

## 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.KPg/A-moPE-048/15	<b>Course title:</b> Art Therapy Techniques in Counselling
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <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> paper, test Continuous assessment during the teaching part: paper on a selected topic from the subject (30 points), in the credit period: written exam (40 points). The student will be admitted to the written exam only with min. 10 points from the ongoing evaluation. Classification scale: A (100-93 %), B (92-85 %), C (84-76 %), D (75-68 %), E (67-60 %), FX (59 or less %). Two absences with proven documents are allowed. The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. The dates of the written exam will be announced no later than the last week of the teaching part. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> During the course, students complete a complete experiential arterial training focused on the development of the university student's personality. Thanks to this, the graduates of the course are able to design and implement art therapy activities with children, youth and various types of clients in the counseling process and evaluate their results.	
<b>Class syllabus:</b> 1. Art therapy and its use in educational counseling. 2. Art therapy in the world and in Slovakia. 3. Art-hypereutical directions, approaches and theories (psychodynamic starting points, C.G. Jung, shape psychology and phenomenology, humanistic approach, postmodern). 4. Diagnostic aspects of children's drawing. Drawing tests and projective methods - diagnostics of family relationships in child's drawings, levels of mental abilities, CNS disorders, mental disorders. 5. Forms and areas of use of art therapy (individual, group, family art therapy). 6. Structure of art therapy meeting. 7. Personality of an art therapist and art group lecturer. 8. Aims and target groups of art therapy (children, adolescents, seniors, families, abused children, mentally and physically handicapped). 9. Conditions of art therapy work and management of an art group. 10. Communication in the art therapeutic process. 11. Art therapeutic methods and techniques in counseling (warm-up activities, creative techniques, self-conception, history analysis, family relationships, working in pairs, group	

techniques). 12. Use of art therapy programs in educational work. Preparation and design of own art therapy training for a selected group of clients.

**Recommended literature:**

DAVIDO, Roselino. Kresba ako nástroj poznania dieťaťa. Portál: Praha, 2005. ISBN 80-7178-449-4. LIEBMANN, Marian. Skupinová arteterapie. Portál: Praha, 2005. ISBN 80-7178-864-3.  
SEJČOVÁ, Ľuboslava. Arteterapeutické techniky v poradenstve. Univerzita Komenského: Bratislava, 2015. ISBN 978-80-223-3769-4.  
SEJČOVÁ, Ľuboslava. Diagnostika v arteterapii a v poradenstve. Univerzita Komenského: Bratislava, 2016. ISBN 978-80-223-4061-8.  
ŠICKOVÁ – FABRICI, Jaroslava. Arteterapia – úžitkové umenie. Petrus: Bratislava, 2006. ISBN 80-89233-10-4.  
ŠICKOVÁ – FABRICI, Jaroslava. Základy arteterapie. Portál: Praha, 2002. ISBN 80-7178-616-0.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 178

A	B	C	D	E	FX
71,91	24,16	2,25	0,0	0,0	1,69

**Lecturers:** doc. PhDr. Ľuboslava Sejčová, CSc.

**Last change:** 21.03.2022

**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.KPg/A-moPE-006/15	<b>Course title:</b> Basics in Andragogy
<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 teaching part (continuously) a seminar paper (30 points) on a selected topic from general andragogy, theoretical and applied disciplines of andragogy as well as selected problems of andragogical practice, e.g.: Concepts of the theory of adult education, Contribution of selected personalities of andragogy to its development in the world and in Slovakia; Systemization of andragogy, Adragogical counselling, Professional education of adults, Management of human resources development, Career counselling, Social andragogical work and counselling, Cultural-educational and interest activities of adults, Forms and methods of adult education, Trends of education and learning of adults in the context of lifelong learning, etc. (b) in the examination period: written test (70 points) Admission to the examination is conditional on achieving a minimum of 10 points in the continuous assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant item The student will be required to complete the item(s) in the appropriate grade. <b>Grading scale:</b> 92-100: A 84-91: B 76-83: C 68-75: D 60-67: E 0-59: FX The teacher will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm 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 teaching period. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> After successful completion of the course, students have basic knowledge of the theory and practice of adult education, they are able to orient themselves in the system of andragogy as a scientific	

discipline. They understand the relationship between andragogy and pedagogy. They have the knowledge leading to the acquisition of the ability to identify and solve andragogical problems in the context of pedagogical situations. They are able to communicate in the scientific language of andragogy.

**Class syllabus:**

1. The development of adult education theory. Adult pedagogy - Andragogy.
2. Constituting andragogy as a scientific discipline. Selected representatives of andragogy in Slovakia and abroad.
3. Andragogy in the system of sciences of education. Relationship of andragogy to other sciences.
4. The subject of andragogy. Basic andragogical concepts.
5. Adult person - the object of education and learning.
6. Target groups of adult education.
7. Institutionalization and professionalization of adult education.
8. Systemic approach to education.
9. Forms of adult education.
10. Methods of adult education.
11. Importance and roles of adult education in contemporary conditions.
12. Adult education abroad. UNESCO and adult education.

**Recommended literature:**

BENEŠ, Milan. Andragogika. Praha: Grada Publishing, 2014. ISBN 9788024748245.  
DVOŘÁKOVÁ, M., ŠERÁK, M.: Andragogika a vzdělávání dospělých: vybrané kapitoly Praha: Filozofická fakulta Univerzity Karlovy, 2016. ISBN 978-80-73-08694-7.  
MATULČÍK, Július, J. Teórie výchovy a vzdelávania dospelých v zahraničí. Bratislava: Gerlach Print, 2004. ISBN 80-89142-02-8  
MATULČÍK, Július. Vývojové tendencie andragogiky ako vedy v kontexte celoživotného a širokoživotného vzdelávania a učenia sa dospelých. In: Pedagogika a andragogika 1 [elektronický dokument]: (vedy o výchove a vzdelávaní). Bratislava: Univerzita Komenského v Bratislave, 2021, s. 248-257 [online]. ISBN 978-80-223-5146-1  
PRUSÁKOVÁ, Viera. Základy andragogiky I. Bratislava : Gerlach Print, 2005. ISBN 80-89142-05-2.  
ŠVEC, Štefan. Anglicko-slovenský lexikón pedagogiky a andragogiky. Bratislava : Iris, 2008. ISBN 978-80-89256-21-1  
Students will be introduced to supplementary literature during the course.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 338

A	B	C	D	E	FX
58,28	17,46	13,61	6,21	4,44	0,0

**Lecturers:** doc. PhDr. Július Matulčík, CSc.

**Last change:** 02.07.2024

**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.KFDF/A-boFI-901/22	<b>Course title:</b> Basics in Philosophy
<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> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the instruction period of the semester: two tests (first in the first half of the semester, second in the penultimate week of the instruction period of the semester). Tests will be on material covered during the semester. Students can score a maximum of 100 points for both tests, the minimum for passing the course is 60 points. A: 100%-92%; B: 91%-84%; C: 83%-76%; D: 75%-68%; E: 67%-60% FX: 59%-0% 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% preliminary	
<b>Learning outcomes:</b> After successfully completing the course, the students have knowledge of basic philosophical problems, conceptual frameworks and argumentative strategies used in the main philosophical disciplines (ethics, metaphysics, epistemology). They are familiar with the main historical-philosophical trends and concepts from ancient times to the 20th century and have a basic knowledge of them.	
<b>Class syllabus:</b> 1. Philosophy in the system of cultural activities. 2. Historical transformations of philosophy and paradigms of European philosophical thought. 3. Character and methods of philosophical thinking, philosophical argumentation. 4. Philosophical disciplines and directions. 5. Terminological apparatus of philosophy as the conceptual basis of the social sciences and humanities. 6. Selected key issues in ethics. 7. Selected theories of the justification of moral norms. 8. Selected key topics in philosophical anthropology. 9. Selected key issues in metaphysics. 10. Selected key issues in philosophy of mind, the mind-body relationship. 11. Selected key issues in the theory of knowledge. 12. Selected key theories of philosophy of language.	

**Recommended literature:**

LIESMANN, Konrad, ZENATY, Gerhardt. O myšlení. Olomouc: Votobia, 1994. ISBN: 80-85619-94-6.

HOLLIS, Martin. Pozvání do filosofie. Brno: Barrister & Principal, 2001. ISBN: 80-85947-61-7.

PEREGRIN, Jaroslav. Filozofie pro normální lidi. Praha: Dokořán, 2008. ISBN 9788073631925.

NAGEL, Thomas. Čo to všetko znamená. Stručný úvod do filozofie. Bratislava: Bradlo, 1991. ISBN 80-7127-04-0.

Supplementary literature and literature that is not in Academic Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academic Library UK literature are available at MS Teams.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance)

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

Total number of evaluated students: 763

A	ABS	B	C	D	E	FX
40,37	0,0	27,92	17,04	7,34	4,59	2,75

**Lecturers:** prof. Mgr. Michal Chabada, PhD., doc. PhDr. Mariana Szapuová, CSc., Mgr. Martin Nuhlíček, PhD., Mgr. Róbert Maco, PhD.

**Last change:** 01.06.2022

**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.KPg/A-moPE-004/00		<b>Course title:</b> Basics in School Legislation			
<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> 3					
<b>Recommended semester:</b> 3.					
<b>Educational level:</b> II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> . Scale of assessment (preliminary/final): 59/41					
<b>Learning outcomes:</b> .					
<b>Class syllabus:</b> .					
<b>Recommended literature:</b> Applicable laws and regulations.					
<b>Languages necessary to complete the course:</b> Slovak					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 215					
A	B	C	D	E	FX
27,44	20,0	23,72	15,35	9,77	3,72
<b>Lecturers:</b> Mgr. Gabriela Pleschová, PhD.					
<b>Last change:</b> 06.06.2024					
<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.KPg/A-moPE-033/00	<b>Course title:</b> Children as Victims of Violence
<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>Course requirements:</b> Paper and written test. Continuous assessment during the teaching part: paper on a selected topic from the subject (30 points), in the credit period: written exam (40 points). The student will be admitted to the written exam only with min. 10 points from the ongoing evaluation. Classification scale: A (100-93 %), B (92-85 %), C (84-76 %), D (75-68 %), E (67-60 %), FX (59 or less %). Two absences with proven documents are allowed. The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. The dates of the written exam will be announced no later than the last week of the teaching part. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student will acquire professional terminology, fundamental knowledge in the field of victimology, understand the causes of violence against children and be familiar with the classification of risk factors for violence and the classification of types of violence. He will be able to use this knowledge and skills in further education and also in the practical level of primary, secondary and tertiary prevention of violence against children and families.	
<b>Class syllabus:</b> 1. Victims of violence. 2. Domestic violence. 3. Children as victims of violence. 4. Abused, neglected and neglected child - CAN syndrome. 5. Risk factors of violence against children. 6. Consequences of violence against children and young people. 7. Diagnosis of child abuse. 8. Causes of bullying among adolescents. 9. Cyberbullying as a new phenomenon. 10. Victimization of children and youth and its prevention. 11. Helping children in crisis and danger. 12. Preventive programs in schools.	
<b>Recommended literature:</b> DUNOVSKÝ, Jiří, DYTRYCH, Zděnek a Zděnek MATĚJČEK a kol. Týrané, zneužívané a zanedbávané dítě. Praha: Grada, 1995. ISBN 807-169192-5. FUCHSOVÁ, Katarína. Týrané dieťa. Bratislava: Iris, 2009. ISBN 978-80-89256-30-3.	

JANOŠOVÁ, Pavlína a kol. Psychologie školní šikany. Praha : Grada, 2016. ISBN 978-80-247-2992-3.

SEJČOVÁ, Ľuboslava. Deti a mládež ako obeť násilia. Bratislava: Album, 2001. ISBN 80-968667-0-2.

SEJČOVÁ, Ľuboslava. Dieťa ako obeť násilia. (Vysokoškolská učebnica) Bratislava: Album, 2010. ISBN 978-80-969908-3-2.

SEJČOVÁ, Ľuboslava. Šikanovanie a kyberšikanovanie v škole. [elektronický dokument]. - 1. vyd. - Bratislava : Univerzita Komenského, 2021. - 219 s. [23 AH] ISBN 978-80-223-5157-7 [http://stella.uniba.sk/texty/FIF\\_LS\\_sikanovanie.pdf](http://stella.uniba.sk/texty/FIF_LS_sikanovanie.pdf)

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 375

A	B	C	D	E	FX
52,0	25,33	15,2	4,0	2,13	1,33

**Lecturers:** doc. PhDr. Ľuboslava Sejčová, CSc.

**Last change:** 21.03.2022

**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.KPg/A-moPE-051/17	<b>Course title:</b> Constructivist Approach to Education
<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> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Minimum success rate: 60 percent Continuous assessment (teaching part): - 20% active participation in the seminar - 40% presentation per hour Final rating: - 40% analysis of education Classification scale: A (100-92), B (91-84), C (83-76), D (75-68), E (67-60), FX (59% or less). Two absences are acceptable; seminar assignments must all be developed, presented and submitted. Weight of the intermediate / final evaluation: 60/40%. The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be announced no later than the last week of the training section. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> Students are able to independently search, interpret and use sources of scientific and professional knowledge in the field of constructivist teaching, including the effective acquisition, storage, processing and presentation of professional information originating from electronic sources. They can use professional terminology to describe the pedagogical reality of constructivist teaching - in oral and written form. They can independently analyze, synthesize and evaluate the acquired knowledge. They can compile a constructivist lesson model and evaluate this model on the basis of criteria. They can apply the ability of holistic and critical thinking in evaluation and self-evaluation.	
<b>Class syllabus:</b> .	
<b>Recommended literature:</b> BAČOVÁ, Viera. Súčasný smery v psychológii. Bratislava: Veda/SAV, 2009. ISBN 978-80-224-1068-7.	

