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COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex027/22	Abuse prevention

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an assessment, the ratio of the midterm and final assessment is 100/0. The task of the students is to prepare a midterm paper for 40 points and to pass a midterm test for 60 points, a total of 100 points. A minimum of 60% of the maximum possible course grade is required for successful completion of the course.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:

Learning outcomes and transferable competences:
Learning objectives and outcomes:
The aim of the course is to provide basic knowledge about the problems of drug consumption, their effects, the etiology of drug addiction. The course pays special attention to the issues of the drug scene, drug policy development and criminal sanctions, or drug crime. Students will be able to identify the internal and distance learning causes of addiction, summarize the manifestations of different types of addiction, indicate and propose specific forms of addiction prevention. They will deepen their knowledge and competences in working with people with addiction, they will learn to apply preventive practices through examples and concrete activities in school practice.
Students and learners will develop communication skills using professional terminology in the field of substance and non-substance addictions. They will improve their skills in working with professional literature and producing professional texts. Students will be able to apply knowledge creatively to problem-based assignments.

Class syllabus:

Brief outline of the course:
1. Basic terminology (social pathology, drug, addiction, abstinence, codependence, prevention, etc.).
2. Classification and characteristics of selected groups of psychotropic substances.
3. Specifics and classification of substance addictions.
4. Causes and factors of drug use.
3. The emergence of addiction and its symptoms.
4. Non-substance addictions (classification, characteristics).
7. Prevention of addiction and its forms.
8. Options for help in the field of addiction (basic psychotherapeutic approaches in addiction treatment, pharmacotherapeutic help, family accompaniment).
8. National Drug Control Programme. The roles of the Departments of Education, Culture, Health, Justice, Home Affairs and Labour, Social Affairs and Family.

Recommended literature:

Compulsory reading:
HUPKOVÁ, I., LIBERČANOVÁ, K. (2012). Drogové závislosti a ich prevencia. Trnava: Pedagogická fakulta TU v Trnave. 153 s. ISBN 978-80-8082-563-8 Dostupné na: https://pdf.truni.sk/download?e-skripta/hupkova-libercanova-drogove-zavislosti.pdf
Recommended reading:
FERKOVÁ, Š. (2014). Skúsenosti s využitím influenčného programu zameraného na elimináciu rizikového správania žiakov v škole. In Prevencia. roč. 13. č. 4. s. 37 – 44.

FISCHER, S., ŠKODA, J. (2009). Sociální patologie. Analýza příčin a možnosti ovlivňovaní závažných sociálně patologických jevů. Praha: Grada Publishing, a.s. 224 s. ISBN 978-80-247-7813
KALINA, K. (2008). Základy klinickej adiktológie. Praha: Grada, 387 s. ISBN978-80-247-1411-0. K
KALINA, K. et al. (2003). Drogy a drogové závislosti 1. a 2. Mezioborový přístup. Praha: ÚV ČR, 640 s. ISBN80-86734-05-6.
KUKLOVÁ, M. (2016). Kognitivně-behaviorální terapie v léčbě závislostí. Praha: Portál. 152 s. ISBN978-80-262-1101-3
NEŠPOR, K. (2003). Návykové chováni a závislost. Současné poznatky a prespektívy léčby. Praha: Portál. 152 s. ISBN80-7178-831-7.
NOCIAR, A. (2009). Drogové závislosti. Bratislava: Vysoká škola Svätej Alžbety. 123 s. ISBN 978-80-892-7168-9

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 167

A	ABS	B	C	D	E	FX
44,91	0,0	21,56	14,37	5,99	1,8	11,38

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZex027/22	**Course title:** Abuse prevention
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** **per level/semester:** 5s **Form of the course:** combined	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an assessment, the ratio of the midterm and final assessment is 100/0. The task of the students is to prepare a midterm paper for 40 points and to pass a midterm test for 60 points, a total of 100 points. A minimum of 60% of the maximum possible course grade is required for successful completion of the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes and transferable competences:
Learning objectives and outcomes:
The aim of the course is to provide basic knowledge about the problems of drug consumption, their effects, the etiology of drug addiction. The course pays special attention to the issues of the drug scene, drug policy development and criminal sanctions, or drug crime. Students will be able to identify the internal and distance learning causes of addiction, summarize the manifestations of different types of addiction, indicate and propose specific forms of addiction prevention. They will deepen their knowledge and competences in working with people with addiction, they will learn to apply preventive practices through examples and concrete activities in school practice.
Students and learners will develop communication skills using professional terminology in the field of substance and non-substance addictions. They will improve their skills in working with professional literature and producing professional texts. Students will be able to apply knowledge creatively to problem-based assignments.

Class syllabus:
Brief outline of the course:
1. Basic terminology (social pathology, drug, addiction, abstinence, codependence, prevention, etc.).
2. Classification and characteristics of selected groups of psychotropic substances.
3. Specifics and classification of substance addictions.
4. Causes and factors of drug use.
3. The emergence of addiction and its symptoms.
4. Non-substance addictions (classification, characteristics).
7. Prevention of addiction and its forms.
8. Options for help in the field of addiction (basic psychotherapeutic approaches in addiction treatment, pharmacotherapeutic help, family accompaniment).
8. National Drug Control Programme. The roles of the Departments of Education, Culture, Health, Justice, Home Affairs and Labour, Social Affairs and Family.

Recommended literature:
Compulsory reading:
HUPKOVÁ, I., LIBERČANOVÁ, K. (2012). Drogové závislosti a ich prevencia. Trnava: Pedagogická fakulta TU v Trnave. 153 s. ISBN 978-80-8082-563-8 Dostupné na: https://pdf.truni.sk/download?e-skripta/hupkova-libercanova-drogove-zavislosti.pdf
Recommended reading:
FERKOVÁ, Š. (2014). Skúsenosti s využitím influenčného programu zameraného na elimináciu rizikového správania žiakov v škole. In Prevencia. roč. 13. č. 4. s. 37 – 44.

FISCHER, S., ŠKODA, J. (2009). Sociální patologie. Analýza příčin a možnosti ovlivňovaní závažných sociálně patologických jevů. Praha: Grada Publishing, a.s. 224 s. ISBN 978-80-247-7813
KALINA, K. (2008). Základy klinickej adiktológie. Praha: Grada, 387 s. ISBN978-80-247-1411-0. K
KALINA, K. et al. (2003). Drogy a drogové závislosti 1. a 2. Mezioborový přístup. Praha: ÚV ČR, 640 s. ISBN80-86734-05-6.
KUKLOVÁ, M. (2016). Kognitivně-behaviorální terapie v léčbě závislostí. Praha: Portál. 152 s. ISBN978-80-262-1101-3
NEŠPOR, K. (2003). Návykové chováni a závislost. Současné poznatky a prespektívy léčby. Praha: Portál. 152 s. ISBN80-7178-831-7.
NOCIAR, A. (2009). Drogové závislosti. Bratislava: Vysoká škola Svätej Alžbety. 123 s. ISBN 978-80-892-7168-9

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 167

A	ABS	B	C	D	E	FX
44,91	0,0	21,56	14,37	5,99	1,8	11,38

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBex008/22	**Course title:** Aesthetics
Educational activities: **Type of activities:** lecture **Number of hours:** **per week:** **per level/semester:** 5s **Form of the course:** combined	
Type, volume, methods and workload of the student - additional information Lecture, 5 hours per semester, combined method Student workload: 5 hours of teaching per semester, preparation of midterm paper in the first half of the semester 24 hours, preparation of final paper in the second half of the semester 24 hours, completion of exam paper 30 hours, guided self-study 17 hours. Total of 100 hours per semester. Teaching methods: Lecture, discussion of the topic, brainstorming, problem solving, interpretation of a work of art, study of sources, demonstration, Socratic conversation, guided self-study	
Number of credits: 4	
Recommended semester: 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Weighting of interim and final evaluation: 50/50 Active participation in class discussions. Preparation of an interim paper (= portfolio structure) and a final paper (= portfolio on a selected work of art). The portfolio will include various documentary material that illuminates the artwork from a number of necessary perspectives (e.g., newspaper clippings, links to websites, factual data, interviews, case studies, list of literature on the subject, etc.). It will aim to document that the selected artefact is a work of art. It will have four parts: A) The cultural and historical context of the artwork. B) Compositional and meaning analysis of the work. C) The student's own reflection on the artwork, the relationship of the artwork to the student. D) List of sources used. Assessment: A 100-91 points - excellent = outstanding - will be awarded to the student whose portfolio is built systematically, encompasses the multifaceted nature of the artwork, and the student demonstrates an original approach. B 90-81 points - very good = above average results - will be awarded to a student whose portfolio, although built systematically, focuses only on the most common sources and approaches to the subject. C 80-73 points - good = routine, reliable work - will be awarded to a student whose portfolio shows signs of an unsystematic and haphazard summary of materials.	

