are assessed with the FX grade from that attempt of the state exam.</p> <p>Scale of assessment (preliminary/final): 0/100</p>	
<b>Learning outcomes:</b>	

The student who passes the state exam has comprehensively mastered the issue of the state exam in the context of specified areas. The student has theoretical and practical skills based on the current state of information science, as well as the ability to apply and use the skills creatively. He is able to apply the things he learned about information science to interdisciplinary relationships, is able to think critically, offer solutions for the information science theory problems, and use scientific arguments.

**Class syllabus:**

1. The student arrives on the registered date of the state exam according to the schedule set by the department.
  2. The student receives a question from the subject of the state exam, which is submitted in writing and anonymously in the form of a random selection from printed questions or a generator.
  3. The examination committee will give the student reasonable time to prepare an oral answer to the question.
  4. The student presents the prepared answer to the question in front of the examination committee and answers the additional questions.
  5. After the student finishes their answer, the examination committee decides on the results of the state exam in a closed session of the examination committee.
- The course of the state exam and the announcement of its results are public.

**State exam syllabus:**

1. Approaches to definitions of information in information science. Typology of information. Basic terminology of information science (information retrieval and information seeking, information horizon, relevance, information behavior, information products). Related concepts: data, information, knowledge.
2. Historical development of information science. Two paradigms of studies and education (G. Salton, J. Shera). Subject of information science. Basic disciplines of information science (theoretical, applied, information retrieval, information behavior, digital libraries, bibliometric, informetrics). Social informatics. Methodology and transdisciplinary principles of information science. Information strategies. Traditional models of information retrieval (Salton, van Rijsbergen, Lancaster). Interactive models of information seeking (Belkin, Ingwersen, Satacevic).
3. Information behavior. Definition and related concepts (HIB, information needs, relevance, information environment, R. Taylor). Basic models of information behavior in information science (T. Wilson, D. Ellis, R. Savolainen, B. Dervin, M. Bates, C.C. Kuhlthau). Information behavior in the electronic environment. Historical development of information retrieval and seeking and information behavior. Phases of information retrieval development. Phases of information behavior studies. Typology and structure of information behavior. Trends of information behavior studies. Information ecology. Digital libraries.
4. Information product. Definition, characteristics and components of information products. Basic types of analytic-synthetic information products. Methodology of the development of information products (analytic and synthetic information). Basic phases. Diagnosis of information needs of users. Types of analyses. Creativity in information practices.
5. Systems theory. System, systemic approach. Basic characteristics of a system. Systems typology. System structure. System behaviour. Formal apparatus for system description. Transformations and forms of their representation. Models, modelling, organizational-functional models.
6. Information systems theory. System and information, management and organization. Information system and its role in management and cognition. Attempts at formulating general theory of information systems. Information systems typology. Information systems in science, research and education. Library and Information systems. Digital libraries.



7. Approaches and methods in information systems design and development. Systems analysis and synthesis. Structured analysis. IS Life cycle. Data models and modelling. Database systems. Standards in IS, LIS and networks. Audit in information system.

8. Information policy. Principal levels and forms of information policy. Evolution and content of information policy. Information policy and access to information. Institutions and organizations of information policy research and development (EC, UNESCO, OECD, IFLA). Economic context of information policy. New information economics. Information as goods. Price of information. Competitive strategies in information management. Privacy as a policy category.

### **Recommended literature:**

to the topics 1-4:

STEINEROVÁ, J., ŠUŠOL, J., RANKOV, P., LICHNEROVÁ, L., HRDINÁKOVÁ, E., ONDRIŠOVÁ, M., ŠPÁNIOVÁ, M., BUZOVÁ, K. a A. HRČKOVÁ. Informačná veda: výkladový slovník. Editori Jela STEINEROVÁ, Miriam ONDRIŠOVÁ. Bratislava: Univerzita Komenského v Bratislave, 2020. ISBN 978-80-223-4866-9.