<p>GAVORA, Peter, MAREŠ, Jiří, SVATOŠ, Tomáš a WIEGEROVÁ, Adriana: Self efficacy v edukačných súvislostiach II. Zlín: UTB, 2020. ISBN 978-80-7454-948-9.</p> <p>PETROVÁ, Zuzana: Vygotského škola v pedagogike. Trnava: Vydavateľstvo TU, 2008. ISBN 978-80-8082-196-8.</p> <p>TÓTHOVÁ, Renáta: Konštruktivistický prístup vo výučbe ako možnosť rozvoja myslenia žiakov. Bratislava: Metodicko-pedagogické centrum, 2014. ISBN 978-80-565-0004-0. Dostupné online: <a href="https://mpc-edu.sk/sites/default/files/projekty/vystup/tothova.pdf">https://mpc-edu.sk/sites/default/files/projekty/vystup/tothova.pdf</a></p> <p>SLAVIN, Robert E. 2009. Educational Psychology. Theory and Practice. 9th Ed. 2009. 570 s. ISBN-13: 978-0-205-59200-5.</p> <p>WIEGEROVÁ, Adriana a kol.: Self efficacy v edukačných súvislostiach. Bratislava: SPN, 2012. ISBN 978-80-10-02355-4.</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: 91</p>					
A	B	C	D	E	FX
54,95	15,38	19,78	5,49	3,3	1,1
<p><b>Lecturers:</b> prof. PaedDr. Adriana Wiegerová, PhD.</p>					
<p><b>Last change:</b> 06.06.2024</p>					
<p><b>Approved by:</b></p>					

## 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.KPg/A-moPE-995/15	<b>Course title:</b> Counselling in Educational Processes
<b>Number of credits:</b> 4	
<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 developments in pedagogic counselling, as well as the ability to apply and use the skills creatively. The student can demonstrate knowledge from the following courses: Pedagogical counselling I and II., Prevention of addictions, Child as a victim of violence. Student can manifest knowledge of concepts and techniques and can apply them in counselling in the context of addressing educational needs of pupils. He is able to apply the knowledge of pedagogical counselling to interdisciplinary relationships, is able to think critically 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. Pedagogical counselling and counselling activity: defining features and terminology: counselling, counsellor and related terms. Formats of counselling. Aims and mission of counselling.
2. History of counselling and concepts of counselling. Directions of developments and foundational schools for the development of counselling. Counselling as a guidance in career choice, diagnostic and psychometric model of counselling, medical concept, educational-formative conceptions, career counselling, biodromal and developmental concept of counselling.
3. The process of counselling. Conditions of counselling. Requirements for the institutions providing counselling and for the counsellors. Clients of counselling including the endangered clients.
4. Personality and the role of the counsellor. Qualifications of the counsellor. Counselling styles. Ethical dimension of the work of the counsellor. Supervision in counselling. Burnout syndrome at counsellors. Psycho hygiene of the counsellor.
5. Communication and atmosphere in the process of counselling. States of the counselling process. Counselling via phone. Written counselling and counselling in journals and online. Individual counselling. Key principles and ways of communication with client. Questions posing in counselling. Communication mistakes.
6. Diagnostic methods of working with the client. Pedagogical diagnostic. States of diagnostic in counselling. Anamnestic interview. Observation. Analysis of material. Standardised diagnostic. Sociometrics.
7. Diagnostic methods in educational counselling. Diagnostic in school maturity. Diagnosing learning and behaviour problems. Diagnosing specific learning difficulties. Diagnosing hyperkinesia. Diagnosing classroom. Diagnosing gifted pupils. Diagnosing in career advising.
8. Intervention methods when working with the client. Counselling interventions and techniques. Intervention independent on counselling directions. Interventions differentiated according to duration, intensity, number of people, problem, level of directive, stages of counselling process.

9. Individual consulting methods. Consulting for information, distribution, clarification, ventilation, encouragement, interpretation. Application of training and relaxing techniques, modelling, role play, confrontation, reflexion.

10. Group interventions. Methods of group counselling. Methods of counselling in advisory activity in school and educational counselling. Making use of therapy (ergotherapy, dramatherapy, artherapy).

11. Family counselling. Methods of pair and family counselling. Aims and methods of family therapy. Psychodynamic approach. Behavioural approach. Experiential-communication approach. Structural approach in family therapy. Systemic family therapy. Cooperation of educational advisors with parents.

12. Educational and prevention programmes in education. Applying developmental and counselling programmes. Motivational programmes. Prevention programmes and projects aimed at prevention of social pathologic phenomena at teenagers at primary and secondary schools.

13. System of school and educational counselling in Slovakia. Establishment and development of educational and psychological counselling. Special educational institutions. School institutions of educational counselling and prevention. Scope of work of centres of pedagogical psychological counselling and prevention and of centres of specific pedagogical counselling.

14. Cooperation of councillors at schools and counselling centres. Areas of work of educational councillor, social pedagogue, coordinator for prevention, school psychologist, special pedagogue and special needs educational councillor.

15. The role of educational councillor at primary and secondary schools. Toolkit of the educational councillor. Educational counselling in Poland, Czech Republic, USA, Croatia, Slovenia.

**Recommended literature:**

DRAPELA, Victor a Vladimír HRABAL. Vybrané poradenské směry: teorie a strategie. Praha: Karolinum, 1998. ISBN 80-7184-011-4.

ĎURDIÁK, Ľuboš a Viktor GATIAL. Psychologické aspekty výchovného a kariérového poradenstva. Nitra: Pedagogická fakulta UKF v Nitre, 2006. ISBN 80-8094-060-6.

GABURA, Ján a Jana PRUŽINSKÁ. Poradenský proces. Praha: Sociologické nakladatelství, 1995. ISBN 80-85850-10-9.

HARGAŠOVÁ, Marta et al. Skupinové poradenství. Praha: Grada Publishing, 2009. ISBN 978-80-247-2642-7.

KLÍMOVÁ, Marta et al. Teória a prax výchovného poradenstva. Praha: SPN, 1987.

LAZAROVÁ, Bohumíra. Základy pedagogicko-psychologického poradenství pro učitele. Brno: ÚPV FF Masarykovy univerzity v Brně, 2002.

MERTIN, Václav, KREJČOVÁ, Lenka et al. Výchovné poradenství. Praha: Wolters Kluwer, 2020. ISBN 978-80-7598-174-5.

SEJČOVÁ, Ľuboslava. Pedagogicko-psychologické poradenstvo a poradenský proces. Bratislava: Vydavateľstvo UK, 2011. ISBN 978-80-223-2977-4.

ŠEFRÁNKOVÁ, Mária. Výchovný poradca. Iris: Bratislava, 2007. ISBN 978-80-89256-05-1.

**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.KPg/A-moPE-050/15	<b>Course title:</b> Counselling in Educational Processes 1
<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> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> report; test, oral exam Continuous assessment during the teaching part: paper on a selected topic (30 points), in the exam period: oral or written exam (40 points). The student will be admitted to the exam only with min. 10 points from the ongoing evaluation. Classification scale: A (100-93 %), B (92-85 %), C (84-76 %), D (75-68 %), E (67-60 %), FX (59 or less %). Two absences with proven documents are allowed. The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be announced no later than the last week of the training section. Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> Students will master the basic counseling theories, innovative approaches and techniques of counseling. They will gain a theoretical overview of the methods and models of counseling with emphasis on their application in school practice, in the implementation of pedagogical counseling. Students will gain knowledge for the implementation of counseling, diagnostics of the student's personality and the implementation of effective intervention in order to solve the client's problem (student, family, school).	
<b>Class syllabus:</b> 1. Characteristics of counseling and consulting activities. 2. Counseling directions and schools of founding importance for the development of counseling (psychoanalysis, individual psychology, behaviorally oriented counseling schools, counseling school of C.C. Rogers, W. Glaser, transaction analysis of E. Bern). 3. Historical cross-section of the development of counseling and counseling concepts (counseling as an orientation in choosing a profession, diagnostic and psychometric model, medical concept, concepts of development counseling, educational and educational-formative concepts). 4. Counseling process and communication in the counseling process. 5. Telephone consultation. Written consultation and advice in magazines and on the Internet. Personal consultation. 6. Diagnostic methods of working with the client. 7. Intervention methods of counseling work with the client. Individual consultation methods. Group counseling methods.	

Methods of couple and family counseling. 8. Origin and development of educational and psychological counseling. 9. School facilities for educational counseling and prevention. 10. The content of counseling activities of educational counselor, pedagogical counselor and social pedagogue. 11. Pedagogical counseling abroad. 12. Practical exercises in pedagogical counseling, solving model counseling situations.

**Recommended literature:**

ČÁP, David. a kol. Výchovné poradenství. Wolter Kluwer: Praha, 2009. ISBN 978-80-7357-498.

GABURA, Ján a Jana PRUŽINSKÁ, J. Poradenský proces. Praha: Sociologické nakladatelství SLON 1995. ISBN 80-85850-10-9

KNOTOVÁ, Dana a kol. Školní poradenství. Grada Publishing: Praha, 2014. ISBN 978-80-247-4702-2.

SEJČOVÁ, Ľuboslava. Pedagogicko-psychologické poradenstvo a poradenský proces. Bratislava: Vydav. UK, 2011. ISBN 978-80-223-2976-7.

SEJČOVÁ, Ľuboslava. Edukačné poradenstvo a perspektívy jeho rozvoja. In: Perspektívy rozvoja pedagogiky a andragogiky v Slovenskej republike a v krajinách strednej Európy [elektronický dokument]. - : 1. vyd. ISBN 978-80-223-4706-8. - Bratislava: Univerzita Komenského v Bratislave, 2018. - S. 122-131 [CD-ROM]

ŠEFRÁNKOVÁ, Mária. Výchovný poradca. Bratislava: Iris, 2007. ISBN 8071643246 .

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 322

A	B	C	D	E	FX
47,83	24,84	20,19	4,66	0,62	1,86

**Lecturers:** doc. PhDr. Ľuboslava Sejčová, CSc.

**Last change:** 21.03.2022

**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.KPg/A-moPE-036/15	<b>Course title:</b> Counselling in Educational Processes 2
<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> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> paper and test Continuous assessment during the teaching part: paper on a selected topic from the subject (30 points), in the examination period: oral or written exam (40 points). The student will be admitted to the exam only with min. 10 points from the ongoing evaluation. Classification scale: A (100-93 %), B (92-85 %), C (84-76 %), D (75-68 %), E (67-60 %), FX (59 or less %). Two absences with proven documents are allowed. The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be announced no later than the last week of the training section. Scale of assessment (preliminary/final): 20/80	
<b>Learning outcomes:</b> Students will gain an overview and comprehensive knowledge of the most common educational problems of students, the possibilities of managing them and preventing their occurrence and counseling.	
<b>Class syllabus:</b> 1. Disorders and problems in personality development. Problem students and their classification. 2. Counseling for performance and intellectually handicapped students. 3. Counseling for physically, sensory and health handicapped students. 4. Counseling for mentally and mentally handicapped students. 5. Integration and counseling for pupils with special educational needs. 6. Preventive-educational counseling. Pupils' behavioral problems. 7. Career counseling. 8. System of professional counseling in education. 9. Counseling for minorities. Education of children of foreigners and refugees at school. 10. Roma child at school. Educating students with social and cultural disadvantages. 11. Family and marriage counseling. Family theory and family therapy. 12. Practical exercises in pedagogical counseling. Compendium of counseling interventions. Solution of practical model consulting situations.	
<b>Recommended literature:</b>	

HADJ-MOUSSOVÁ, Zuzana a kol. Intervence. Pedagogicko-psychologické poradenství III. Praha: Univerzita Karlova v Praze – Pedagogická fakulta, 2004. ISBN 80-7290-146-X.

LAZAROVÁ Bohumíra. Základy pedagogicko-psychologického poradenství pro učitele. Elektronický studijní text. Brno: FF MU 2002. dostupné na <http://www.ulozto.cz/xorT8WF/lazarova-b-zaklady-pedagogicko-psychologickeho-poradenstvi-pro-ucitele-kniha-pdf>

SEJČOVÁ, Ľuboslava. Poradenstvo vo výchove a vzdelávaní. Bratislava: Vydavateľstvo UK, 2011. ISBN 978-80-223-2976-7.

SEJČOVÁ, Ľuboslava. Delikvencia mládeže. Bratislava: STIMUL, 2009. ISBN 978-80-89236-72-5.

Dostupné na: [http://stella.uniba.sk/texty/FIF\\_SL-Delikvencia\\_mladeze.pdf](http://stella.uniba.sk/texty/FIF_SL-Delikvencia_mladeze.pdf)

VÍTKOVÁ, Marie. (ed.) a kol. Integrativní speciální pedagogika. Integrace školní a sociální. Brno: Paido, 2004. ISBN 80-7315-071-9.