D 72-66 points - satisfactory = acceptable performance - will be awarded if the portfolio is only a superficial view of the artwork.
E 65-60 points - satisfactory = results meet the minimum criteria - the student will be awarded if the portfolio contains a number of more serious factual weaknesses - for example, the student groups together documents that are unrelated to the selected artwork, or summarizes randomly collected documents without a system, or makes no reference to the sources used
Fx 59-0 points - Insufficient = extra work required - will be awarded if the student limits him/herself to expressing his/her feelings and to sources obtained by randomly selecting from a search engine, or the artwork is completely mischaracterized and insufficiently characterized, or the portfolio is not grouped according to the nature of the artwork.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students understand the meaning of art, its position and functioning in culture. They identify the different layers of culture with an emphasis on contemporary culture. Students are able to interpret works of art, perceive their functions in human and civic life, and construct criteria for evaluating works of art. They register and interpret the meaning of culture in the life of the citizen. The course lays the groundwork for students' ability to work with art in their future civics classes and provides a foundation for the course in the Master´s degree "Arts in Citizenship Education."

Class syllabus:
Kitsch, rubbish, artwork - boundaries and transitions. Contemporary art as action. What is important for understanding the work of art - the structure of the work, the artist and the work, the place of the work in the development of art, the place of the work in art culture, in the wider cultural and social space. Art in the media, art culture, art in the world of social networks and in civic life.
Since the aim of the course is also to reflect the current cultural and social situation, the subtopics and details of the topics will be adjusted according to the changes in culture and current social problems in the Slovak Republic and the world. This will be particularly relevant to the emphasis on specific cultural phenomena or works of art.

Recommended literature:
BARTHES, R. 2004: Mytologie. Praha : Dokořán. ISBN 80-86569-73-X
BOURDIEU, P. 2010: Pravidla umění. Vznik a struktura literárního pole. Brno : Host. ISBN 978-80-7294-364-7
HADRAVOVÁ, T. 2016: Co je nového v estetice. Praha : Nová beseda. ISBN 978-80-906089-7-9
MISTRÍK, E. 2013-2021: Estetický slovník. Bratislava : Album. ISBN 978-80-971533-4-2 (Online. 25. 11. 2021) www.estetickyslovnik.sk
MISTRÍK, E. 1994: Vstup do umenia. Nitra : Enigma Jr., 1994. ISBN 80-85471-18-3. (Online 25. 11. 2021). http://erichmistrik.sk/knihy/vstup.pdf
VANĚK, J. 2012: Estetika v proměnách prožitků. Praha : ARSCI. ISBN 978-80-7420-029.8
ZAHRÁDKA, P. 2009: Vysoké versus populární umění. Olomouc : Peripleum. ISBN 978-80-86624-48-8

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 18

A	ABS	B	C	D	E	FX
55,56	0,0	0,0	16,67	16,67	5,56	5,56

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBex008/22	**Course title:** Aesthetics
Educational activities: **Type of activities:** lecture **Number of hours:** **per week:** **per level/semester:** 5s **Form of the course:** combined	
Type, volume, methods and workload of the student - additional information Lecture, 5 hours per semester, combined method Student workload: 5 hours of teaching per semester, preparation of midterm paper in the first half of the semester 24 hours, preparation of final paper in the second half of the semester 24 hours, completion of exam paper 30 hours, guided self-study 17 hours. Total of 100 hours per semester. Teaching methods: Lecture, discussion of the topic, brainstorming, problem solving, interpretation of a work of art, study of sources, demonstration, Socratic conversation, guided self-study	
Number of credits: 4	
Recommended semester: 4.	
Educational level: I.	
Prerequisites:	
Course requirements: Weighting of interim and final evaluation: 50/50 Active participation in class discussions. Preparation of an interim paper (= portfolio structure) and a final paper (= portfolio on a selected work of art). The portfolio will include various documentary material that illuminates the artwork from a number of necessary perspectives (e.g., newspaper clippings, links to websites, factual data, interviews, case studies, list of literature on the subject, etc.). It will aim to document that the selected artefact is a work of art. It will have four parts: A) The cultural and historical context of the artwork. B) Compositional and meaning analysis of the work. C) The student's own reflection on the artwork, the relationship of the artwork to the student. D) List of sources used. Assessment: A 100-91 points - excellent = outstanding - will be awarded to the student whose portfolio is built systematically, encompasses the multifaceted nature of the artwork, and the student demonstrates an original approach. B 90-81 points - very good = above average results - will be awarded to a student whose portfolio, although built systematically, focuses only on the most common sources and approaches to the subject. C 80-73 points - good = routine, reliable work - will be awarded to a student whose portfolio shows signs of an unsystematic and haphazard summary of materials.	

D 72-66 points - satisfactory = acceptable performance - will be awarded if the portfolio is only a superficial view of the artwork.
E 65-60 points - satisfactory = results meet the minimum criteria - the student will be awarded if the portfolio contains a number of more serious factual weaknesses - for example, the student groups together documents that are unrelated to the selected artwork, or summarizes randomly collected documents without a system, or makes no reference to the sources used
Fx 59-0 points - Insufficient = extra work required - will be awarded if the student limits him/herself to expressing his/her feelings and to sources obtained by randomly selecting from a search engine, or the artwork is completely mischaracterized and insufficiently characterized, or the portfolio is not grouped according to the nature of the artwork.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students understand the meaning of art, its position and functioning in culture. They identify the different layers of culture with an emphasis on contemporary culture. Students are able to interpret works of art, perceive their functions in human and civic life, and construct criteria for evaluating works of art. They register and interpret the meaning of culture in the life of the citizen. The course lays the groundwork for students' ability to work with art in their future civics classes and provides a foundation for the course in the Master´s degree "Arts in Citizenship Education."

Class syllabus:
Kitsch, rubbish, artwork - boundaries and transitions. Contemporary art as action. What is important for understanding the work of art - the structure of the work, the artist and the work, the place of the work in the development of art, the place of the work in art culture, in the wider cultural and social space. Art in the media, art culture, art in the world of social networks and in civic life.
Since the aim of the course is also to reflect the current cultural and social situation, the subtopics and details of the topics will be adjusted according to the changes in culture and current social problems in the Slovak Republic and the world. This will be particularly relevant to the emphasis on specific cultural phenomena or works of art.