BAWDEN, David - ROBINSON, Lyn. 2012. Introduction to Information Science. London: Facet Publ. 351 s. ISBN 978-1-85604-810-1. Úvod do informačnej vedy. Transl. M. Lorenz, K. Mikulášek, D. Vévodová. Doubravník: Flow 2017. 451s.

STEINEROVÁ, Jela. Informačná veda: tradície, teórie a trendy - smerom k digitálnej vede. In: Knižničná a informačná veda. 26. Zborník FiFUK. Bratislava: UK, 2016, s. 9-28.

STEINEROVÁ, Jela. Informačné prostredie a vedecká komunikácia. Informačné ekológie. Bratislava: UK, 2018. ISBN 978-80-223-4445-6.

STEINEROVÁ, Jela, GREŠKOVÁ, Mirka a Jana ILAVSKÁ, Informačné stratégie v elektronickom prostredí. Bratislava: UK, 2010. ISBN 978-80-223-2848-7.

STEINEROVÁ, Jela. Informačné správanie. Pohľady informačnej vedy. Bratislava: CVTI, 2005. ISBN 80-85165-90-2.

STEINEROVÁ, Jela. Tvorba informačných produktov : nové prístupy informačnej vedy Bratislava: CVTI SR, 1998. ISBN 80-85165-73-2.

STEINEROVÁ, Jela. Theoretical Constructs of Information Science: Development towards Ecological Paradigms and Information Ethics in Digital Environment. In: Zborník KIV 29. Annual Review of LIS 29. Eds. STEINEROVÁ, J. a M. PASTIEROVÁ. Bratislava, UK 2021, s. 9-38. ISBN 978-80-223-5064-8.

k okruhom 5-8:

BOURGEOIS, D.T. Information systems for business and beyond [online]. Saylor Academy, 2019 [cit. 2021-10-01]. Dostupné na: <https://opentextbook.site/informationssystem2019/>.

FREE Learning Resources: UML, Agile, TOGAF, PMBOK, BPMN. Visual Paradigm [online]. [cit. 2021-09-01] Dostupné na: <https://www.visual-paradigm.com/guide/>

HOFFER, JEFFREY, JOEY GEORGE, AND JOSEPH VALACICH. Modern Systems Analysis and Design, 6th Edition, Prentice Hall, 2010. ISBN:978-0136088219.

KENDALL, Kenneth E., Kendall Julie E. Systems Analysis and Design. Pearson Prentice Hall, 2010. 572 s. ISBN 978-0136089162.

KIMLIČKA, Š. Informačné systémy : teoretické východiská, princípy, metódy projektovania. Martin : Slovenská národná knižnica, 2006.

MINGERS, John, Leslie Willcocks. Social Theory and Philosophy for Information Systems. John Wiley & Sons, 2004. 472 s. ISBN 978-0470851173.

SHAPIRO, C. – VARIAN, H. R. Information Rules. A Strategic Guide to the Network Economy. Boston : Harvard Business Schools Press, 1999. 352 s.

ŠUŠOL, J. a kol. Informačná politika. Bratislava : Stimul 2011. Dostupné na internete: <[http://stella.uniba.sk/texty/JS\\_infopolitika.pdf](http://stella.uniba.sk/texty/JS_infopolitika.pdf)>.

ZWASS, V. Information system. In: Encyclopaedia Britannica [online]. London : Encyclopaedia Britannica Inc., 2017. <https://www.britannica.com/topic/information-system>  
Sledovanie trendov vývoja v oblasti informačnej vedy, informačného prieskumu a informačného správania v základných časopisoch z odboru, najmä: Information Research, JASIST