VÁGNEROVÁ, Marie. Školní poradenská psychologie pro pedagogy. Praha: Univerzita Karlova, Karolinum, 2005. 80-246-1074-4.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 329

A	B	C	D	E	FX
59,27	29,18	10,64	0,0	0,3	0,61

**Lecturers:** doc. PhDr. Ľuboslava Sejčová, CSc.

**Last change:** 21.03.2022

**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.KPg/A-moPE-043/15	<b>Course title:</b> Czecho-Slovak Relations in the History of Educational System
<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> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the following will be evaluated: a) active participation, preparation and discussion in seminars (50 points) b) presentation / seminar work in the range of 10-12 pages on a selected topic (50 points) Classification scale: A: 92-100%, excellent - excellent results, B: 84-91%, very well – above average standard, C: 76-83%, well - reliable work, D: 68-75%, satisfactory - acceptable results, E: 60-67%, sufficient – the results meet the minimum criteria, Fx: 0-59%, insufficient – additional work required 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): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, the student has the knowledge and ability to understand the mutual relations and contacts with Czech schools and Czech personalities of pedagogy from the Middle Ages to the present. The student is able to name the most important milestones and personalities, has knowledge of the socio-cultural context of Czech-Slovak relations and can explain the reasons that fundamentally affected them.	
<b>Class syllabus:</b> 1. Great Moravia in the history of Czech and Slovak education and culture. Slavic School. 2. University of Prague. Origin, structure and organization. Vavrinec Benedikt z Nedožier, Jan Jesenius, Peter Fradelius. 3. Students from the territory of Slovakia at the University of Prague until the 16th century. University of Prague and humanism. 4. J. A. Komenský and Slovakia. Comenius' response in Slovak pedagogy.	

5. Representatives of Slovak pedagogy and their relation to Comenius' textbooks and pedagogical views.
6. Enlightenment. Theresian and Josephine Reforms: Common and Different Features in the Application of the Western and Eastern Parts of the Empire.
5. Czech-Slovak relations in the field of culture and education in the 19th century. Slavonic Congress.
6. Positivism in Czech pedagogy; Czechoslovak unity. Slovak students at Czech schools. Votes.
7. Establishment of the Czechoslovak Republic: Czech professors in Slovakia, O. Chlup, J. Uher, J. Hendrich,  
Establishment of Comenius University
8. University lectures as a form of enlightenment and folk education in the 1st Czechoslovakia.
9. Unified School, Reform Pedagogical Movement, Václav Příhoda, Frano Musil.
10. Interwar Czechoslovakia; Congress of teachers, Little School Act, striving for a unified school, the expansion of Slovak culture
11. Reflection of interwar pedagogy and Czechoslovak relations in the period of the Slovak state (1938-1945).
12. Restoration of the Czechoslovak Republic. The division of Czechoslovakia and current relations of Czech and Slovak pedagogy.

**Recommended literature:**

- ČESKOSLOVENSKO 1918-1938. Osudy demokracie ve střední Evropě. 1 a 2. Zborník z medzinárodnej vedeckej konferencie v Prahe 5.-8. októbra 1998. Historický ústav AV ČR Praha, 1999.
- KARŠAI, František. J. A. Komenský a Slovensko. Martin : SPN, 1970, 360 s.
- KOPÁČ, Jaroslav. Dějiny školství a pedagogiky v Československu. Díl. I. Brno: Univerzita J. E. Purkyně, 1971
- MÁTEJ, Jozef a kol. Dejiny českej a slovenskej pedagogiky. Bratislava : SPN, 1976.
- RYCHLÍK, Jan. Češi a Slováci ve 20. století. Česko-slovenské vztahy 1914-1945, Academic Electronic Press, Bratislava, 1997. IBN 80-88880-10-6.
- RYCHLÍK, Jan 2002. a Slováci ve 20. století. Česko-slovenské vztahy 1945-1992, Academic Electronic Press, Bratislava 2002 ISBN 80-88880-02-5.
- RYCHLÍK, J. 2002. Rozpad Československa. Česko-slovenské vztahy 1989-1992, Academic Electronic Press, Bratislava 2002 ISBN 80-88880-02-5.
- \* additional literature will be added at the beginning or during the semester.

**Languages necessary to complete the course:**

slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 6

A	B	C	D	E	FX
16,67	16,67	33,33	0,0	0,0	33,33

**Lecturers:** Mgr. Janka Medved'ová, PhD.

**Last change:** 09.09.2024

**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.KPg/A-moPE-020/15	<b>Course title:</b> Diagnosing Pre-school Children
<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> The overall evaluation of the student will be given on the basis of the elaboration of the following tasks: during the teaching part of the course (continuously): - Elaboration of continuous tasks and assignments: max. 30 b. - Development of diagnostic tools for preschool children: max. 30 b. In the trial period (at the end): - Final test of knowledge and skills: max. 40 b. TOTAL max. 100 points Tasks, exercises and tests will be continuously assigned in the MS Teams application via the "Assigned tasks" tool. Students will automatically save the drafts to their student portfolio. A minimum of 70% pass is required to successfully complete the course. <b>CLASSIFICATION:</b> A - 91 - 100 (excellent - excellent results), B - 90 - 86 (very good - above average standard), C - 85 - 80 (good - normal reliable work), D - 79 - 76 (satisfactory - acceptable results), E - 75 - 70 (sufficient - the results meet the minimum criteria), Fx - 69- 0 (insufficient). The teacher accepts max. 2 justified absences with proven documents. The exact date of the mid-term and final assessment will be announced at the beginning of the semester and published through AIS no later than the last week of the teaching part of the semester. Scale of assessment (preliminary/final): = 70/30.	
<b>Learning outcomes:</b> Upon successful completion of the course, students are able to formulate principles, methods and techniques for evaluating the results of preschool education. They can describe and explain the procedures for identifying, analyzing and evaluating the current level of development of the child as a subject and object of educational activities in kindergarten. They are ready to create, adapt and use standardized and non-standardized methods of diagnosing a preschool child, such	

as observation sheets of visual, auditory, motor and speech development and development of the child, development and development of mathematical ideas, art products, as well as self-service and social skills of preschool children.

**Class syllabus:**

1. Pedagogical diagnostics in kindergarten.
2. Selected methods of pedagogical diagnostics in kindergarten.
3. Content of pedagogical diagnostics in kindergarten: motor skills, graphomotor skills, visual perception and memory.
4. Content of pedagogical diagnostics in kindergarten: perception of space and spatial imagination, perception of time, auditory perception and memory.
5. Content of pedagogical diagnostics in kindergarten: basic mathematical ideas, social skills, self-service.
6. Child readiness for school/school maturity. Signs of school maturity/school readiness (physical/somatic readiness, kinetic/motor readiness, mental/cognitive readiness, emotional readiness, social readiness, work readiness).
7. Adaptation of the child to school. Child's unpreparedness for school. Assessment (testing) of school readiness. Play as a means of getting to know a pre-school child.
8. Observation sheets and work with them. Problem behavior of pre-school children.
9. Prevention of problem and disorder behavior of pre-school children.
10. Suggestions of activities for the development of children's abilities and skills (age: 3 to 4 years, 4 to 5 years, 5 to 6 years).

**Recommended literature:**

BELEŠOVÁ, Mária. Uplatnenie pedagogickej diagnostiky v prostredí materských škôl. Bratislava: MPC, 2014, 43s., ISBN 978-80-8052-874-4.

JACKULÍKOVÁ, Jitka.; KRÁLIKOVÁ, Jana. Pedagogická diagnostika v praxi materskej školy. Bratislava: Raabe, 2011; 2. vyd. 2013, 1170s. ISBN 978-80-8918-263-3.

MIŇOVÁ, Mária. Pedagogická diagnostika v materskej škole. Prešov: PedF PU, 2012. ISBN

SEDLÁČKOVÁ, Hana., SYSLOVÁ, Zora., ŠTĚPÁNKOVÁ, Lucie. Hodnocení výsledků předškolního vzdělávání. Praha: Wolters Kluwer ČR, 2012. 152 s., ISBN 978-80-7357-884-8.

SMOLÍKOVÁ, Kateřina a kol. Pedagogické hodnocení v pojetí RVP PV. Metodika pro podporu individualizace vzdělávání v podmínkách mateřské školy. Praha: VÚP, 2007. ISBN 80-87000-10-6. Dostupné online.

ŠMARDOVÁ, Vlasta.; BEDNÁŘOVÁ, Jiřina.: Diagnostika dítěte předškolního věku. Brno: Computer Press, 2007, 128s. ISBN 978-80 266 -0658-1.

ŠMARDOVÁ, Vlasta.; BEDNÁŘOVÁ, Jiřina. Školská zrelost'. Čo by malo dieťa vedieť pred vstupom do školy. Brno: Edika, 2012, 99 s. ISBN 978-80 266 -0049-7.

TOMANOVÁ, Dana. Úvod do pedagogické diagnostiky v mateřské škole. Olomouc: UP, 2006. 113s., ISBN 978-80-2441-426-3.

Pedagogické a spoločenskovedné vedecké časopisy.

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 295

A	B	C	D	E	FX
54,58	15,59	13,56	8,81	6,44	1,02

<b>Lecturers:</b> Mgr. Monika Mikulcová, 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.KPg/A-moPE-001/00	<b>Course title:</b> Diagnosing in Pedagogy 1
<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> Minimum success limit: 60 percent Continuous evaluation (teaching part):- 20% active participation in the seminar - 40% presentation in the lesson Final evaluation:- 40% final test Klasifikačná stupnica: A (100-92), B (91-84), C (83-76), D (75-68), E (67-60), FX (59 a menej %). Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> After completing the course, the student is able to analyze and evaluate the planning and implementation of diagnostic and monitoring activities. Can create, adapt, resp. search for adequate diagnostic methods, procedures and techniques, distinguishes between different diagnostic strategies and their possible use in different areas. Can define and compensate for the limits and benefits of individual diagnostic approaches.	
<b>Class syllabus:</b> 1. Diagnostics and diagnosis. 2. Processive aspects of diagnostics. 3. Action research as a specific professional activity of a teacher. 4. Observation methods. 5. Interview. 6. Products of students' activities and their use. 7. Children's drawing and its diagnostic use. 8. Concept map. 9. Sociometry and social climate measurement. 10. Didactic tests. 11. Methods of student evaluation. 12. Methods of testing students. 13. Evaluation of conditions and results of school and teacher work.	
<b>Recommended literature:</b>	

GAVORA, Peter.: Akí sú moji žiaci? Pedagogická diagnostika žiaka. Nitra: Enigma Publishing, 3. vyd. 2011. ISBN 978-80-89132-91-1  
 GAVORA, Peter. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online]. Bratislava : Univerzita Komenského, 2010. Dostupné na: <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4.  
 HRABAL, Vlastimil.: Diagnostika. Pedagogickopsychologická diagnostika žiaka s úvodom do diagnostické aplikácie štatistiky. Praha: Karolinum, 2002. ISBN: 80-246-0319-5  
 KOLÁŘ, Zdeněk a Renata ŠIKULOVÁ: Hodnocení žáků. Praha: Grada Publishing, 2005; 2. vyd. 2009. ISBN 978-80-247-2834-6  
 KOMPOLT, Pavol a Bibiána TIMKOVÁ: Pedagogická diagnostika a akčný výskum. Bratislava: UK, 2010. ISBN 978-80-223-2787-9

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 371

A	B	C	D	E	FX
18,06	14,82	16,44	21,83	22,64	6,2

**Lecturers:** prof. PaedDr. Adriana Wiegerová, PhD.

**Last change:** 11.09.2024

**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.KPg/A-moPE-003/15	<b>Course title:</b> Diagnosing in Pedagogy 2
<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> Minimum success rate: 60 percent Continuous assessment (teaching part): - 20% active participation in the seminar - 40% elaboration of assignments (Portfolio) Final rating: - 40% final test Classification scale: A (100-92), B (91-84), C (83-76), D (75-68), E (67-60), FX (59% or less). Two absences are acceptable; seminar assignments must all be developed, presented and submitted. The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be announced no later than the last week of the training section. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> Upon successful completion of the course, students know the principles and methods of evaluating the results of education. They understand the importance of pedagogical diagnostics, the process of diagnosis and the creation of diagnosis and prognosis. They can describe and explain the stages of evaluating the consequences of educational activities of school and out-of-school institutions. They know the procedures for creating and adapting standardized and non-standardized diagnostic tools. They are able to analyze and evaluate the factors of student performance, talent and lagging behind. They can prepare diagnostic models of differentiation, resp. integration of pupils, including IVP.	
<b>Class syllabus:</b> 1. The importance of pedagogical knowledge of the student (diagnostics) for education. 2. Basic principles of pedagogical diagnostics. 3. Ethical principles of using diagnostic methods. 4. History. Anamnestic interview. 5. Entry into school - school maturity, postponement of school attendance, early entry into school. 6. Diagnosis of specific learning disabilities. 7. School self-concept of students and school success.	

8. Educational difficulties and behavioral disorders.
9. Warning signs of mental illness.
10. CAN syndrome.
11. Classroom relationships. Consideration
12. Diagnosis of bullying.
13. Principles of teacher activity evaluation.