Recommended literature:
BARTHES, R. 2004: Mytologie. Praha : Dokořán. ISBN 80-86569-73-X
BOURDIEU, P. 2010: Pravidla umění. Vznik a struktura literárního pole. Brno : Host. ISBN 978-80-7294-364-7
HADRAVOVÁ, T. 2016: Co je nového v estetice. Praha : Nová beseda. ISBN 978-80-906089-7-9
MISTRÍK, E. 2013-2021: Estetický slovník. Bratislava : Album. ISBN 978-80-971533-4-2 (Online. 25. 11. 2021) www.estetickyslovnik.sk
MISTRÍK, E. 1994: Vstup do umenia. Nitra : Enigma Jr., 1994. ISBN 80-85471-18-3. (Online 25. 11. 2021). http://erichmistrik.sk/knihy/vstup.pdf
VANĚK, J. 2012: Estetika v proměnách prožitků. Praha : ARSCI. ISBN 978-80-7420-029.8
ZAHRÁDKA, P. 2009: Vysoké versus populární umění. Olomouc : Peripleum. ISBN 978-80-86624-48-8

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 18

A	ABS	B	C	D	E	FX
55,56	0,0	0,0	16,67	16,67	5,56	5,56

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KAJL/B-ANGex015/22	**Course title:** An Overview of the Development of the English Language

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 2s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: combined, distance learning
Number of hours: 2 per semester
Student workload: 50 hours in total
Direct teaching: 2 h (combined form), home preparation (revision, work with resources): 16 h, preparation for student's own presentation and discussion (drafting, training, preparation of questions): 13 h, writing final seminar paper: 6 h, preparation for the test: 13 h
Teaching methods:
Presentation of learning material, explanation, brainstorming, dialogic methods (dialogue, discussion) about the given period of history – presenting of student's own opinion, presentation, analysis and evaluation, student's individual work, group work, practical application of the acquired knowledge

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements
Attendance and submission of a#presentation of required extent and quality
Continuous assignment (100 percent):
Elaboration and presentation of a#topic of the student's choice: 30%
Leading a#discussion by the student on the topic of his presentation: 10%
Final seminar paper: 20%
Final test: 40%
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student has an excellent overview of the development of the English language, understands and independently correlates the changes in the individual periods, has clear knowledge and can present it in his/her own presentation without the teacher's assistance, can

logically and systematically lead a#discussion with colleagues, demonstrates excellent presentation skills, logically and constructively summarizes the facts and contexts in his/her final paper.
B (very good performance): The student has an excellent overview of the development of the English language, understands and independently correlates the changes in the individual periods, has thorough knowledge, can present the knowledge in his/her own presentation without the teacher's assistance with only a#minimum of errors (linguistic expressions, presentation skills), The student can logically and systematically lead a#discussion with his/her colleagues with a#minimum of the teacher's assistance, demonstrates excellent presentation skills, logically summarises facts and contexts in the final paper.
C (good performance): The student has an overview of the development of the English language, understands and, with help, correlates the changes and their consequences in the different periods, with the help of the teacher, with minor errors in speech, can present his/her knowledge in a presentation, with the teacher's assistance logically and systematically leads the discussion with colleagues, demonstrates good presentation skills, logically and summarizes the facts and contexts in his/her final paper.
D (satisfactory performance): The student has an overview of the development of the English language, understands the changes and their consequences in the different periods, has#clear knowledge, makes mistakes (language, presentation skills) in the presentation (also in writing), with teacher's assistance, the student leads the discussion with colleagues, satisfactorily manages to summarize the facts and contexts in his/her final paper.
E (sufficient performance): The student has a#basic overview of the development of the English language, knows the changes and their consequences in the different periods, demonstrates sufficient knowledge, makes language and presentation skills mistakes in the presentation (also in the written assignments), with the teacher's assistance the student leads a#discussion with colleagues, is able to summarize the studied facts in his/her final paper.
Scale of assessment (preliminary/final): Continuous assignment (100 percent): Elaboration and presentation of a#topic of the student's choice: 30% Leading a#discussion by the student on the topic of his presentation: 10% Final seminar paper: 20% Final test: 40%

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate's profile, this course focuses on the acquisition of the following knowledge, skills, and competences:
Knowledge:
The student will gain an overview of the development of the English language and will acquire historical context. The student will gain an overview of the different periods and influences on the development of the language and is familiar with cross-cultural contexts. The student understands the impact of historical events on the development of the English language and is able to relate relevant information learned in previous courses.
Skills:
The student is able to use relevant materials, select information, demonstrate digital skills in creating and presenting his/her work. He/she demonstrates presentation and communication skills in front of an audience, using their own creativity and critical thinking skills. The student develops the skills to communicate fluently at the required B2 – C1 CEFR level and to convey relevant information to the audience.
Competences:
The student can use self-study strategies effectively, he/she develops metacognitive awareness and autonomy. The student actively works with a#variety of resources, demonstrates presentation skills in English at the required B2 – C1 CEFR level. He/she can lead a#discussion effectively, actively participates in the discussion at the required linguistic level, demonstrates his/her argumentative

skills and has personal and affective prerequisites for a#humanistic and intercultural approach to the teaching process.

Class syllabus:

Course contents:

Main themes of the course: The place of English among other languages in the world; Indo-European languages; Scandinavian influence on the development of English; Middle English: Norman and French influence on the development of English; The influence of Greek and Latin on the development of English; The emergence of American English; English as a#world language

Through the above content, the student will acquire theoretical knowledge about the development of the English language, he/she will perceive English in the context of other world languages and understand intercultural contexts. Through self-presentation, the student will develop his/her presentation skills, systematic and analytical abilities, and will use knowledge and skills acquired in other courses to discuss issues independently.

The student deepens his/her skills in working with professional texts, selecting relevant information, communicating the information to other students and then processing and critically analysing the information. The student is able to use digital technologies and is familiar with other sub-disciplines of linguistics.

Recommended literature:

Compulsory readings:

(Selected chapters by the teacher's instructions)

BARBER, C., BEAL, J. and SHAW, P. (2012). The English Language. 2nd edition. Cambridge University Press.

JESPERSEN, O. (1905, numerous reprints). Growth and Structure of the English Language. Leipzig: Teubner.

Recommended readings:

(Selected chapters by the teacher's instructions)

BURNLEY, D. 1992. The History of the English Language. London: Routledge.

PYLES, T. and ALGEO, J. (1993). The Origin and Development of the English Language. Boston: FortWorth.

Languages necessary to complete the course:

Language necessary to complete the course: English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers:

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex015/22	An Overview of the Development of the English Language

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 2s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: combined, distance learning
Number of hours: 2 per semester
Student workload: 50 hours in total
Direct teaching: 2 h (combined form), home preparation (revision, work with resources): 16 h, preparation for student's own presentation and discussion (drafting, training, preparation of questions): 13 h, writing final seminar paper: 6 h, preparation for the test: 13 h
Teaching methods:
Presentation of learning material, explanation, brainstorming, dialogic methods (dialogue, discussion) about the given period of history – presenting of student's own opinion, presentation, analysis and evaluation, student's individual work, group work, practical application of the acquired knowledge

Number of credits: 2

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements
Attendance and submission of a#presentation of required extent and quality
Continuous assignment (100 percent):
Elaboration and presentation of a#topic of the student's choice: 30%
Leading a#discussion by the student on the topic of his presentation: 10%
Final seminar paper: 20%
Final test: 40%
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student has an excellent overview of the development of the English language, understands and independently correlates the changes in the individual periods, has clear knowledge and can present it in his/her own presentation without the teacher's assistance, can

logically and systematically lead a#discussion with colleagues, demonstrates excellent presentation skills, logically and constructively summarizes the facts and contexts in his/her final paper.
B (very good performance): The student has an excellent overview of the development of the English language, understands and independently correlates the changes in the individual periods, has thorough knowledge, can present the knowledge in his/her own presentation without the teacher's assistance with only a#minimum of errors (linguistic expressions, presentation skills), The student can logically and systematically lead a#discussion with his/her colleagues with a#minimum of the teacher's assistance, demonstrates excellent presentation skills, logically summarises facts and contexts in the final paper.
C (good performance): The student has an overview of the development of the English language, understands and, with help, correlates the changes and their consequences in the different periods, with the help of the teacher, with minor errors in speech, can present his/her knowledge in a presentation, with the teacher's assistance logically and systematically leads the discussion with colleagues, demonstrates good presentation skills, logically and summarizes the facts and contexts in his/her final paper.
D (satisfactory performance): The student has an overview of the development of the English language, understands the changes and their consequences in the different periods, has#clear knowledge, makes mistakes (language, presentation skills) in the presentation (also in writing), with teacher's assistance, the student leads the discussion with colleagues, satisfactorily manages to summarize the facts and contexts in his/her final paper.
E (sufficient performance): The student has a#basic overview of the development of the English language, knows the changes and their consequences in the different periods, demonstrates sufficient knowledge, makes language and presentation skills mistakes in the presentation (also in the written assignments), with the teacher's assistance the student leads a#discussion with colleagues, is able to summarize the studied facts in his/her final paper.
Scale of assessment (preliminary/final): Continuous assignment (100 percent): Elaboration and presentation of a#topic of the student's choice: 30% Leading a#discussion by the student on the topic of his presentation: 10% Final seminar paper: 20% Final test: 40%