**Languages necessary to complete the course:**

Slovak

**Last change:** 30.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-239/22	<b>Course title:</b> User Experience
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KKIV/A-moIS-202/15	
<b>Course requirements:</b> a) during the semester: - practical tasks (total 35 points): 1. comparative analysis of a part of the search interface of selected websites, 2. development of a new information architecture based on the data of a selected part of the website, 3. usability testing of a selected part of a given digital product / service, 4. evaluating the accessibility aspect of the selected website using automated tools; - continuous text assignments (total 25 points): 1. excerpt from the assigned article, 2. excerpt from the assigned chapter of the monograph, 3. excerpt from the articles describing the selected digital product / service; (b) during the examination period: - final oral exam (40 points). The condition for admission to the exam is the achievement of min. 50% of each continuous practical and textual assignment. Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Knowledge of English at the B1 level is required to work with literature. Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A The exact dates and topics of the continuous assessment will be announced at the beginning of the semester. The exam dates will be published via AIS no later than the last week of the teaching part. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> Upon successful completion of the course, the student has knowledge of basic models, theories, concepts, evaluation methods and new trends in the field of user experience in the digital environment. Has the ability to analyze and compare aspects of usability, information architecture, accessibility, graphic design and texts that affect the overall and partial user experience, mental models and psychological aspects of users. He/she knows the processes, methods, tools, strategies and management basics for creating user-oriented design and interactive design.	

**Class syllabus:**

1. History and development of graphical user interfaces, information architecture and user experience, basic definitions and relevant concepts
2. Product/service experience
3. User experience - definitions, models, user-oriented design
4. Usability in digital environment - definitions, elements, models, evaluation, measurement
5. Information architecture - content classification and organization systems in digital environment, navigation
6. Search - specifics of search user interfaces on websites and applications
7. Accessibility - definition, standards, evaluation
8. User survey - methods of measuring and evaluating user experience
9. Graphic design - visual hierarchy, writing, reading and evaluation of texts in a digital environment
10. Interactive design - user-oriented design, methods, tools, process
11. Artificial intelligence - user experience with UI-based products and services
12. Strategy and management in creating a digital product / service

**Recommended literature:**

MAKULOVÁ, Soňa. Makulová, Soňa. Informačná architektúra sieťových médií a multimédií. Bratislava: Elet, 2010. 137 s. ISBN 978-80-88812-21-0. Dostupné na: <http://www.elet.sk/monografia/obsah-informacna-architektura.pdf>

PARKER, Sophia, Joe HEAPY. Cesta za lepším rozhraním. Londýn: Demos, 2006. Preklad: Adam Hazdra 2011. Dostupné na internete: [https://web2.mlp.cz/koweb/00/03/72/12/57/cesta\\_za\\_lepsim\\_rozhranim.pdf](https://web2.mlp.cz/koweb/00/03/72/12/57/cesta_za_lepsim_rozhranim.pdf).

BUZOVÁ, Katarína. Prieskum kredibility elektronických obchodov. Information ecology and libraries = Informačná ekológia a knižnice. - Bratislava : Univerzita Komenského, 2011. S. 155-165. ISBN 978-80-223-3087-9.

MAKULOVÁ, Soňa, Katarína BUZOVÁ. Analýza vzorov návrhov interfejsu vyhľadávania. INFOS 2011 : nové rozmery informačného univerza, nové výzvy 21. storočia pre pamäťové inštitúcie [elektronický zdroj]. - Bratislava : Spolok slovenských knihovníkov, 2011. S. 172-186. ISBN 978-80-970693-0-8. Dostupné na internete: <http://vili.uniba.sk/AK/INFOS2011.pdf>

BRIJAKOVÁ, Annamária, BUZOVÁ, Katarína a Milan REGEC. Špecifiká percepcie používateľských rozhraní online emailových služieb seniormi. Knižničná a informačná veda : 28. 1. vyd. Bratislava : Univerzita Komenského v Bratislave, 2019. S. 136-150. ISBN 978-80-223-4769-3

BUZOVÁ, Katarína. Prístupný web (nielen) pre dyslektikov. ELET newsletter [elektronický zdroj]. - (2.2.2011), s. 1-5. ISSN 1338-0419. Dostupné na internete:

<http://www.elet.sk/?pouzitelnost-pristupnost&sprava=pristupny-web-nielen-pre-dyslektikov>  
Additional literature will be presented at the beginning and during the semester. Teacher presentations are available in Moodle and MS TEAMS.