**Recommended literature:**

- BARANOVSKÁ, Andrea. Pripravenosť dieťaťa na školu – spôsoby zisťovania a možnosti rozvíjania. Dostupné on line: [https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/baranovska\\_1\\_0.pdf](https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/baranovska_1_0.pdf)
- DVOŘÁKOVÁ, Miloslava: Pedagogicko-psychologická diagnostika I – II. České Budějovice: JU, 1999 – 2000.
- JANDERKOVÁ, Dita: Pedagogická diagnostika. Brno: Mendelová zemědělská a lesnická univerzita, 2009.
- KUSÝ, Peter: Pedagogicko-psychologická diagnostika. Trnava: Trnavská univerzita. 2019. ISBN 978-80-568-0189-5
- LANGER, Stanislav: Předlohy pro hodnocení osobnosti žáka. Příspěvek k problematice školní diagnostiky. Hradec Králové: Nakladatelství Kotva, 2006.
- MERTIN, Václav a Lenka KREJČOVÁ: Metody a postupy poznávání žáka. Pedagogická diagnostika. Praha: Wolters Kluwer ČR, 2012.
- MUSILOVÁ, Marcela: Pedagogická diagnostika. Teorie a její reflexe v praxi. Olomouc: Jiří Musil – Psychologická a výchovná poradna, 2011. ISBN 978-80-904822-3-4
- SWIERKOSZOVÁ, Jana: Pedagogická diagnostika dětského vývoje pro učitele primárního vzdělávání. Ostrava: PedF OU, 2014. ISBN 978-80-7464-552-5. Dostupné online: <https://projekty.osu.cz/svp/opory/38-pdf-Swierkoszova-SO.pdf>

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 379

A	B	C	D	E	FX
37,73	17,94	13,46	11,87	16,09	2,9

**Lecturers:** doc. PhDr. Július Matulčík, CSc.

**Last change:** 16.03.2022

**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.KAnd/A-moPE-027/15	<b>Course title:</b> Internship 1
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: 4 per level/semester: 56</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) spending at least 40 hours in the approved institution completing assigned tasks b) 4 written reflective assignments each worth 12 points c) reflective essay evaluating lessons learnt during the placement: 22 points d) evaluation report from the tutor (350-600 slov) responsible for student placement in the institution: 30 points Scale of assessment (preliminary/final): 48/52	
<b>Learning outcomes:</b> At the end of the term, student manifests the following knowledge and skills To characterise the institution, its aims, personnel, mission and aims and methods of work Apply in practice knowledge connected with at least one theoretical concept and explain how his/her understanding of this concept has changed between starting and finalising the placement Reflect own competences and habits that have been built upon during the placement	
<b>Class syllabus:</b> Two introductory meetings with course leader, communicating expected outcomes for the placement Regular meetings in the institution Individual consultation with course leader End-of-the term colloquium to evaluate the outcomes of placement	
<b>Recommended literature:</b> JOSEFSON, Jim. Don't argue, reflect! Reflections on introducing reflective writing into political science courses. PS: Political Science and Politics. 2005, 38(4), 763-767. RYAN, Mary and Ryan Michael. Theorising a model for teaching and assessing reflective learning in higher education. Higher Education Research and Development. 2013, 32(2), 244-257. SCALES, Peter. The reflective teacher. In: Teaching in the Lifelong Learning Sector. Maidenhead, England: Open University Press, 2008, s. 7-22, ISBN: 978-0335246533	

SCHÖN, Donald A. The Reflective Practitioner: How Professionals Think in Action. New York: Basic Books, 1983, ISBN:0-465-06878-2

**Languages necessary to complete the course:**

Slovak, Czech, English

**Notes:**

x

**Past grade distribution**

Total number of evaluated students: 159

A	B	C	D	E	FX
74,21	23,27	1,89	0,63	0,0	0,0

**Lecturers:** prof. PaedDr. Adriana Wiegerová, PhD.

**Last change:** 24.03.2022

**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.KPg/A-moPE-029/15	<b>Course title:</b> Internship 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: 4 per level/semester: 56</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> Report from professional practice and confirmation of completion of professional practice Written assignment in the credit week of the semester: submission of a report from pedagogical practice that meets the agreed formal and substantive requirements of workplace observation and active participation in its operation and submission of confirmation of completion of 56 hours of professional practice confirmed by the other party (stamp, signature). The formal editing of the text and its content are evaluated - characteristics of the workplace, description of the course of practice, use of the case study, enclosed documentation (max. 30 points). Classification scale: A (100-93 %), B (92-85 %), C (84-76 %), D (75-68 %), E (67-60 %), FX (59 or less %). Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Gain an overview of institutions dealing with children, youth and families. Within their pedagogical practice, students will gain knowledge from pedagogical, educational, reeducational, counseling and social activities in various preschool, school, out-of-school, social and counseling facilities and institutions, crisis centers and non-governmental organizations focused on children, youth, adults and seniors.	
<b>Class syllabus:</b> 1. Selection of workplace, pedagogical and counseling institution, equipment. 2. Introductory meeting of students with employees of the pedagogical institution (schools, counseling centers, etc.). 3. Study of decrees, internal regulations, characteristics and content of the facility. 4. Listening and observation of workers' activities. 5. Practical involvement of students in activities. 5. Independent work of students under the guidance of facility staff. 6. Written recording of situations and cases in diaries. 7. Evaluation of practice. 8. Discussion, analysis of case studies.	
<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: 192					
A	B	C	D	E	FX
95,31	1,04	1,56	0,0	0,0	2,08
<b>Lecturers:</b> doc. PhDr. Ľuboslava Sejčová, CSc.					
<b>Last change:</b> 21.03.2022					
<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.KPg/A-moPE-990/15	<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, Lucia. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2021-10-10]. Available at: [http://stella.uniba.sk/texty/LL\\_pisanie\\_obhajoba\\_zaverecne\\_prace.pdf](http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf)  
Vnútorň predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-10-10]. 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. 2021-09-09]. Available at: [https://fphil.uniba.sk/studium/student/bakalarske-amagisterske\\_studium/zaverecne-prace/](https://fphil.uniba.sk/studium/student/bakalarske-amagisterske_studium/zaverecne-prace/)  
Further literature according to the topic of the master's thesis.

**Languages necessary to complete the course:**

Slovak

**Last change:** 08.04.2022

**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.KPg/A-moPE-007/15	<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> The output of the completed course is during the teaching part: a) Written elaboration of selected parts of own diploma thesis, which meet the formal and content requirements for diploma theses given by the internal quality system of Comenius University (20 points). The formal editing of the text and its content, the use of 5 bibliographic references in the list of bibliographic references to the final thesis and the design of the final thesis structure, the choice of research method and the implementation plan are evaluated. b) Research project (20 points) containing: research topic, overview of relevant literature, research goal, research questions, overall research strategy and procedure, methodological preference, description and methods of compiling the research sample, research methods, timetable for collecting research data in the field, methods of collecting and analyzing research data and procedures for drawing research findings and conclusions. A minimum of 60% pass is required to successfully complete the course. Classification scale: A (100-93 %), B (92-85 %), C (84-76 %), D (75-68 %), E (67-60 %), FX (59 or less %). Teachers and teachers accept max. 2 absences with proven documents. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, the student has acquired knowledge of the rules of writing a professional text and compliance with the rules of academic ethics. Masters the correct citation and referencing of the sources used, understands the content and formal requirements for the creation of a thesis depending on the internal quality system of Charles University. He has sufficient competencies for the elaboration of the final thesis, knows the principles of construction of a professional text, acquires the ability to work correctly with professional literature, formulate a research problem and hypotheses, collect empirical data and adequately process and interpret them.	
<b>Class syllabus:</b> 1. Choice of diploma thesis topic. 2. A survey of literary sources aimed at finding out the current state of knowledge in a selected topic of the thesis. 3. Basic requirements for diploma thesis processing. 4. Theory of citation and reference to used sources. 5. Academic ethics. 6. Principles of construction of professional text. 7. Elaboration of the diploma thesis project - concept, structure,	

time schedule, selection of research methods, data collection and evaluation of results. 8. Formal adjustment of the final work. 9. Main parts of the final work (abstract, preface, content, introduction, theoretical part, empirical part, conclusion and discussion). 10. Requirements for the final work according to the internal quality system of Charles University. 11. The most common problems in the creation of diploma theses - examples of submitted diploma theses. 12. Basic requirements for submitting and defending diploma theses.

**Recommended literature:**

Informačná a mediálna gramotnosť [online]. Filozofická fakulta UK; Akademická knižnica UK, 2015 [cit. 2021-08-13]. Dostupné na: <https://midas.uniba.sk/>

LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2021-01-09]. Dostupné na: [stella.uniba.sk/texty/LL\\_pisanie\\_obhajoba\\_zaverecne\\_prac.pdf](https://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf)

LICHNEROVÁ, Lucia a Ľudmila HRDINÁKOVÁ. Ako dodržať akademickú etiku pri písaní vedeckých a odborných textov? In: Naša univerzita. 2020, roč. 67, č. 1, s. 62-65. ISSN (print) 1338-4163. Dostupné tiež na: [https://uniba.sk/fileadmin/ruk/nasa\\_univerzita/NU2020-21/201021\\_Nasa\\_univerzita\\_1\\_20-21.pdf](https://uniba.sk/fileadmin/ruk/nasa_univerzita/NU2020-21/201021_Nasa_univerzita_1_20-21.pdf)

ŠVEC, Štefan et al. 1998. Metodológia vied o výchove. Bratislava: IRIS, 1998.

ISBN 80-88778-73-5. Vnútorý predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Dostupné na: [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]. Dostupné na: <https://fphil.uniba.sk/studium/student/bakalarske-a-magisterskestudium/zaverecne-prace/>

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 347

A	B	C	D	E	FX
71,18	16,43	5,76	2,59	3,46	0,58

**Lecturers:** prof. PaedDr. Adriana Wiegerová, PhD.

**Last change:** 08.04.2022

**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.KPg/A-moPE-002/15	<b>Course title:</b> Methodology of Educational Sciences
<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> The output of the completed course is during the teaching part (continuously): - Elaboration of continuous application tasks max. 30 b. - Continuous test of knowledge and skills max. 30 b. in the trial period (at the end): - Final test of knowledge and skills max. 40 b. TOTAL max. 100 points A minimum of 50% success rate is required to successfully complete the course. <b>CLASSIFICATION:</b> A - 91 - 100 (excellent - excellent results), B - 90 - 81 (very good - above average standard), C - 80 - 71 (good - normal reliable work), D - 70 - 61 (satisfactory - acceptable results), E - 60 - 51 (sufficient - the results meet the minimum criteria), Fx - 50 - 0 (insufficient). The teacher accepts max. 2 absences with proven documents. Tasks and micro-outputs will be continuously entered via "Assigned tasks" in the MS Teams application. Elaboration of tasks, exercises and micro-outputs are part of the student's portfolio. The exact date of the continuous assessment will be announced at the beginning of the semester and will also be published in the syllabi of the course. Exam dates will be published via AIS no later than the last week of the semester. Scale of assessment (preliminary/final): = 70/30	
<b>Learning outcomes:</b> Upon successful completion of the course, students are able to explain in their own words the basic methodological concepts, methods of collecting research data, stages and principles of quantitative and qualitative pedagogical research. They can design their own educational research, research or action research of a teacher and implement an independent research effort. They have the ability to choose appropriate and meaningful research topics, are able to independently develop a research project, and can describe ways of collecting and empirically correct analysis of research data.	

**Class syllabus:**

1. Pedagogical research - definition of basic terms: cognition, science in human cognition, scientific theory, research, pedagogical research, theory, practice, method, methodology. Relation of pedagogical research to practice (R&D). Research - action research - evaluation.

2. Planning, organization and implementation of field pedagogical research: Stages of research work. Research plan and diary of a pedagogical researcher. Research information preparation. Ethics in research work.

3. Thinking about a research problem: The difference between a topic and a research problem. Thinking and judgment of a researcher. Selecting the essential and distinguishing partial phenomena from the general background. Preparation of a research project.

4. Quantitative and qualitative research design: Comparison of qualitative and quantitative research, their philosophical background, goals, focus and procedures in the collection and processing of research data.

5. Qualitative oriented pedagogical research: Selected currents (branches) of qualitative research: Ethnography, Phenomenological analysis, Narrative and Dramaturgical approach, Conversational analysis. Qualitative research procedures. Terrain access. Research methods used in qualitative research. Quality standards of qualitative research.

6. Quantitative oriented pedagogical research and its main phases: Determining the research problem. Variables and hypotheses and their place in pedagogical research. Hypothesis testing in scientific research. Measurement and quantification in pedagogical research.

7. Determination of the selection of research data collection methods: research method, research tool, validity, reliability and correlation coefficient of the research tool. Selection, study and preparation, or creation of tools for collecting research data.

8. Methods of research data collection: Observation, questionnaire, assessment scales, interviews, tests of knowledge and skills, sociometry, semantic differential and pedagogical experiment

9. Processing of obtained research data: Preparation for analysis, Analysis and interpretation of obtained research data (verbal or numerical). Discussion of research conclusions. Making recommendations for practice.