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate's profile, this course focuses on the acquisition of the following knowledge, skills, and competences:
Knowledge:
The student will gain an overview of the development of the English language and will acquire historical context. The student will gain an overview of the different periods and influences on the development of the language and is familiar with cross-cultural contexts. The student understands the impact of historical events on the development of the English language and is able to relate relevant information learned in previous courses.
Skills:
The student is able to use relevant materials, select information, demonstrate digital skills in creating and presenting his/her work. He/she demonstrates presentation and communication skills in front of an audience, using their own creativity and critical thinking skills. The student develops the skills to communicate fluently at the required B2 – C1 CEFR level and to convey relevant information to the audience.
Competences:
The student can use self-study strategies effectively, he/she develops metacognitive awareness and autonomy. The student actively works with a#variety of resources, demonstrates presentation skills in English at the required B2 – C1 CEFR level. He/she can lead a#discussion effectively, actively participates in the discussion at the required linguistic level, demonstrates his/her argumentative

skills and has personal and affective prerequisites for a#humanistic and intercultural approach to the teaching process.

Class syllabus:

Course contents:

Main themes of the course: The place of English among other languages in the world; Indo-European languages; Scandinavian influence on the development of English; Middle English: Norman and French influence on the development of English; The influence of Greek and Latin on the development of English; The emergence of American English; English as a#world language

Through the above content, the student will acquire theoretical knowledge about the development of the English language, he/she will perceive English in the context of other world languages and understand intercultural contexts. Through self-presentation, the student will develop his/her presentation skills, systematic and analytical abilities, and will use knowledge and skills acquired in other courses to discuss issues independently.

The student deepens his/her skills in working with professional texts, selecting relevant information, communicating the information to other students and then processing and critically analysing the information. The student is able to use digital technologies and is familiar with other sub-disciplines of linguistics.

Recommended literature:

Compulsory readings:

(Selected chapters by the teacher's instructions)

BARBER, C., BEAL, J. and SHAW, P. (2012). The English Language. 2nd edition. Cambridge University Press.

JESPERSEN, O. (1905, numerous reprints). Growth and Structure of the English Language. Leipzig: Teubner.

Recommended readings:

(Selected chapters by the teacher's instructions)

BURNLEY, D. 1992. The History of the English Language. London: Routledge.

PYLES, T. and ALGEO, J. (1993). The Origin and Development of the English Language. Boston: FortWorth.

Languages necessary to complete the course:

Language necessary to complete the course: English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers:

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex034/22	Analysis and Development of Teaching Materials

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching = 5 hours (combination of direct teaching and internet communication), continuous home preparation = 26 hours, analysis of a selected textbook approved by the Ministry of Education, Science, Research and Sport of the Slovak Republic = 9 hours, creation of modified activities for dyslexic learners = 13 hours, creation of a set of activities for a selected authentic text = 11 hours, creation of activities for a selected part of a film = 11 hours
Teaching methods:
Brief explanation of the subject matter, dialogic methods (debate, discussion, colloquium), brainstorming, creation of mind maps and teaching materials, working with a text, an introspective analysis of the own experience

Number of credits: 3

Recommended semester: 5.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (100 points):
Analysis of a selected textbook (25 points)
Creation of a set of modified activities for dyslexic learners (25 points)
Creation of a set of activities for a selected authentic text for learners in the lower secondary education (25 points)
Creation of a set of activities for a certain part of a selected film for learners in the upper secondary education (25 points)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

A (excellent performance): The student can independently analyse the selected textbook, can independently create a set of modified activities for learners with dyslexia, can independently select an appropriate authentic text and film for the target age group and proficiency level, and prepare activities.
B (very good performance): The student can analyse a selected textbook with minimal assistance, can create a set of modified activities for learners with dyslexia with minimal assistance from the teacher, can select an appropriate authentic text and film for the target age group and proficiency level with minimal assistance from the teacher, and can prepare activities.
C (good performance): The student, with the teacher's help, is able to analyse the selected textbook, is able, with the teacher's help, to create a set of modified activities for learners with dyslexia, is able, with the teacher's help, to select an appropriate authentic text and film for the target age group and proficiency level, and is able to prepare activities but with minor faults.
D (satisfactory performance): The student, with intensive teacher's assistance, can analyse a selected textbook, create a set of modified activities for learners with dyslexia, select an appropriate authentic text and film for the target age group and appropriate proficiency level and with intensive teacher's assistance, the student can prepare activities but with multiple faults.
E (sufficient performance): The student, with support and intensive help from the teacher, can analyse the selected textbook, can create a set of modified activities for dyslexic learners but with multiple faults, the student can select an appropriate authentic text and film for the target age group and proficiency level but with support and intensive help from the teacher, and the student can prepare activities but with multiple faults.
FX (insufficient performance): The student fails to analyse the selected textbook, fails to create a set of modified activities for learners with dyslexia, fails to select an appropriate authentic text and film for the target age group and proficiency level, and fails to prepare activities.
Scale of assessment (preliminary/final): Continuous assessment (100 points): Analysis of a selected textbook (25 points) Creation of a set of modified activities for dyslexic learners (25 points) Creation of a set of activities for a selected authentic text for learners in the lower secondary education (25 points) Creation of a set of activities for a certain part of a selected film for learners in the upper secondary education (25 points)

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
- The student knows the legislation applied regarding the use of English language textbooks in Slovak state primary and secondary schools.
- The student knows the theoretical principles of creating teaching materials based on the knowledge of the theoretical principles of creating and planning the educational process.
Skills:
- The student is familiar with relevant didactic materials, can analyse, select and create various teaching materials in relation to the teaching objectives, based on the knowledge acquired in the profile courses "Fundamentals of English language didactics" and "Learner-centred approach in English language teaching".
- The student is able to use digital technologies when creating teaching materials and is able to apply basic pedagogical-psychological theoretical concepts into the teaching practice.
Competences:
- The student is able to acquire, through self-learning, the knowledge necessary for the analysis of textbooks and the creation of teaching materials and is able to justify his/her methodological procedures.

- The student is able to create and implement teaching materials based on a student-centred approach into the teaching process.

Class syllabus:

Course contents:

1. Didactic materials (basic terminology, classifications), their functions and implementation in the teaching process - through brainstorming, students present their knowledge and opinions about the didactic materials used in English lessons. Through a brief explanation of the subject matter, they will expand their knowledge, which will be later implemented in their works.
2. Textbook, its meaning, evaluation of textbooks, legislation related to the purchase and distribution of approved textbooks, textbooks and workbooks, editorial portal, digitalization of textbooks, eAktovka - they will present their ideas about the function of the textbook, as well as the process of approving textbooks by the Ministry of Education, Science, Research and Sport and will demonstrate their ideas about this process by creating a#mind map. They will become familiar with the legislation and then they will discuss to what extent their ideas about the legislation process were the same. They will analyse a selected English textbook based on the criteria of the Ministry of Education, Science, Research and Sport.
3. Teaching materials for learners with SEN - through a brief explanation of the subject matter, students are introduced to the multisensory approach and examples of activities and strategies used in teaching learners with SEN and then they create activities themselves.
4. Authentic materials in teaching English, reading comprehension, listening comprehension - in the discussion, they will present their experience with the use of authentic materials in learning English with a focus on developing reading and listening comprehension, through a brief explanation of the subject matter, they will become familiar with the necessary terminology and methodological procedure for incorporating authentic materials into the curriculum and with the principles applied in teaching reading and listening comprehension. They will select an appropriate authentic text and film for a selected group of learners and create activities.