**Languages necessary to complete the course:**

slovak, english

**Notes:****Past grade distribution**

Total number of evaluated students: 119

A	B	C	D	E	FX
41,18	21,01	15,13	10,08	8,4	4,2

<b>Lecturers:</b> Mgr. Katarína Vass, PhD.
<b>Last change:</b> 25.06.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-231/22	<b>Course title:</b> User Experience Analysis
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KKIV/A-moIS-223/15	
<b>Course requirements:</b> a) during the semester: - assignments: 1. interviews (25 points), 2. prioritization of functionalities (20 points), 3. user testing (25 points); (b) during the examination period: written test (30 points). The condition for admission to the exam is the achievement of min. 50% of each ongoing assignment. Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Knowledge of English at the B1 level is required to work with literature. Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A The exact dates and topics of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be published via AIS no later than the last week of the training section. Scale of assessment (preliminary/final): 70/30	
<b>Learning outcomes:</b> Upon successful completion of the course, the student is ready to conduct a survey of user experience in both commercial and non-commercial areas. He has the basic knowledge needed for academic research. He knows the theoretical and epistemological differences between the research paradigms and has an overview of qualitative, quantitative, behavioral, attitude and mixed methods. Can identify the subject (usability, comprehensibility, information architecture, emotions, etc.), object (parts of the digital product, task flows, vehicle) and survey objectives, select the appropriate method, plan, implement, evaluate and interpret user experience research and its individual aspects.	
<b>Class syllabus:</b> Class syllabus 1. History of research development in the field of user experience 2. Research planning and strategy, commenting, documentation and visualization of research 3. Making personas 4. Quantitative methods of user experience analysis 5. Qualitative methods of user experience analysis	

6. Behavioral methods of user experience analysis - ethnographic survey, user testing, diary
7. Attitude methods of user experience analysis - interview, contextual interview, questionnaire
8. Mental models - characteristics and methods of analysis in the context of user experience
9. Credibility - characteristics and methods of analysis in the context of user experience
10. Value survey - JTBD method, value design and empathy mapping
11. Evaluation and prioritization of functionalities in a digital product or service - internal and external methods
12. Text analysis in the context of user experience

**Recommended literature:**

GOODMAN, Elizabeth, KUNIAVSKY, Mike, Andrea MOED. Observing the user experience a practitioner's guide to user research. Amsterdam: Morgan Kaufmann, Elsevier, 2012. 2. vyd. 585 s. ISBN: 978-0-12-384869-7

BAXTER, Kathy, COURAGE, Catherine and Kelly CAINE. Understanding your Users: A Practical Guide to User Research Methods (online). Morgan Kaufmann, 2015. ISBN: 978-0-12-800232-2. Dostupné na internete: <https://doi.org/10.1016/C2013-0-13611-2>

ROHRER, Christian. When to Use Which User-Experience Research Methods. In Nielsen Norman Group, 2014 (online). Dostupné na internete: <https://www.nngroup.com/articles/which-ux-research-methods/>

VERMEERENA , Arnold P.O.S., ROTOB Virpi a Kaisa VÄÄNÄNEN.

Design-inclusive UX research: design as a part of doing user experience research (online). In: Behaviour & Information Technology, 2015.

Dostupné na internete: <https://trepo.tuni.fi/bitstream/handle/10024/125682/>

Design\_inclusive\_UX\_research\_as\_published\_Vermeeren\_Roto\_Vaananen.pdf?sequence=1&isAllowed=y

RUBIN, Jeffrey, CHISNELL, Dana. Handbook of Usability Testing : How to Plan, Design, and Conduct Effective Tests (online). John Wiley & Sons, Incorporated, 2008. ProQuest Ebook Central. Dostupné na internete: <https://ebookcentral.proquest.com/lib/uniba-ebooks/detail.action?docID=343716>.

Additional literature will be presented at the beginning and during the semester. Teacher presentations are available in Moodle and MS TEAMS.

**Languages necessary to complete the course:**

slovak, english

**Notes:**

**Past grade distribution**

Total number of evaluated students: 85

A	B	C	D	E	FX
45,88	15,29	21,18	10,59	3,53	3,53

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

**Last change:** 31.03.2022

**Approved by:**