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

Total number of evaluated students: 359

A	B	C	D	E	FX
51,53	27,3	13,65	3,9	2,51	1,11

**Lecturers:** doc. PhDr. Július Matulčík, CSc.

**Last change:** 02.06.2022

**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.KPg/A-moPE-041/15	<b>Course title:</b> Multicultural Education
<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> a) continuous evaluation: individual preparation for each topic (including individual analysis of video documentary as agreed), team work on assigned projects (form, content and scope are the result of group cooperation), conducting a research interview with a selected guest (a foreigner living in Slovakia) and presentation of findings, activity in discussions on each topic (60% of the total evaluation), b) final assessment: colloquium - students must demonstrate mastery of the subject matter (prescribed topics) and (at least) the required literature, as well as the ability to apply the acquired knowledge to school and professional practice; sophisticated and coherent language expression, critical and creative thinking are expected (40 % of the total mark). Admission to the examination is subject to a minimum of 10 points in the intermediate assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant assessment item. Grading scale: 0-59-FX, 60-67-E, 68-75-D, 76-83-C, 84-91-B, 92-100-A. A maximum of 2 absences will be accepted. The course is project-based. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the teaching period.	
<b>Learning outcomes:</b> Students are able to: <ul style="list-style-type: none"> <li>- Identify specific aspects of multiculturalism and multicultural education, its relevance within the educational and socially beneficial sciences, as well as its relevance to the helping professions,</li> <li>- identify and critically evaluate the social relevance of multicultural education in the context of civic education and civic responsibility,</li> <li>- analyze contemporary issues in the context of global educational theory and argue with respect to the contribution of educational problem solving to individual and societal well-being,</li> <li>- formulate didactic competences for teaching this subject in different types of schools and educational institutions,</li> </ul>	

- apply the knowledge in their own professional direction,
- conduct an in-depth interview, analyse and interpret the results of the findings with subsequent discussion.

**Class syllabus:**

1. Introduction. Objectives and content of the course, systematization of information and previous knowledge of students.
2. Multiculturalism, multicultural education and its basic concepts (culture, cultural pluralism, cultural relativism, ethnocentrism, enculturation, cultural transmission, acculturation, assimilation, ethnicity, nation, nationality, national minority, race) and their explanation with examples from practice.
3. Multiculturalism as a current challenge in the European and global space: multicultural environment in Slovakia and in the world. Multicultural competences of a person as a part of his/her personality - stereotypes, prejudices, discrimination, racism, xenophobia, otherness, identity - use of existing surveys and research.
4. Marginalised groups, national minorities, plurality of religions, migration, terrorism, hateful behaviour and modern anti-Semitism and extremism - how we deal with these phenomena in Slovakia.
5. Intercultural communication and globalization: characteristics and interrelation of concepts in social space, principles and meaning of IK in the field of interpersonal relations and education. IK and conflicts arising from ignorance and misunderstanding of its principles.
6. Education in the context of current globalisation tendencies in the European space, systemic and society-wide support of multicultural education in Europe and Slovakia. Slovak school and the presence of children from foreign language and backgrounds.
7. Teacher's competences of multicultural education and its possibilities of implementation in the framework of civic education and other subjects in Slovakia and in selected countries - analysis of available resources
8. Multicultural family - so called mixed marriages as a current trend, positives and negatives / language barriers, bilingualism in child rearing, divorce and international law/.
9. How do they live in our country: presentation of an interview/observation of the life of people of another nationality living in Slovakia about the positives and negatives of living in a society with different mentality, tradition, customs, language, etc.
10. How they live in our country: presentation of an interview/observation of the life of people of another nationality living in Slovakia about the positives and negatives of living in a society with a different mentality, tradition, customs, language, etc.
11. How they live in our country: presentation of an interview/observation of the life of people of another nationality living in Slovakia about the positives and negatives of living in a society with a different mentality, tradition, customs, language, etc.
12. How they live in our country: presentation of an interview/observation of the life of people of another nationality living in Slovakia about the positives and negatives of living in a society with a different mentality, tradition, customs, language, etc.
13. How they live in our country: presentation of an interview/observation of the life of people of another nationality living in Slovakia about the positives and negatives of living in a society with a different mentality, tradition, customs, language, etc.
14. Final colloquium.

**Recommended literature:**

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

Students will be introduced to additional literature during the course.

**Past grade distribution**

Total number of evaluated students: 201

A	B	C	D	E	FX
52,74	30,85	8,96	3,48	2,49	1,49

**Lecturers:** prof. PhDr. Peter Gavora, CSc.

**Last change:** 26.11.2021

**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.KPg/A-moPE-038/17	<b>Course title:</b> Pedagogical Prevention of Addictions
<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> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> paper and test Continuous assessment during the teaching part: paper on a selected topic from the subject (30 points), in the credit period: written exam (40 points). The student will be admitted to the written exam only with min. 10 points from the ongoing evaluation. Classification scale: A (100-93 %), B (92-85 %), C (84-76 %), D (75-68 %), E (67-60 %), FX (59 or less %). Two absences with proven documents are allowed. The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. The dates of the written exam will be announced no later than the last week of the teaching part. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students will gain knowledge about the pedagogical solution of students' problems in connection with alcohol and non-alcoholic drugs and addictions to non-substance drugs. They will gain the ability to implement a prevention program designed for children and youth.	
<b>Class syllabus:</b> 1. Drugs and drug addiction - drug use in history and at present, classification of drug addictions. 2. Nicotinism and alcohol abuse - manifestations, consequences, treatment and prevention of nicotinism and alcoholism. 3. The most well-known drugs - manifestations of their use (addiction to marijuana, cocaine, opiates, LSD and hallucinogens, ecstasy, volatile substances, sedatives and hypnotics, amphetamines, methamphetamine and others). 4. Consequences and causes of drug use - theories of addiction, personality factors. 5. Therapy and treatment of drug addictions. One-time help, counseling, outpatient and inpatient treatment. The system of treatment of patients with addiction in Slovakia. 6. Non-substance (nonchemical) addictions - classification of non-substance addictions. 7. Internet addiction - manifestations, causes, consequences, treatment and prevention. Addiction to television, telephony. 8. Gambling - pathological gambling - causes, treatment and prevention. 9. Workaholism - work addiction. Dependence on cults and sects - consequences and prevention. 10. Oniomania (pathological shopping) - causes, treatment and prevention. 11. Addiction to diets and starvation, addiction to food - treatment and prevention of	

eating disorders. 12. Prevention of substance and non-substance addictions in education. Creating a preventive school program. 13. Methods and techniques of work of educational counselor and social pedagogue in the field of addiction prevention and counseling.

**Recommended literature:**

HUPKOVÁ, Ingrid, KUCHÁROVÁ, Barbora a Ľuboslava SEJČOVÁ. Prevencia v praxi. Látkové a nelátkové závislosti. Bratislava: Národné osvetové centrum, 2020. ISBN 978-80-7121-365-9. Dostupné na: <https://www.nocka.sk/wp-content/uploads/2021/07/NOC-Prevencia-v-praxi-A5-web.pdf>

KOLIBÁŠ, Eduard a Vladimír NOVOTNÝ, V. Alkoholizmus a drogové závislosti. Bratislava: Univerzita Komenského, 1996. ISBN 8022310786.

MISTRÍK, Erik a Ľuboslava SEJČOVÁ. Dobrý život a kult tela. Album, Bratislava, 2008. ISBN 978-80-968667-8-6. Dostupné na: <http://erichmistrík.sk/knihy/telo.pdf>

NEŠPOR, Karel. Jak poznat a překonat problém s hazardní hrou. Sportpropag : Praha, 1999b. [https://www.drogy.net/knihovna/eknihovna/jak-poznat-a-prekonat-problem-s-hazardni-hrou\\_2006\\_04\\_17.html](https://www.drogy.net/knihovna/eknihovna/jak-poznat-a-prekonat-problem-s-hazardni-hrou_2006_04_17.html)

SEJČOVÁ, Ľuboslava. Mladí v sieti závislostí. Bratislava: Album, 2011. ISBN 978-80-969908-4-9.

REZNICKÁ, Alena a Ľuboslava Sejčová. Rizikové používanie internetu a počítača u mladých ľudí vo veku 15 - 25 rokov. In: Psychiatria. Psychoterapia. Psychosomatika. - Roč. 26, č. 3 (2019), s. 22-33. - ISSN (print) 1338-7022. Dostupné na: [http://www.psychiatria-casopis.sk/files/psychiatria2019-03ppp\\_2019\\_26\\_3\\_rizikove\\_pouzivanie\\_internetu\\_a\\_pocitaca\\_u\\_mladych\\_ludi](http://www.psychiatria-casopis.sk/files/psychiatria2019-03ppp_2019_26_3_rizikove_pouzivanie_internetu_a_pocitaca_u_mladych_ludi)

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 139

A	B	C	D	E	FX
69,78	22,3	7,19	0,0	0,0	0,72

**Lecturers:** doc. PhDr. Ľuboslava Sejčová, CSc.

**Last change:** 21.03.2022

**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.KPg/A-moPE-034/15	<b>Course title:</b> Pre-school Pedagogy
<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 condition for successful completion of the course is continuous work in seminars consisting of the presentation of news from the field of preschool pedagogy (according to the student's choice) from pedagogical periodicals or other professional literature, elaboration of a paper and a written exam. Continuous assessment during the semester: paper (40 points), in the examination period: written exam (60 points). The student will be admitted to the written exam only with min. 10 points from continuous evaluation. Grading scale: A 100-92, B 91-84, C 83-76, D 75-68, E 67-60, FX 59-0. The teacher will accept a maximum of two absences with documentation. The exact date and topics for continuous evaluation will be announced at the beginning of the semester. The dates for the written exam will be announced no later than in the last week of the instruction period. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> After successfully completing the course, the student has knowledge of the specifics of the personality of a child of preschool age, its development and stimulating development. The student also gains a basic orientation in selected concepts of pre-school education and the formation of institutional pre-school education.	
<b>Class syllabus:</b> 1. Establishment and development of pre-school institutions in Western Europe and in our territory. 2. The concept of pre-school education as introduced by Ján Amos Komenský. 3. Children's play as a foundational form of activity and the means for learning of the pre-school children. 4. Educational game. 5. Pedagogical guidance of children's play, the role of teacher in children's play. 6. Cooperation of school and family in pre-school age. 7. Speech development in pre-school age. 8. The role of pre-primary education teacher in the process of developing children's speech in kindergarten. 9. Cognitive, socio-emotional, perceptual-motor development of a pre-school child and its formation.	

10. Child drawing: artistic expression of pre-school children and its development at kindergarten.
11. State educational program for pre-primary education (in kindergartens) in Slovakia.
12. Integration and inclusivity in pre-primary education.

**Recommended literature:**

BARTUŠKOVÁ, Marie et al. Kapitoly z histórie materského školstva na Slovensku. Bratislava: SPN, 1970.

KOLLÁRIKOVÁ, Zuzana a Branislav PUPALA. Předškolní a primární pedagogika/ Predškolská a elementárna pedagogika. Praha: Portál, 2010. ISBN 978-80-7367-828-9.

OPRAVILOVÁ, Eva. Dieťa sa hrá a spoznáva svet. Bratislava: SPN, 1988.

OPRAVILOVÁ, Eva. Předškolní pedagogika. Praha: Grada, 2016. ISBN 978-80-247-5107-8.

Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách [online]. Bratislava: ŠPÚ, 2016 [cit. 2021-10-12]. Available at: Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách (minedu.sk)

TRUBÍNIOVÁ, Valentína. Dejiny predškolskej pedagogiky. 1. diel. Bratislava: Humanitas, 2003. ISBN 80-968053-3-9.

Temporary teaching text for the course is available in MS TEAMS. Students will be acquainted with supplementary literature during the instruction period.

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 349

A	B	C	D	E	FX
26,07	19,48	25,21	16,91	8,6	3,72

**Lecturers:** prof. PaedDr. Adriana Wiegerová, PhD.

**Last change:** 31.03.2022

**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.KPg/A-moPE-993/15	<b>Course title:</b> Pre-school Pedagogy
<b>Number of credits:</b> 4	
<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 knowledge from the field of pre-school education, as well as the ability to apply and use them creatively. The student masters the specifics of cognitive, socio-emotional and perceptual-motor development of pre-school children, has an overview of the most common concepts of pre-school education, is able to analyze and compare different approaches to the upbringing and education of children from birth to entry into primary school in terms of their contribution to optimizing the development of pre-school children. He is able to apply knowledge from pre-school education to interdisciplinary relationships, is able to think critically 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. Establishment and development of pre-school institutions in Western Europe and in our territory.
2. The concept of pre-school education as introduced by Ján Amos Komenský.
3. Children's play. Theories of children's play, classification of games, play as a means for learning of the pre-school children.
4. The role of teacher when guiding child in educational game.
5. Cooperation of school and family in pre-school age.
6. Speech development in pre-school age - theories of speech development, goals and content of children's speech development in kindergarten, language and speech, the role of pre-primary education teacher in the process of children's speech development in kindergarten, methods and forms of children's speech development.
7. Social-emotional, perceptual-motoric and cognitive personality development of a pre-school child.
8. Art expression of pre-school children - theory of art expression of children, development of children drawings (diagnostics in the course Pedagogical diagnostics of a pre-school child).
9. Child readiness for school/school maturity (Methods of diagnostics in the course Pedagogical diagnostics of a pre-school child).
10. State educational program and school educational program.
11. Integration and inclusion in kindergartens (in connection with the State educational program for pre-primary education).
12. Problem behavior of preschool children.