Recommended literature:

Compulsory readings:

Documents related to the process of approving didactic materials (Protocols for the issuance of approval endorsements (available online)
Textbook evaluation criteria and forms (available online)
HOMOLOVÁ, E. (2003). Autentický materiál ako prostriedok rozvoja jazykových a#komunikatívnych kompetencií žiakov. Banská Bystrica: Univerzita Mateja Bela.
NIJAKOWSKA, J. et al. (2014). Dyslexia for Teachers of English as a#Foreign Language. DysTEFL2 materials. Available online.
REPKA, R. and ŠIPOŠOVÁ, M. (2017). The Teaching of Communicative Skills to Slovak English Learners. Bratislava: Z-F Lingua.
TUREK, I. (2010). Didaktika. Bratislava: Iura Edition. (selected chapters)
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov v znení neskorších predpisov (available online)

Recommended readings:

GODIŠ, T. (2016). Multimediálne prostriedky vo vyučovaní cudzieho jazyka na vysokej škole. In Aplikované jazyky v univerzitnom kontexte III. TU Zvolen, pp. 100–110. [online]
PETLÁK, E. (2004). Všeobecná didaktika. Bratislava: Iris.
PETTY, G. (2013). Moderní vyučování. Praha: Portál.
POKRIVČÁKOVÁ, S. et al. (2015). Teaching Foreign Languages to Learners with Special Educational Needs. Nitra: UKF.

SIKOROVÁ, Z. (2004). Výběr učebnic na základních a#středních školách. Ostrava: Pedagogická fakulta Ostravské univerzity.

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

Notes:

Past grade distribution
Total number of evaluated students: 9

A	ABS	B	C	D	E	FX
0,0	0,0	33,33	22,22	22,22	22,22	0,0

Lecturers: Mgr. Kristína Hankerová, PhD.

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex034/22	Analysis and Development of Teaching Materials

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching = 5 hours (combination of direct teaching and internet communication), continuous home preparation = 26 hours, analysis of a selected textbook approved by the Ministry of Education, Science, Research and Sport of the Slovak Republic = 9 hours, creation of modified activities for dyslexic learners = 13 hours, creation of a set of activities for a selected authentic text = 11 hours, creation of activities for a selected part of a film = 11 hours
Teaching methods:
Brief explanation of the subject matter, dialogic methods (debate, discussion, colloquium), brainstorming, creation of mind maps and teaching materials, working with a text, an introspective analysis of the own experience

Number of credits: 3

Recommended semester: 6.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (100 points):
Analysis of a selected textbook (25 points)
Creation of a set of modified activities for dyslexic learners (25 points)
Creation of a set of activities for a selected authentic text for learners in the lower secondary education (25 points)
Creation of a set of activities for a certain part of a selected film for learners in the upper secondary education (25 points)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

A (excellent performance): The student can independently analyse the selected textbook, can independently create a set of modified activities for learners with dyslexia, can independently select an appropriate authentic text and film for the target age group and proficiency level, and prepare activities.
B (very good performance): The student can analyse a selected textbook with minimal assistance, can create a set of modified activities for learners with dyslexia with minimal assistance from the teacher, can select an appropriate authentic text and film for the target age group and proficiency level with minimal assistance from the teacher, and can prepare activities.
C (good performance): The student, with the teacher's help, is able to analyse the selected textbook, is able, with the teacher's help, to create a set of modified activities for learners with dyslexia, is able, with the teacher's help, to select an appropriate authentic text and film for the target age group and proficiency level, and is able to prepare activities but with minor faults.
D (satisfactory performance): The student, with intensive teacher's assistance, can analyse a selected textbook, create a set of modified activities for learners with dyslexia, select an appropriate authentic text and film for the target age group and appropriate proficiency level and with intensive teacher's assistance, the student can prepare activities but with multiple faults.
E (sufficient performance): The student, with support and intensive help from the teacher, can analyse the selected textbook, can create a set of modified activities for dyslexic learners but with multiple faults, the student can select an appropriate authentic text and film for the target age group and proficiency level but with support and intensive help from the teacher, and the student can prepare activities but with multiple faults.
FX (insufficient performance): The student fails to analyse the selected textbook, fails to create a set of modified activities for learners with dyslexia, fails to select an appropriate authentic text and film for the target age group and proficiency level, and fails to prepare activities.
Scale of assessment (preliminary/final): Continuous assessment (100 points): Analysis of a selected textbook (25 points) Creation of a set of modified activities for dyslexic learners (25 points) Creation of a set of activities for a selected authentic text for learners in the lower secondary education (25 points) Creation of a set of activities for a certain part of a selected film for learners in the upper secondary education (25 points)

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
- The student knows the legislation applied regarding the use of English language textbooks in Slovak state primary and secondary schools.
- The student knows the theoretical principles of creating teaching materials based on the knowledge of the theoretical principles of creating and planning the educational process.
Skills:
- The student is familiar with relevant didactic materials, can analyse, select and create various teaching materials in relation to the teaching objectives, based on the knowledge acquired in the profile courses "Fundamentals of English language didactics" and "Learner-centred approach in English language teaching".
- The student is able to use digital technologies when creating teaching materials and is able to apply basic pedagogical-psychological theoretical concepts into the teaching practice.
Competences:
- The student is able to acquire, through self-learning, the knowledge necessary for the analysis of textbooks and the creation of teaching materials and is able to justify his/her methodological procedures.

- The student is able to create and implement teaching materials based on a student-centred approach into the teaching process.

Class syllabus:

Course contents:

1. Didactic materials (basic terminology, classifications), their functions and implementation in the teaching process - through brainstorming, students present their knowledge and opinions about the didactic materials used in English lessons. Through a brief explanation of the subject matter, they will expand their knowledge, which will be later implemented in their works.
2. Textbook, its meaning, evaluation of textbooks, legislation related to the purchase and distribution of approved textbooks, textbooks and workbooks, editorial portal, digitalization of textbooks, eAktovka - they will present their ideas about the function of the textbook, as well as the process of approving textbooks by the Ministry of Education, Science, Research and Sport and will demonstrate their ideas about this process by creating a#mind map. They will become familiar with the legislation and then they will discuss to what extent their ideas about the legislation process were the same. They will analyse a selected English textbook based on the criteria of the Ministry of Education, Science, Research and Sport.
3. Teaching materials for learners with SEN - through a brief explanation of the subject matter, students are introduced to the multisensory approach and examples of activities and strategies used in teaching learners with SEN and then they create activities themselves.
4. Authentic materials in teaching English, reading comprehension, listening comprehension - in the discussion, they will present their experience with the use of authentic materials in learning English with a focus on developing reading and listening comprehension, through a brief explanation of the subject matter, they will become familiar with the necessary terminology and methodological procedure for incorporating authentic materials into the curriculum and with the principles applied in teaching reading and listening comprehension. They will select an appropriate authentic text and film for a selected group of learners and create activities.

Recommended literature:

Compulsory readings:

Documents related to the process of approving didactic materials (Protocols for the issuance of approval endorsements (available online)
Textbook evaluation criteria and forms (available online)
HOMOLOVÁ, E. (2003). Autentický materiál ako prostriedok rozvoja jazykových a#komunikatívnych kompetencií žiakov. Banská Bystrica: Univerzita Mateja Bela.
NIJAKOWSKA, J. et al. (2014). Dyslexia for Teachers of English as a#Foreign Language. DysTEFL2 materials. Available online.
REPKA, R. and ŠIPOŠOVÁ, M. (2017). The Teaching of Communicative Skills to Slovak English Learners. Bratislava: Z-F Lingua.
TUREK, I. (2010). Didaktika. Bratislava: Iura Edition. (selected chapters)
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov v znení neskorších predpisov (available online)

Recommended readings:

GODIŠ, T. (2016). Multimediálne prostriedky vo vyučovaní cudzieho jazyka na vysokej škole. In Aplikované jazyky v univerzitnom kontexte III. TU Zvolen, pp. 100–110. [online]
PETLÁK, E. (2004). Všeobecná didaktika. Bratislava: Iris.
PETTY, G. (2013). Moderní vyučování. Praha: Portál.
POKRIVČÁKOVÁ, S. et al. (2015). Teaching Foreign Languages to Learners with Special Educational Needs. Nitra: UKF.

SIKOROVÁ, Z. (2004). Výběr učebnic na základních a#středních školách. Ostrava: Pedagogická fakulta Ostravské univerzity.