**Recommended literature:**

BARTUŠKOVÁ, Marie et al. Kapitoly z histórie materského školstva na Slovensku. Bratislava: SPN, 1970.

BEDNÁŘOVÁ, Jiřina a Vlasta ŠMARDOVÁ. Diagnostika dítěte předškolního věku. Co by dítě mělo umět ve věku od 3 do 6 let. Brno: Edika, 2015. ISBN 978-80-266-0658-1.

BEDNÁŘOVÁ, Jiřina a Vlasta ŠMARDOVÁ. Školská zrelosť. Čo by malo dieťa vedieť pred vstupom do školy. Brno: Edika, 2012. ISBN 978-80-266-0049-7.

FRÝDKOVÁ, Eva. Rodičia ako edukační partneri školy. Trnava: Univerzity sv. Cyrila a Metoda. 2010. ISBN 978-80-8105-200-2.

KOLLÁRIKOVÁ, Zuzana a Branislav PUPALA. Předškolní a primární pedagogika/ Predškolská a elementárna pedagogika. Praha: Portál, 2010. ISBN 978-80-7367-828-9.

LOOSEOVÁ, Antje C., PIEKERTO VÁ, Nicole a Gudrun DIENEROVÁ. Grafomotorika pro děti předškolního věku. Praha: Portál, 2001. ISBN 80-7178-541-5.

MATĚJČEK, Zdeněk. Prvních 6 let ve vývoji a výchově dítěte. Praha: Grada, 2005. ISBN 80-247-0870-1.

MICHALOVÁ, Zdeňka. Předškolák s problémovým chováním. Projevy, prevence a možnosti ovlivnění. Praha: Portál, 2012. ISBN 978-80-262-0182-3.

OPRAVILOVÁ, Eva. Dieťa sa hrá a spoznáva svet. Bratislava: SPN, 1988.

OPRAVILOVÁ, Eva. Předškolní pedagogika. Praha: Grada, 2016. ISBN 978-80-247-5107-8.

Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách [online]. Bratislava: ŠPÚ, 2016 [cit. 2021-10-12]. Available at: Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách (minedu.sk)

TRUBÍNIOVÁ, Valentína. Dejiny predškolskej pedagogiky. 1. diel. Bratislava: Humanitas, 2003. ISBN 80-968053-3-9.

**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.KPg/A-moPE-005/18	<b>Course title:</b> School 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> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, each student will prepare a seminar paper, which will be presented at the seminar, which will form the first part of the course evaluation. The second part of the evaluation will be a written test from lectures. Minimum success rate: 60 percent Continuous assessment (teaching part): - 20% active participation in the seminar - 30% presentation per hour Final rating: - 50% final test Classification scale: A (100-92), B (91-84), C (83-76), D (75-68), E (67-60), FX (59% or less). Two absences are acceptable; seminar assignments must all be developed, presented and submitted. The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be announced no later than the last week of the training section. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> After completing the course, the student is able to express the essence of school management in the Slovak Republic and internal school management; knows the specifics of school management in the field of comprehensive management, quality management. The student is able to apply the knowledge of other pedagogical disciplines in the field of image, culture and climate of the school; apply knowledge about the classroom climate and school teaching.	
<b>Class syllabus:</b> 1. Basic terminology of school management. 2. Outline of the historical development of management theory. 3. Development of school management in the Slovak Republic. 4. Structure of management mechanisms of educational institutions in the Slovak Republic (macro-management and inter-management of education). 5. Management activities of the school principal (micro-management of education).	

6. Characteristics of the school principal's job description.
7. Personality preconditions of the school principal.
8. School principal in the process of applying managerial ethics.
9. Management and communication.
10. Culture, climate and image of the school and school marketing.
11. Control in school and education conditions.
12. Coaching in school practice.

**Recommended literature:**

PISOŇOVÁ, Mária a kol.: Školský manažment pre študijné odbory učiteľstva a prípravu vedúcich pedagogických zamestnancov. Bratislava: UK. 2014. ISBN.978-80-223-3621-5.

Available at: [http://www.fedu.uniba.sk/uploads/media/skolsky\\_manazment.pdf](http://www.fedu.uniba.sk/uploads/media/skolsky_manazment.pdf)

OBDRŽÁLEK, Zdeněk. 2002. Škola a jej manažment. Bratislava: Univerzita Komenského.

OBDRŽÁLEK, Zdeněk a Kinga HORVÁTHOVÁ: Organizácia a manažment školstva.

Terminologický a výkladový slovník. Bratislava: SPN. 2004. ISBN 80-10-00022-1.

EGER, Ludvík: Řízení školy. Plzeň: Fraus. 2006. ISBN 80-7238-583-6.

VALIŠOVÁ, Alena a Hana KASÍKOVÁ a kol.: Pedagogika pro učitele. Praha: Grada, 2011, 456 s ISBN 978-80-247-3357-9.

Aktuálne internetové zdroje a časopisecké pramene (Technológia vzdelávania).

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

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

Spríevodca školským rokom 2022/2023. /Available at: <https://www.minedu.sk/sprievodca-skolskym-rokom-20202021/>

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 266

A	B	C	D	E	FX
55,26	24,44	13,91	4,14	1,13	1,13

**Lecturers:** doc. PhDr. Mária Matulčíková, CSc.

**Last change:** 13.05.2022

**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.KPg/A-moPE-028/00	<b>Course title:</b> Selected Issues from Social Pedagogy
<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) continuous evaluation: individual preparation for each topic, active participation in discussions on each topic, active participation in field activities, completion of assignments (70% of the total evaluation) (b) final assessment: colloquium - the student must demonstrate mastery of the subject matter (prescribed topics) and (at least) the compulsory literature, as well as the ability to apply the acquired knowledge to school practice; sophisticated and coherent language expression, critical and creative thinking are expected (30% of the total mark). Admission to the examination is conditional on achieving a minimum of 10 points in the continuous assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant assessment item. Grading Scale: 0-59-FX, 60-67-E, 68-75-D, 76-83-C, 84-91-B, 92-100-A. A maximum of 2 absences will be accepted. The course is field-based (selected areas of social pathology). The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Examination dates will be announced via AIS no later than the last week of the teaching period. Scale of assessment (preliminary/final): 70/30	
<b>Learning outcomes:</b> Students are able to: - analyze the different areas of interest of social pedagogy and its tools for dealing with challenging life situations of individuals and groups, especially children and adolescents, and the impact of these situations on their behavior and functioning in school, - identify and diagnose individual socio-pathological phenomena in the behaviour of pupils/students in school, to apply practically the methods of social pedagogue's work in the school environment, taking into account specific difficult life situations of children and adolescents at school.	
<b>Class syllabus:</b>	

1. Pedagogy of the environment
2. Poverty and the family in need
3. Unemployment
4. Homelessness
5. Violence: domestic violence
6. Bullying, mobbing and stalking, cyberbullying
7. CAN Syndrome
8. Addictions
9. Crime - Penitentiary and post-penitentiary care
10. Volunteering - a pathway to humanity and self-fulfilment
11. Streetwork and low-threshold assistance
12. Field activity
13. The role and importance of the social pedagogue in the Slovak school (independent preparation and discussion)

**Recommended literature:**

ČAPEK, Robert, NAVAROVÁ, Sylvie, ŽENATOVÁ, Zdenka. Žák v krizové situaci. Praha: Raabe, 2017. ISBN 9788074962943

GUBRICOVÁ, Janette, MARTINCOVÁ, Romana, LIBERČANOVÁ, Kristína, ŠUHAJDOVÁ, Ivana (ed.). Peer príručka (nielen) pre sociálnych pedagógov. Trnava: Trnavská Univerzita, 2022. ISBN 978-80-568-0530-5978-80-5.

HELUS, Zdeněk. Sociální psychologie pro pedagogy. Praha: Grada, 2015. ISBN 978-80-247-9816-5.

HRONCOVÁ, Jolana, NIKLOVÁ, Miriam, HANESOVÁ, Dana, DULOVICS, Mário. Sociálna pedagogika na Slovensku a v zahraničí – teoretická reflexia a prax. Banská Bystrica: UMB BB, 2020. ISBN 978-80-557-1717-3.

LIBERČANOVÁ, Kristína: Metódy sociálnej pedagogiky. Trnava : Pedagogická fakulta, 2018. ISBN 978-80-568-0175-8.

KRAUS, Blahoslav. Základy sociální pedagogiky. Praha: Portál, 2014. ISBN 9788026206439

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

The capacity of the course is limited to 15 students. Students will be familiarized with additional literature during the course.

**Past grade distribution**

Total number of evaluated students: 125

A	B	C	D	E	FX
60,0	32,8	4,8	2,4	0,0	0,0

**Lecturers:** PhDr. Roman Božik, PhD.

**Last change:** 26.04.2023

**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.KPg/A-moPE-049/15	<b>Course title:</b> Selected Topics from Socialization and Upbringing of Adults
<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>Recommended prerequisites:</b> Social Pedagogy 1, Social Pedagogy 2	
<b>Course requirements:</b> (a) Interim assessment: individual preparation for each topic, team work on assigned projects, activity in discussions on each topic (60% of the overall assessment) (b) final assessment: colloquium - students must demonstrate mastery of the subject matter (prescribed topics) and (at least) the required literature, as well as the ability to apply the knowledge acquired to school and professional practice; sophisticated and coherent language, critical and creative thinking are expected (40 % of the total mark). Admission to the examination is subject to a minimum of 10 points in the intermediate assessment. Grading scale: 0-59-FX, 60-67-E, 68-75-D, 76-83-C, 84-91-B, 92-100-A. A maximum of 2 absences will be accepted. The course is project-based. 60/40 weighting of the midterm/final grade. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> Students are able to: - orient themselves in socialization processes, - diagnose and classify problem areas of socialization - the process of identity formation, determination of boundaries and social limits, reactions and behavioural disorders, - apply and use them in the context of the education of children and, in particular, adolescents, - argue and lead a constructive discussion.	
<b>Class syllabus:</b> 1. Introduction. Objectives and content of the course, systematization of information and previous knowledge of students. 2. The process of education and socialization of man. Formation of social identity. 3. Social-psychological aspects of upbringing and socialization. 4. Adolescent education and value orientation. 5. Developmental characteristics of adolescents.	

6. Social limits as regulators of behavioral, attitudinal and value orientation of adolescents.
7. Social pathology in the upbringing and socialization of adolescents.
8. Social prevention in the framework of education in the family.
9. Social prevention in school education.
10. Social prevention in the context of education in other educational establishments.
11. Prevention of social pathology in the family and family rehabilitation.
12. Personality of the educator of adolescents.
13. Final colloquium

**Recommended literature:**

ARONSON, Elliot, WILSON, Timothy., D., AKERT, Robin, M. Sociálna psychológia. Inštitút psychoterapie a socioterapie, 2017. ISBN 9788097103316.

GUBRICOVÁ, Janette, MARTINCOVÁ, Romana, LIBERČANOVÁ, Kristína, ŠUHAJDOVÁ, Ivana (ed.). Peer príručka (nielen) pre sociálnych pedagógov. Trnava: Trnavská Univerzita, 2022. ISBN 978-80-568-0530-5978-80-5.

HELUS, Zdeněk. Sociální psychologie pro pedagogy. Praha: Grada, 2015. ISBN 978-80-247-9816-5.

HRONCOVÁ, Jolana, NIKLOVÁ, Miriam, HANESOVÁ, Dana, DULOVICS, Mário. Sociálna pedagogika na Slovensku a v zahraničí – teoretická reflexia a prax. Banská Bystrica: UMB BB, 2020. ISBN 978-80-557-1717-3.

JEDLIČKA, Richard. Psychický vývoj dítěte a výchova. Praha: Grada, 2017. ISBN 978-80-271-0096-5.

LIBERČANOVÁ, Kristína: Metódy sociálnej pedagogiky. Trnava : Pedagogická fakulta, 2018. ISBN 978-80-568-0175-8.

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

Students will be introduced to additional literature during the course.

**Past grade distribution**

Total number of evaluated students: 111

A	B	C	D	E	FX
69,37	18,02	7,21	2,7	0,0	2,7

**Lecturers:** PhDr. Silvia Ťupeková Dončevová, PhD.

**Last change:** 26.04.2023

**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.KPg/A-moPE-026/15	<b>Course title:</b> Social Pathology and Prevention
<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> a) During the teaching part of the semester (continuously) the student can get 40% of the total number of points, t. j. max. 40 points for the elaboration and presentation of a paper and one case study on selected socio-pathological phenomena and their analysis within the group and with the group. b) In the examination period of the semester, the student can get 60% of the total number of points in the test, t. j. max. 60 points. In the test, the student must achieve at least 36 points. The condition for admission to the exam is the achievement of min. 24 points from the ongoing evaluation. The topics of the assignment of semester tasks within the continuous assessment will be announced at the beginning of the semester. Students will also be informed about the dates of presentation of seminar assignments. Exam dates will be published no later than the last week of the teaching part of the semester. The points obtained from the continuous assessment for work during the semester are added to the points awarded to the student for the scope and quality of his knowledge, manifested and found in the exam. The individual grades of the credit system qualification scale are awarded on the basis of this point evaluation, which reflects the degree of success of the course as follows: 100-92 A, 91-84 B, 83-76 C, 75-68 D, 67-60 E, 59-0 FX. The condition for obtaining the evaluation is in accordance with the Study Regulations of the Faculty of Arts, Charles University in Bratislava, completion of teaching with a maximum of two justified absences. Weight of the intermediate / final evaluation: 40/60 Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> Upon successful completion of the course, the student knows selected socio-pathological phenomena. Can explain their basic features, causes and consequences for the individual, group and society, is familiar with the possibilities of their solution. The student is able to apply the acquired knowledge about selected socio-pathological phenomena when working with case studies. Can analyze specific cases with a focus on the causes, course, consequences and possibilities of solving specific socio-pathological phenomena.	
<b>Class syllabus:</b> 1. Social pathology - definition of the term, subject of research of social pathology	

2. Aggression, aggression, hostility, violence, abuse.
3. Types of antisocial behavior, crime.
4. Biological theories of social deviation.
5. Psychological theories of social deviation.
6. Sociological theories of social deviation.
7. Multifactor theories of social deviation.
8. Theories of aggression - psychoanalytic, instinctivist theories of aggression.
9. Behavioral and biopsychosocial models of aggression.
10. Personality of the deviant. Personality traits of offenders. Peculiarities of crime in terms of age and gender.
11. Analysis of case studies on a selected socio-pathological phenomenon.
12. Prevention of social deviation and social pathology in society.

**Recommended literature:**

HRONCOVÁ, Jolana, NIKLOVÁ, Miriam, DULOVICS, Mário, HRONEC, Martin, SÁMELOVÁ, Simona. Sociológia výchovy a sociálna patológia pre pedagógov. Žilina : IPV, 2020. 329 s. ISBN 978-80-89902-16-3.

MÁTEL, Andrej, SCHAVEL, Milan et al. Aplikovaná sociálna patológia v sociálnej práci. Bratislava : VŠ ZaSP sv. Alžbety, 2011. 442 s. ISBN 978-80-8132-009-5.

ONDREJKOVIČ, Peter a kol. Sociálna patológia. 3. doplnené a prepracované vyd. Bratislava : VEDA, 2009. 580 s. ISBN 978-80-224-1074-8.

DIANIŠKA, Gustáv a kol. Kriminológia. Plzeň : Vyd. A. Čeněk, 2009. ISBN 978-80-73801-98-4.

SEJČOVÁ, Ľuboslava: Deti, mládež a delikvencia. - 1. vyd. - Bratislava : Album, 2002. - 290 s. ISBN 80-968667-2-9

SEJČOVÁ, Ľuboslava: Základy sociálnej patológie [elektronický dokument]. - Bratislava : Stimul, 2009. - 116 s. ISBN 978-80-89236-73-2

URL: [http://stella.uniba.sk/texty/FIF\\_SL-Zaklady\\_socialnej\\_patologie.pdf](http://stella.uniba.sk/texty/FIF_SL-Zaklady_socialnej_patologie.pdf)

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 384

A	B	C	D	E	FX
67,97	15,63	8,59	4,17	1,56	2,08

**Lecturers:** doc. PhDr. Ľuboslava Sejčová, CSc.

**Last change:** 25.06.2022

**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.KPg/A-moPE-994/15	<b>Course title:</b> Social Pedagogy
<b>Number of credits:</b> 4	
<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 knowledge in the field of social pedagogy, as well as the ability to apply and use them creatively. The student masters the socio-pedagogical knowledge contained in the teaching of courses Social pedagogy 1, Social pedagogy 2, Social pathology and prevention, Multicultural education and in the course Selected problems of socialization and education of adolescents. He is able to critically reflect socio-pedagogical phenomena in social-educational practice on the basis of available socio-pedagogical theories. He is able to apply knowledge from social pedagogy to interdisciplinary relationships, he is able to think critically 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. Theoretical models of German social pedagogy (SP as a third educational institution, offensive social pedagogy, SP oriented to the living environment, model of SP of J. Schilling).
2. The influence of Polish social pedagogy on the development of social pedagogy in Slovakia. H. Radlinska, R. Wroczynski. Pedagogy of the environment, pedagogy of social care.
3. Approaches to social pedagogy in the 90s of the 20th century (relationship between environment and education, issues of human education and legal entitlement to education, education as help to all age categories, focusing on social behavior deviations).
4. Innovative directions in the development of social pedagogy in Slovakia. Social pedagogy as life assistance. Social pedagogy and resocialization and reeducation. Social pedagogy health-oriented, social pedagogy focused on prevention.
5. Social pedagogy of the family environment. Dysfunctional family and raising children. Children endangered by the family environment. CAN syndrome. Social and educational assistance to children.
6. Traditions, present and trends in the surrogate family. Forms of care, education and raising children without biological parents. Professional parenting.
7. Social and educational activities in the school environment. Social-problem behavior of children: violation of school rules, violation of discipline, truancy. Characteristics and possibilities of problem solving.
8. Social-pathological phenomena in the school environment: bullying at school, actors and victims of bullying, consequences of bullying. Social and educational work with victims of bullying.
9. Street children and youth. Causes of wandering children and youth on the street. Consequences of staying on the street. Opportunities for social and educational assistance to children and youth on the street in the low-threshold facilities.

10. Target groups of social pedagogy: children and youth from socially disadvantaged environments, children and youth of the Roma ethnic group, gifted and talented children and youth, children and youth socially and emotionally disturbed.

11. Social pedagogue. General and specific competencies of a social pedagogue according to authors: Kraus, Bakošová, Határ, Niklová, Kamarášová.

12. Social pedagogue at school, in the sector of work, social affairs and family, in health care and in other departments. Application of his competencies and methods of social pedagogy and education.

**Recommended literature:**

BAKOŠOVÁ, Zlatica. Sociálna pedagogika ako životná pomoc. Bratislava: Univerzita Komenského, 2008. ISBN 978-80-969944-0-3.

BAKOŠOVÁ, Zlatica et al. Teórie sociálnej pedagogiky. Edukačné, sociálne a komunikačné aspekty. Bratislava: Slovenská pedagogická spoločnosť SAV, 2011. ISBN 978-80-970675-0-2.

BAKOŠOVÁ, Zlatica (edit.). Terminologický výkladový slovník sociálnej pedagogiky [elektronický dokument]. Trnava: Univerzita sv. Cyrila a Metoda, Fakulta sociálnych vied, 2013. ISBN 978-80-8105-514-0.

BAKOŠOVÁ, Zlatica (edit.). Sociálny pedagóg. Zborník referátov z vedeckej konferencie s medzinárodnou účasťou. Bratislava: Univerzita Komenského, 2006. ISBN 80-223-2205-9.

BENDL, Stanislav. Prevence a řešení šikany ve škole. Praha: ISV nakladatelství, 2003. ISBN 80-86642-08-9.

HATÁR, Ctibor. Sociálny pedagóg v systéme sociálno-edukačného poradenstva, prevencie a profylaxie. Nitra: PF UKF, 2010. ISBN 80-8094-664-7.

HRONCOVÁ, Jolana, EMMEROVÁ, Ingrid, KRAUS Blahoslav et al. K dejinám sociálnej pedagogiky v Európe. Ústí nad Labem: Pedagogická fakulta Univerzity Jana Evangelisty Purkyně, 2008. ISBN 978-80-7414-072-3.

HRONCOVÁ, Jolana, EMMEROVÁ, Ingrid et al. Sociálna pedagogika na Slovensku. Banská Bystrica: PF UMB, 2012.

HRONCOVÁ, Jolana, EMMEROVÁ, Ingrid et al. Sociálny pedagóg v škole. Banská Bystrica: PF UMB, 2012. ISBN 978-80-557-0465-4.

KOMÁRIK, Emil. Pedagogika emocionálne a sociálne narušených. Bratislava: UK, 1998. ISBN 80-223-1289-4.

KRAUS, Blahoslav. Základy sociální pedagogiky. Praha: Portál, 2008. ISBN 978-80-7367-383-3.

LAZNIBATOVÁ, Jolana. Nadané dieťa, jeho vývin, vzdelávanie, podporovanie. Bratislava: Iris, 2001. ISBN 80-88778-23-8.

NIKLOVÁ, Miriam a Lucia KAMARÁŠOVÁ. Sociálny pedagóg a prevencia sociálno patologických javov. Banská Bystrica: PF UMB, 2008.

PRUŽINSKÁ, Jana a Vladimír LABÁTH. Mediácia. Príručka pre študentov. Bratislava: ARK, 2006.

SOBKOVÁ, Petra, ÖBERINK HOBZOVÁ, Milena, POSPÍŠILOVÁ, Helena et al. Sociálna pedagogika a její metody. Olomouc: Univerzita Palackého v Olomouci, 2016. ISBN 978-80-244-4885-5.

ŠKOVIERA, Albín. Trendy náhradnej výchovy. Bratislava: Petrus, 2007. ISBN 978-80-89233-32-8.

ŠKOVIERA, Albín. Prevýchova: úvod do teórie a praxe. Bratislava: FICE - Národná sekcia v SR, 2011. ISBN 978-80-969253-4-6.

**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.KPg/A-moPE-021/15	<b>Course title:</b> Social Pedagogy 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> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> (a) continuous assessment: individual preparation for each topic, team work on assigned projects, activity in discussions on each topic (60% of the overall assessment) (b) final assessment: colloquium - students must demonstrate mastery of the subject matter (prescribed topics) and (at least) the required literature, as well as the ability to apply the knowledge acquired to school and professional practice; sophisticated and coherent language, critical and creative thinking are expected (40 % of the total mark). Admission to the examination is subject to a minimum of 10 points in the intermediate assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant assessment item. Grading scale: 0-59-FX, 60-67-E, 68-75-D, 76-83-C, 84-91-B, 92-100-A. A maximum of 2 absences will be accepted. The course is project-based. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the teaching period. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> Students are able to: - identify and analyse the specific principles of the work of a social pedagogue with regard to the different social environments in which it can be implemented, - describe and compare the characteristic features of social and educational environments that play a significant role in the process of education and socialization of children and adolescents, - to identify and analyse individual socio-pathological phenomena, their occurrence in the process of education and socialisation of children and adolescents, socio-educational care in school, foster care institutions, re-education, socio-educational work with families and peer groups at risk.	
<b>Class syllabus:</b> 1. Introduction. Objectives and content of the course, systematization of information and previous knowledge of students.	

2. Social pedagogy as a science and practice: an overview of directions and theories, and their practical application. Innovations in social pedagogy. Social pedagogy and social pathology.
3. Historical development of social pedagogy in selected countries of Central Europe: Slovakia, Czech Republic, Poland, Germany. Analysis and comparison of individual social pedagogical theories.
4. Environment and its role in the process of personality development. Typology of the environment. Quality of environment, threatening social environment of children and youth. Social pathology of the environment.
5. Classification and characteristics of methods of work in social pedagogy. Preventive and intervention methods. Selection of methods and their use in social pedagogical practice with the selected target group.
6. Personality of the social pedagogue, his function in different educational environments (family, school, society). Possibilities of implementation of the social pedagogue in educational, re-educational and other institutions.
7. Current transformations in functional families. Prevention of social pathology in the family and family rehabilitation. Centers for children and families, Homebuilders - program for solving family problems. Family prognosis. Social-educational work with family in the Slovak Republic, activities of the Office of Social and Educational Services and non-profit organizations.
8. School environment and its transformations from the aspect of social pedagogy. Current socio-pathological problems in school. Social-pedagogical work with children, parents, teachers and school management. The importance of the work of the social pedagogue in school (prevention, intervention, supervision, school and peer mediation).
9. Target groups of social pedagogy: socially excluded groups, children and youth from socially disadvantaged backgrounds. Social educational activities with selected target groups.
10. Target groups of social pedagogy: marginalised groups, young adults - inmates of orphanages. Social educational activities with selected target groups..
11. Excursion/online discussion with selected guest.
12. Final colloquium: social educator and his competencies.

**Recommended literature:**

- BENDL, Stanislav. Nárys sociální pedagogiky. Praha: KU, 2015. ISBN 978-80-7290-668-0.
- GUBRICOVÁ, Janette, MARTINCOVÁ, Romana, LIBERČANOVÁ, Kristína, ŠUHAJDOVÁ, Ivana (ed.). Peer príručka (nielen) pre sociálnych pedagógov. Trnava: Trnavská Univerzita, 2022. ISBN 978-80-568-0530-5978-80-5.
- HRONCOVÁ, Jolana. Sociálna pedagogika na Slovensku. História a súčasnosť. Banská Bystrica: UMB, 2012. ISBN 978-80-557-0424-1.
- HRONCOVÁ, Jolana, NIKLOVÁ, Miriam, HANESOVÁ, Dana, DULOVICS, Mário. Sociálna pedagogika na Slovensku a v zahraničí – teoretická reflexia a prax. Banská Bystrica: UMB BB, 2020. ISBN 978-80-557-1717-3.
- ÖBRINK – HOBZOVÁ, Milena, POSPÍŠILOVÁ, Helena. Sociální pedagogika a její metody. Olomouc: Univerzita Palackého, 2015. ISBN 978-80-244-4291-4.
- PROCHÁZKA, Miroslav. Sociální pedagogika. Praha: Grada, 2012. ISBN 978-80-247-3470-5.