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

Notes:

Past grade distribution
Total number of evaluated students: 9

A	ABS	B	C	D	E	FX
0,0	0,0	33,33	22,22	22,22	22,22	0,0

Lecturers: Mgr. Kristína Hankerová, PhD.

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex022/22	Anglo-American Short Story

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 hours per semester
Student workload: 75 hours in total
Direct teaching = 5 h (a combination of direct teacher-student contact and communication via the Internet), home preparation for class = 30 h, creating a presentation of a specific short story and its context = 15 h, written analysis of a selected topic based on one work = 25h
Teaching methods:
Brief overview of the development of the short story genre, analysis and interpretation of literary works, dialogical methods (debate, discussion, colloquium), presentation of own views based on introspective analysis of own (pedagogical) experiences, self-reflection based on the literary draft and discussion during the lessons, presentation with application possibilities of the literary text, critical reflection of the presentations

Number of credits: 3

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KAJL/B-ANGex002/22 - Introduction to the study of anglophone literature

Recommended prerequisites:
B-ANGde002 Introduction into the Study of Anglophone Literature

Course requirements:
Course requirements:
Continuous assessment (100 points/percent):
Presentation of a selected short story (30 points/percent)
Active participation in the analysis of the works during class (10 points/percent)
Written literary analysis based on the chosen topic (60 points/percent)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student knows the basic development of the short story and its specifics in different historical periods, can independently analyse a short literary work against the background of the narratological principle and the read theme, is able to find elements in the work related to a particular literary method, can apply his/her analysis to a pedagogical level and present

it in front of the class, can interpret the work in writing, and has the knowledge to use the literary text in English language teaching by using the appropriate methods.
B (very good performance): The student knows the main features of the development of the short story and its specifics in the different historical periods, can analyse a short literary work with minimal help against the background of the narratological principle and the theme of the reading, is mostly able to find elements in the work related to a particular literary method, is largely able to apply his/her analysis to a pedagogical level and present it to the class, is able to interpret the work in writing with minimal help, has sufficient knowledge to use the literary text in English language teaching using appropriate methods with little guidance.
C (good performance): The student knows the basic features of the development of the short story and its specifics in individual historical periods, can analyse a short literary work with greater help against the background of the narratological principle and the read theme, is largely able to find in the work elements related to a particular literary method, with some help, can apply his/her analysis to a pedagogical level and present it to the class, can interpret the work in writing with the teacher's help, has the basic knowledge to use the literary text in English language teaching by using appropriate methods with little guidance.
D (satisfactory performance): The student knows some features of the development of the short story and its specifics in the different historical periods, can analyse a short literary work with great help against the background of the narratological principle and the read theme, is able to find elements in the work related to a particular literary method to a small extent, with more help, can apply his/her analysis to a pedagogical level and present it in front of the class; with considerable help from the teacher, can interpret the work in writing; has a certain amount of knowledge in order to use the literary text for English language teaching by using appropriate methods with more advice.
E (sufficient performance): The student knows only partial features of the development of the short story and its specifics in the individual historical periods, can only with the support of the teacher analyse a short literary work against the background of the narratological principle and the read theme, is narrowly able to find in the work the elements related to a particular literary method, can apply his/her analysis to a pedagogical level and present them to the class with a great deal of help from the teacher, can interpret the work in writing with substantial support from the teacher, can use his/her knowledge to apply the literary text to the teaching of the English language by using appropriate methods with intensive help from the teacher.
Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Presentation of a selected short story (30 points/percent) Active participation in the analysis of the works during class (10 points/percent) Written literary analysis based on the chosen topic (60 points/percent)

Learning outcomes:
Objectives and learning outcomes
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
The student(s) know one of the basic literary genres and understand its specificities and development, since the short story is also an essential genre in the education of pupils in primary and secondary education; they have knowledge of the possibilities of discussing a literary text in the classroom and how to use it in discussions based on life themes and for the benefit of individual self-reflection; they know the basic methodology for the use of a literary text in the pedagogical process.
Skills:
Students are familiar with relevant works, their media presentations and materials, and are able to analyse and select them in relation to teaching objectives, Students are able to appropriately

apply different media representations of literary works as an innovative method of learner-centred teaching in an English lesson plan for any selected ISCED and relevant language level according to the CEFR, using a variety of appropriate learning tasks and organisational forms of teaching, students have developed analytical skills, are able to discuss independently, in pairs and in groups.
Competences:
Students are able to argue, present and defend their views and opinions, are able to critically approach a written text and think critically about basic psychological, social and cultural issues that translate not only into their own experience, but also into their position as a competent and understanding teacher for primary and secondary education in the country.

Class syllabus:
Course contents:
Main themes of the course: An introduction to the theory of the short story genre, the psychological short story (Edgar Alan Poe, "The Tell-Tale Heart"), women's writing between realism and modernism (Katherine Mansfield, "Bliss"), the modernist feminist short story (Virginia Woolf, "The Mark on the Wall"), the postmodern existentialist short story (John Barth, "Night-Sea Journey"), political short story (Donald Barthelme, "Game"), postmodern reproductive rights short story (Kurt Vonnegut, "Welcome to the Monkey House"), feminist remix short story (Angela Carter, "The Company of Wolves"), postmodern science fiction short story (Isaac Asimov, "What if"), hypertext short story (Judy Malloy, "Uncle Roger").
Through the above mentioned course content and using the mentioned methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Bachelor's degree in the study programme of Teaching English Language and Literature in Combination.

Recommended literature:
Compulsory readings:
GENETTE, G. (1980). Narrative Discourse. New York: Cornell University Press. Available online: https://15orient.com/files/genette-on-narrative-discourse.pdf
HUNTER, A. (2007). The Cambridge Introduction to the Short Story in English. Cambridge University Press.
JAVORČÍKOVÁ, J. and ŠIPOŠOVÁ, M. (2017). Thinking about Literature. Bratislava: Z-F LINGUA.
MARCH-RUSSELL, P. (2009). The Short Story: An Introduction. Edinburgh University Press. Chapter 1: Origins: From Folktale to Art-Tale. Available online: https://www.qmul.ac.uk/media/qmul/hub/The-Short-Story-an-Introduction-(1_Origins_From_Folktale_to_Art-Tale).pdf
Recommended reading:
KOSTELNÍKOVÁ, M. (2013). A#Theoretical and Practical Introduction to the Study of Literature. Bratislava: Z-F Lingua.
Selected short stories will be available to students online on the course blog.

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

Notes:

Past grade distribution
Total number of evaluated students: 9

A	ABS	B	C	D	E	FX
66,67	0,0	22,22	0,0	0,0	0,0	11,11

Lecturers: Mgr. Andrea Demovičová, PhD.
Last change: 05.10.2023
Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex022/22	Anglo-American Short Story

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 hours per semester
Student workload: 75 hours in total
Direct teaching = 5 h (a combination of direct teacher-student contact and communication via the Internet), home preparation for class = 30 h, creating a presentation of a specific short story and its context = 15 h, written analysis of a selected topic based on one work = 25h
Teaching methods:
Brief overview of the development of the short story genre, analysis and interpretation of literary works, dialogical methods (debate, discussion, colloquium), presentation of own views based on introspective analysis of own (pedagogical) experiences, self-reflection based on the literary draft and discussion during the lessons, presentation with application possibilities of the literary text, critical reflection of the presentations

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KAJL/B-ANGex002/22 - Introduction to the study of anglophone literature

Recommended prerequisites:
B-ANGde002 Introduction into the Study of Anglophone Literature