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

The capacity of the course is limited to 15 students. Students will be familiarized with additional literature during the course.

<b>Past grade distribution</b>					
Total number of evaluated students: 276					
A	B	C	D	E	FX
41,67	33,7	14,13	6,16	1,45	2,9
<b>Lecturers:</b> PhDr. Roman Božik, PhD.					
<b>Last change:</b> 26.04.2023					
<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.KPg/A-moPE-024/15	<b>Course title:</b> Social Pedagogy 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> 5	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> (a) continuous assessment: individual preparation for each topic (overview of the topic from any professional sources at an advanced level), team work in groups according to the assignment during the seminar, activity in discussions on each topic (60 % of the total assessment) (b) final assessment: colloquium and self-assessment - students must demonstrate mastery of the subject matter (prescribed topics) and (at least) the required literature, as well as the ability to apply the knowledge acquired to school and professional practice; sophisticated and coherent language, critical and creative thinking are expected (40 % of the total mark). Admission to the examination is subject to a minimum of 10 points in the intermediate assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant assessment item. Grading scale: 0-59-FX, 60-67-E, 68-75-D, 76-83-C, 84-91-B, 92-100-A. A maximum of 2 absences will be accepted. The course is interactive and discussion-based. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Exam dates will be announced via AIS no later than the last week of the class period. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> Students are able to: - critically reflect on socio-pedagogical phenomena in social-educational practice on the basis of available socio-pedagogical theories, - independently apply specific methods of social pedagogue's work and evaluate their effectiveness, - argue and lead a constructive discussion.	
<b>Class syllabus:</b> 1. The role of the social pedagogue in school. Prevention and intervention of school social pathology (truancy, bullying, cyberbullying, crime, extremism). Inclusive school environment and support teams. The needs of the target groups of the social pedagogue's work in school - pupils/students, teachers, school leaders/management. Presentation of case studies, selection, analysis and evaluation of appropriate methods of work.	

2. The role of the social pedagogue in the work with the family. Working with children from socially disadvantaged and emotionally low stimulating environment. Divorce of spouses, division of parental responsibilities, alternate care. Needs of target groups (children, parents, family members) and family rehabilitation. Presentation of case studies, selection, analysis and evaluation of appropriate methods of work.
3. Social pedagogue in re-education and re-socialization. Behavioural problems and possibilities of institutional help. Reeducation and resocialization of adolescents in institutions for addiction treatment. Presentation of case studies, selection, analysis and evaluation of appropriate methods of work.
4. The role of the social pedagogue in working with children in the care of professional parents. The pitfalls of raising children in professional families and the role of the social pedagogue in centres for children and families. Professional family vs. educational group. Needs of target groups (children, professional foster parents, biological parents and family members, centre staff). Presentation of case studies, selection, analysis and evaluation of appropriate working methods.
5. The role of the social pedagogue in the areas of the Department of Social Affairs - work with victims of domestic violence and CAN syndrome. Work in non-profit organizations focused on the social field. Social prevention and social curatorship. Social educator and support of resilience in families and schools. Needs of target groups (children, parents and family members, social services staff). Presentation of case studies, selection, analysis and evaluation of appropriate methods of work.
6. The role of the social pedagogue in selected areas of the Ministry of the Interior and Justice: delinquency and criminal responsibility of children and adolescents. Social pedagogical prevention and intervention in penitentiary institutions. Penitentiary and post-penitentiary socio-educational aspects. Preventive competences of the social pedagogue at the police level. Mediation and probation in the criminal field. Needs of target groups (children, parents, police and judicial staff). Presentation of case studies, selection, analysis and evaluation of appropriate methods of work.
7. New challenges in social pedagogy: education for health and healthy lifestyle (pioneers in Polish social pedagogy), animation and leisure activities in the work of a social pedagogue for children in long-term institutional treatment, medical sanatoriums, palliative care, etc. Needs of target groups (children, parents and family members, social services staff). Presentation of case studies, selection, analysis and evaluation of appropriate methods of work.
8. Social pedagogue as a supervisor in helping professions. Supervision and supervision interview: practical use of tools and procedures in professional and private life. School supervision.
9. Mediator and alternative out-of-court conflict resolution. Mediation and the mediation interview: practical use of tools and techniques in professional and private life. School peer mediation and the promotion of a quality working environment for teachers. Presentation of case studies, selection, analysis and evaluation of appropriate working methods.
10. Family violence and CAN syndrome: online discussion with an invited guest
11. Legal contexts of social pedagogy: online discussion with an invited guest
12. Final colloquium: practical use of social pedagogy methods in working with a selected client.

**Recommended literature:**

- BENDL, Stanislav. *Nárys sociální pedagogiky*. Praha: KU, 2015. ISBN 978-80-7290-668-0.
- GUBRICOVÁ, Janette, MARTINCOVÁ, Romana, LIBERČANOVÁ, Kristína, ŠUHAJDOVÁ, Ivana (ed.). *Peer příručka (nielen) pre sociálnych pedagógov*. Trnava: Trnavská Univerzita, 2022. ISBN 978-80-568-0530-5978-80-5.
- HRONCOVÁ, Jolana, NIKLOVÁ, Miriam, HANESOVÁ, Dana, DULOVICS, Mário. *Sociálna pedagogika na Slovensku a v zahraničí – teoretická reflexia a prax*. Banská Bystrica: UMB BB, 2020. ISBN 978-80-557-1717-3.
- PROCHÁZKA, Miroslav. *Sociální pedagogika*. Praha: Grada, 2012. ISBN 978-80-247-3470-5.

ROGERS, Carl, R., FREIBERG, Jerome, H. Sloboda učiť sa. Bratislava: Didaktis, 2020. ISBN 9-788081-660191.

VASKA, Ladislav. Teoretické aspekty supervízie začínajúcich sociálnych pracovníkov. Bratislava: Iris, 2014. ISBN 978-80-89238-70-5.

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

Students will be introduced to additional literature during the course.

**Past grade distribution**

Total number of evaluated students: 228

A	B	C	D	E	FX
55,26	32,89	8,33	3,07	0,44	0,0

**Lecturers:** prof. PaedDr. Adriana Wiegerová, PhD., Mgr. Monika Mikulcová, PhD.

**Last change:** 26.04.2023

**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.KAnd/A-moAG-059/00	<b>Course title:</b> Social Work Methods
<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> 5	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) Interim evaluation: individual preparation for each topic (study of recommended literature and existing research on the topics), analysis of selected case studies with subsequent application, active participation in discussions on each topic (60% of the total evaluation) (b) final assessment: colloquium - students must demonstrate mastery of the subject matter (prescribed topics) and (at least) the required literature, as well as the ability to apply the knowledge acquired to school and professional practice; sophisticated and coherent language, critical and creative thinking are expected (40 % of the total mark). Admission to the examination is conditional on achieving a minimum of 10 points in the continuous assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant assessment item. Grading scale: 0-59-FX, 60-67-E, 68-75-D, 76-83-C, 84-91-B, 92-100-A. A maximum of 2 absences will be accepted. The course has a theoretical and practical character. The exact date and topic of the mid-term evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the teaching part. Midterm/final assessment weighting: 60/40 Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> Students are able to: - have basic knowledge of social work theory and practice, - identify the basic elements of the scientific and practical identity of social work and the social worker, - characterize and describe types, forms of social work, stages of social work, methods of social work and social intervention, - define the basic stages of social work as applied to the social client - the individual, the family group and the community,	

- apply knowledge for practical use (case-based social work, social work with group, social work with family, community social work).

**Class syllabus:**

1. Introduction. Objectives and content of the course, systematization of information and previous knowledge of students.
2. Philosophical and historical background of social work.
3. Development of social work.
4. Social work today:/theoretical paradigms
5. methods of social work with individuals - case-based social work, individual planning, social counselling (individual/group), social therapy, crisis intervention, mediation, practical social assistance, distribution;
6. methods of social work with the family - assessment of the situation of a child at risk, family therapy, family counselling, family rehabilitation, social assistance, social rehabilitation, family mediation, family group conferences, networking of a multidisciplinary team;
7. methods of social work with groups - group social work, outreach, streetwork, experiential methods, school and peer mediation;
8. methods of social work with the community - community planning, social designing;
9. methods of social work with institution - social management, fundraising, negotiation, coordination of subjects, facilitation
10. Examples of good practice in social work.
11. educational and sociotherapeutic approach in social work.
12. Guest/excursion (discussion).
13. Final colloquium.

**Recommended literature:**

BALOGO VÁ, Beáta, ŽIAKOVÁ, Eva. Vademecum sociálnej práce. Univerzita Pavla Jozefa Šafárika v Košiciach, 2017. ISBN 9788081524837  
BECHYŇOVÁ, Věra, KONVIČKOVÁ, Marta. Sanace rodiny. Sociální práce s dysfunkčními rodinami. Praha: Portál, 2020. ISBN 9788026216247.  
HURYCHOVÁ, Eva, PTÁČKOVÁ, Blanka. Sociální práce ve školství. Praha: Grada, 2022. ISBN 978-80-271-3313-0.  
KLEPÁČKOVÁ, Olga, KREJČÍ, Zuzana, ČERNÁ, Marta. Sociální práce na příkladech z praxe. Praha: Grada, 2022. ISBN 9788027130740  
LOVAŠOVÁ, Soňa. Sociálna práca: formy, postupy a metódy. Univerzita Pavla Jozefa Šafárika v Košiciach, 2016. ISBN 978-80-8152-386-1  
MATOUŠEK, Oldřich. Strategie a postupy v sociální práci. Praha: Porál, 2022. ISBN 9788026219521.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 114

A	B	C	D	E	FX
60,53	14,91	11,4	7,02	1,75	4,39

**Lecturers:** PhDr. Silvia Ťupeková Dončevová, PhD.

**Last change:** 26.04.2023

**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.KS/A-AmoSO-22/22	<b>Course title:</b> Sociology of Childhood and Youth
<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>Antirequisites:</b> FiF.KS/A-AmoSO-30/22	
<b>Course requirements:</b> Written exam in the exam period with a gain of at least 60 points 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): 0/100	
<b>Learning outcomes:</b> Upon successful completion of the course, the student will gain knowledge about the characteristics of childhood and youth as stages of the life cycle and the current problems of children and youth. Understands the social context and its impact on the course of these initial stages of life. He will gain knowledge about the situation in the main socialization institutions of children and youth - family and school and their current changes and problems, which will allow him to understand the specifics of socialization today. Particular attention will be paid to the risk phenomena of adolescence. The course develops and strengthens the analytical and interpretive competencies of the students.	
<b>Class syllabus:</b> 1. Life cycle and generation structure of society 2.- 3. Childhood and its social characteristics (historical models, current specifics of the child's position) 4.-5. Youth and its social characteristics (historical models, current specifics of the young person's position) 6. Current family and its changes, consequences for intra-family relations 7. Family policy, its tools and dilemmas 8. Social law protection of children and youth 9. School in a social context, education as a means of social mobility and leveling out inequalities 10. Inclusive education, concepts, trends, current issues 11. Socio-pathological phenomena and threats to children and youth 12. Juvenile delinquency - state, trends, concepts of social conditionality 13. Risks of new technologies and online space, current problems	

**Recommended literature:**

- KÖVEROVÁ, Štefánia. Sociológia životného cyklu. Bratislava: OZ Sociálna práca 2003. ISBN 80-968927-4-6
- Rodina na Slovensku v teórii a vo výskume. (ed. Chorvát, I., Džambazovič, R.). Bratislava: Stimul 2015. ISBN 978-80-8127-152-6
- Džambazovič, Roman. Rodinné správanie v demografických dátach. Bratislava: Stimul, 2012. ISBN 987-80-8127-052-9
- MOŽNÝ, Ivo. Rodina a spoločnosť. Praha: SLON 2008. ISBN 808642958X
- BEBLAVÝ, Miroslav. Sociálna politika. eBook 2012: [https://www.academia.edu/23899623/Soci%C3%A1lna\\_politika](https://www.academia.edu/23899623/Soci%C3%A1lna_politika)
- KOŤA Jaroslav, HAVLÍK Radomír. Sociologie výchovy a školy. Praha: Portál 2008. ISBN 8073673274
- KUSÁ, Zuzana. Škola nie je pre všetkých. Bratislava: Sociologický ústav SAV 2017.
- ONDREJKOVIČ, Peter a kol. Sociálna patológia. Veda: Bratislava 2009. ISBN 9788022410748
- NOCIAR, Alois. Prieskumy o drogách, alkohole, tabaku u slovenskej mládeže. Veda: Bratislava 2004. ISBN: 978-80-224-0832-8
- TOMKOVÁ, Jana. Deti a internet - Príležitosti a riziká. Slovensko v projekte EU Kids Online. In.: Mediálna výchova a kultúrna identita - Megatrendy a médiá 2012. Trnava: UCM, s. 177 - 190. ISBN: 978-80-8105-393-1.

Available at the Comenius University Academic Library and at reference library of the Department of Sociology.

During the semester, students will be acquainted with additional literature, following the topics covered.

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

Total number of evaluated students: 133

A	B	C	D	E	FX
32,33	29,32	18,8	14,29	5,26	0,0

**Lecturers:** prof. PhDr. Gabriela Lubelcová, CSc.

**Last change:** 20.03.2022

**Approved by:**