Course requirements:
Course requirements:
Continuous assessment (100 points/percent):
Presentation of a selected short story (30 points/percent)
Active participation in the analysis of the works during class (10 points/percent)
Written literary analysis based on the chosen topic (60 points/percent)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student knows the basic development of the short story and its specifics in different historical periods, can independently analyse a short literary work against the background of the narratological principle and the read theme, is able to find elements in the work related to a particular literary method, can apply his/her analysis to a pedagogical level and present

it in front of the class, can interpret the work in writing, and has the knowledge to use the literary text in English language teaching by using the appropriate methods.
B (very good performance): The student knows the main features of the development of the short story and its specifics in the different historical periods, can analyse a short literary work with minimal help against the background of the narratological principle and the theme of the reading, is mostly able to find elements in the work related to a particular literary method, is largely able to apply his/her analysis to a pedagogical level and present it to the class, is able to interpret the work in writing with minimal help, has sufficient knowledge to use the literary text in English language teaching using appropriate methods with little guidance.
C (good performance): The student knows the basic features of the development of the short story and its specifics in individual historical periods, can analyse a short literary work with greater help against the background of the narratological principle and the read theme, is largely able to find in the work elements related to a particular literary method, with some help, can apply his/her analysis to a pedagogical level and present it to the class, can interpret the work in writing with the teacher's help, has the basic knowledge to use the literary text in English language teaching by using appropriate methods with little guidance.
D (satisfactory performance): The student knows some features of the development of the short story and its specifics in the different historical periods, can analyse a short literary work with great help against the background of the narratological principle and the read theme, is able to find elements in the work related to a particular literary method to a small extent, with more help, can apply his/her analysis to a pedagogical level and present it in front of the class; with considerable help from the teacher, can interpret the work in writing; has a certain amount of knowledge in order to use the literary text for English language teaching by using appropriate methods with more advice.
E (sufficient performance): The student knows only partial features of the development of the short story and its specifics in the individual historical periods, can only with the support of the teacher analyse a short literary work against the background of the narratological principle and the read theme, is narrowly able to find in the work the elements related to a particular literary method, can apply his/her analysis to a pedagogical level and present them to the class with a great deal of help from the teacher, can interpret the work in writing with substantial support from the teacher, can use his/her knowledge to apply the literary text to the teaching of the English language by using appropriate methods with intensive help from the teacher.
Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Presentation of a selected short story (30 points/percent) Active participation in the analysis of the works during class (10 points/percent) Written literary analysis based on the chosen topic (60 points/percent)

Learning outcomes:
Objectives and learning outcomes
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
The student(s) know one of the basic literary genres and understand its specificities and development, since the short story is also an essential genre in the education of pupils in primary and secondary education; they have knowledge of the possibilities of discussing a literary text in the classroom and how to use it in discussions based on life themes and for the benefit of individual self-reflection; they know the basic methodology for the use of a literary text in the pedagogical process.
Skills:
Students are familiar with relevant works, their media presentations and materials, and are able to analyse and select them in relation to teaching objectives, Students are able to appropriately

apply different media representations of literary works as an innovative method of learner-centred teaching in an English lesson plan for any selected ISCED and relevant language level according to the CEFR, using a variety of appropriate learning tasks and organisational forms of teaching, students have developed analytical skills, are able to discuss independently, in pairs and in groups.
Competences:
Students are able to argue, present and defend their views and opinions, are able to critically approach a written text and think critically about basic psychological, social and cultural issues that translate not only into their own experience, but also into their position as a competent and understanding teacher for primary and secondary education in the country.

Class syllabus:
Course contents:
Main themes of the course: An introduction to the theory of the short story genre, the psychological short story (Edgar Alan Poe, "The Tell-Tale Heart"), women's writing between realism and modernism (Katherine Mansfield, "Bliss"), the modernist feminist short story (Virginia Woolf, "The Mark on the Wall"), the postmodern existentialist short story (John Barth, "Night-Sea Journey"), political short story (Donald Barthelme, "Game"), postmodern reproductive rights short story (Kurt Vonnegut, "Welcome to the Monkey House"), feminist remix short story (Angela Carter, "The Company of Wolves"), postmodern science fiction short story (Isaac Asimov, "What if"), hypertext short story (Judy Malloy, "Uncle Roger").
Through the above mentioned course content and using the mentioned methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Bachelor's degree in the study programme of Teaching English Language and Literature in Combination.

Recommended literature:
Compulsory readings:
GENETTE, G. (1980). Narrative Discourse. New York: Cornell University Press. Available online: https://15orient.com/files/genette-on-narrative-discourse.pdf
HUNTER, A. (2007). The Cambridge Introduction to the Short Story in English. Cambridge University Press.
JAVORČÍKOVÁ, J. and ŠIPOŠOVÁ, M. (2017). Thinking about Literature. Bratislava: Z-F LINGUA.
MARCH-RUSSELL, P. (2009). The Short Story: An Introduction. Edinburgh University Press. Chapter 1: Origins: From Folktale to Art-Tale. Available online: https://www.qmul.ac.uk/media/qmul/hub/The-Short-Story-an-Introduction-(1_Origins_From_Folktale_to_Art-Tale).pdf
Recommended reading:
KOSTELNÍKOVÁ, M. (2013). A#Theoretical and Practical Introduction to the Study of Literature. Bratislava: Z-F Lingua.
Selected short stories will be available to students online on the course blog.

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

Notes:

Past grade distribution
Total number of evaluated students: 9

A	ABS	B	C	D	E	FX
66,67	0,0	22,22	0,0	0,0	0,0	11,11

Lecturers:
Last change: 05.10.2023
Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KAJL/B-ANGex036/22	**Course title:** Anglophone Countries in Historical Contexts
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** **per level/semester:** 5s **Form of the course:** combined	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: combined, distance learning Number of hours: 5 per semester Student workload: 75 hours in total Direct teaching = 5 hours (combination of in-person and distant teaching), home preparation for class (reading assigned texts, working on online quizzes) = 20 hours; work on research project = 25 hours; preparation for research project presentation = 5 hours; preparation for the end-of-term test = 20 hours Type of activities: Discussion and critical analysis of assigned texts; group work; discussion (simulation of contemporary social discourses and debates in Anglophone countries, taking a position); identification of historical factors of social discourses; application of theoretical (historical) knowledge to the analysis of social discourses; comparison of variations in Anglophone countries; brainstorming on the pedagogical applications of selected historical and social issues; presentation; critical reflection on presentations; e-learning (online quizzes before class	
Number of credits: 3	
Recommended semester: 3.	
Educational level: I.	
Prerequisites:	
Recommended prerequisites: none	
Course requirements: Course completion requirements: Continuous assessment (100 points/percent): Online quizzes – ungraded (A minimum score of 70% on the quizzes is required to complete the course. Students have an unlimited number of attempts before the actual class.) Summaries of readings and class discussions (10 points/percent) Presentations (30 points/percent) End-of-term test focusing on the critical analysis of assigned texts and questions related to presentations (60 points/percent) Grading:	

100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student is knowledgeable in the history and contemporary social issues of Anglophone societies; critically engages with texts; carefully plans research; presents a clear, informative, and well-structured project.
B (very good performance): The student is knowledgeable in the history and contemporary social issues of Anglophone societies; has minor errors in reconstructing arguments; has a good research project, but presentation is not entirely clear.
C (good performance): The student has a general but slightly superficial knowledge of Anglophone history and societies; understands the texts correctly but does not always see the argumentative structure; research project is correct but not informative
D (satisfactory performance): The student has a satisfactory grasp of the history and contemporary social issues of Anglophone societies; understands the text adequately but cannot relate it to contemporary issues; two of the four major aspects of the research project and its presentation (methods, academic content, structure, and execution) are acceptable
E (sufficient performance): The student has minimal knowledge of the history and contemporary social issues of Anglophone societies; understands the texts literally but fails to see the substance of the argument; only one of the four major aspects of the research project and its presentation (methods, academic content, structure, and execution) is acceptable.
FX (insufficient performance): The student lacks minimal knowledge of the history and contemporary social issues of Anglophone societies; fails to understand the texts; none of the four major aspects of the research projects (methods, contents, structure, and execution) meets the criteria of acceptance.
Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Online quizzes – ungraded (A minimum score of 70% on the quizzes is required to complete the course. Students have an unlimited number of attempts before the actual class.) Summaries of readings and class discussions (10 points/percent) Presentations (30 points/percent) End-of-term test focusing on the critical analysis of assigned texts and questions related to presentations (60 points/percent)

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students gain knowledge of the historical development of Anglophone societies (UK, USA, Canada, Australia) and know about their application potential in developing intercultural literacy. Students understand the cultural differences between Anglophone societies. They are familiar with the methodology of landscape research with broader social, cultural, and intercultural contexts. They have clear ideas about the potentials of applying literary texts in teaching.
Skills:
Students are able to work with scholarly texts, critically analyse texts, and reassess the relevance of historical knowledge to the analysis of social debates. They develop analytical and argumentative skills for the discussion of social conflicts. They become aware of the general themes of contemporary Anglophone societies. They develop presentation and argumentation skills. They become aware of the possibilities of working with literary text in English language teaching.
Competences:
Students can identify the various positions in debates and can take a position. They are able to cope with professional texts, they are able to independently acquire and apply knowledge. They are able to present and defend the results of their research project. They are able to communicate effectively, collaborate and solve professional problems as a team.

Class syllabus:

Course contents:

General awareness of the history of Anglophone societies: the main periods of British and American history, the main steps in the constitutional development of the UK and the USA, the British Empire, the colonial and post-colonial development of Canada and Australia, other English-speaking societies in the world

General themes in the development of Anglophone societies: migration, democracy and civil rights, diversity

Contemporary social issues and debates in historical perspectives: immigration, racism, multiculturalism, Brexit, global responsibility, challenges to democracy, postcolonial tensions

Projects related to specific social issues and their historical roots

Through the above course content and methods of education, students will acquire knowledge, develop their pedagogical skills and competences corresponding to the profile of a graduate of the bachelor's degree in the study programme Teaching of English Language and Literature in Combination.

Recommended literature:

Compulsory readings:

BOYER, P. S. (2012). American History: A Very Short Introduction. Oxford University Press.

KARÁTH, T. (2011). Notions of History Underlying Intercultural Communication: Concepts of History and History as a Concept. In Sántháné Gedeon Mária et al. Small Miracles – A Look at the Cultural Similarities and Differences Between Americans and Hungarians. Budapest: Eötvös Collegium, Anglo-American Studies Workshop, pp. 21–39.

MAUK, D. (2009). American Civilization: An Introduction. London: Routledge.

McDOWALL, D. (1991). An Illustrated History of Britain. Harlow: Longman.

Recommended readings:

OAKLAND, J. (2016). British Civilization: An Introduction. London: Routledge.

O'CALLAGHAN, B. (1990). An Illustrated History of the USA. Harlow: Longman.

STORRY, M. and CHILDS, P. (2016). British Cultural Identities. London: Routledge.

These resources are available in Slovak libraries and bookstores, as well as on the free internet.

Languages necessary to complete the course:

Languages necessary to complete the course: English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 14

A	ABS	B	C	D	E	FX
50,0	0,0	28,57	14,29	0,0	0,0	7,14

Lecturers:

Last change: 06.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex036/22	Anglophone Countries in Historical Contexts

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching = 5 hours (combination of in-person and distant teaching), home preparation for class (reading assigned texts, working on online quizzes) = 20 hours; work on research project = 25 hours; preparation for research project presentation = 5 hours; preparation for the end-of-term test = 20 hours
Type of activities:
Discussion and critical analysis of assigned texts; group work; discussion (simulation of contemporary social discourses and debates in Anglophone countries, taking a position); identification of historical factors of social discourses; application of theoretical (historical) knowledge to the analysis of social discourses; comparison of variations in Anglophone countries; brainstorming on the pedagogical applications of selected historical and social issues; presentation; critical reflection on presentations; e-learning (online quizzes before class

Number of credits: 3

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (100 points/percent):
Online quizzes – ungraded (A minimum score of 70% on the quizzes is required to complete the course. Students have an unlimited number of attempts before the actual class.)
Summaries of readings and class discussions (10 points/percent)
Presentations (30 points/percent)
End-of-term test focusing on the critical analysis of assigned texts and questions related to presentations (60 points/percent)
Grading:

100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student is knowledgeable in the history and contemporary social issues of Anglophone societies; critically engages with texts; carefully plans research; presents a clear, informative, and well-structured project.
B (very good performance): The student is knowledgeable in the history and contemporary social issues of Anglophone societies; has minor errors in reconstructing arguments; has a good research project, but presentation is not entirely clear.
C (good performance): The student has a general but slightly superficial knowledge of Anglophone history and societies; understands the texts correctly but does not always see the argumentative structure; research project is correct but not informative
D (satisfactory performance): The student has a satisfactory grasp of the history and contemporary social issues of Anglophone societies; understands the text adequately but cannot relate it to contemporary issues; two of the four major aspects of the research project and its presentation (methods, academic content, structure, and execution) are acceptable
E (sufficient performance): The student has minimal knowledge of the history and contemporary social issues of Anglophone societies; understands the texts literally but fails to see the substance of the argument; only one of the four major aspects of the research project and its presentation (methods, academic content, structure, and execution) is acceptable.
FX (insufficient performance): The student lacks minimal knowledge of the history and contemporary social issues of Anglophone societies; fails to understand the texts; none of the four major aspects of the research projects (methods, contents, structure, and execution) meets the criteria of acceptance.
Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Online quizzes – ungraded (A minimum score of 70% on the quizzes is required to complete the course. Students have an unlimited number of attempts before the actual class.) Summaries of readings and class discussions (10 points/percent) Presentations (30 points/percent) End-of-term test focusing on the critical analysis of assigned texts and questions related to presentations (60 points/percent)

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students gain knowledge of the historical development of Anglophone societies (UK, USA, Canada, Australia) and know about their application potential in developing intercultural literacy. Students understand the cultural differences between Anglophone societies. They are familiar with the methodology of landscape research with broader social, cultural, and intercultural contexts. They have clear ideas about the potentials of applying literary texts in teaching.
Skills:
Students are able to work with scholarly texts, critically analyse texts, and reassess the relevance of historical knowledge to the analysis of social debates. They develop analytical and argumentative skills for the discussion of social conflicts. They become aware of the general themes of contemporary Anglophone societies. They develop presentation and argumentation skills. They become aware of the possibilities of working with literary text in English language teaching.
Competences:
Students can identify the various positions in debates and can take a position. They are able to cope with professional texts, they are able to independently acquire and apply knowledge. They are able to present and defend the results of their research project. They are able to communicate effectively, collaborate and solve professional problems as a team.

Class syllabus:

Course contents:

General awareness of the history of Anglophone societies: the main periods of British and American history, the main steps in the constitutional development of the UK and the USA, the British Empire, the colonial and post-colonial development of Canada and Australia, other English-speaking societies in the world

General themes in the development of Anglophone societies: migration, democracy and civil rights, diversity

Contemporary social issues and debates in historical perspectives: immigration, racism, multiculturalism, Brexit, global responsibility, challenges to democracy, postcolonial tensions

Projects related to specific social issues and their historical roots

Through the above course content and methods of education, students will acquire knowledge, develop their pedagogical skills and competences corresponding to the profile of a graduate of the bachelor's degree in the study programme Teaching of English Language and Literature in Combination.

Recommended literature:

Compulsory readings:

BOYER, P. S. (2012). American History: A Very Short Introduction. Oxford University Press.

KARÁTH, T. (2011). Notions of History Underlying Intercultural Communication: Concepts of History and History as a Concept. In Sántháné Gedeon Mária et al. Small Miracles – A Look at the Cultural Similarities and Differences Between Americans and Hungarians. Budapest: Eötvös Collegium, Anglo-American Studies Workshop, pp. 21–39.

MAUK, D. (2009). American Civilization: An Introduction. London: Routledge.

McDOWALL, D. (1991). An Illustrated History of Britain. Harlow: Longman.

Recommended readings:

OAKLAND, J. (2016). British Civilization: An Introduction. London: Routledge.

O'CALLAGHAN, B. (1990). An Illustrated History of the USA. Harlow: Longman.

STORRY, M. and CHILDS, P. (2016). British Cultural Identities. London: Routledge.

These resources are available in Slovak libraries and bookstores, as well as on the free internet.

Languages necessary to complete the course:

Languages necessary to complete the course: English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 14

A	ABS	B	C	D	E	FX
50,0	0,0	28,57	14,29	0,0	0,0	7,14

Lecturers:

Last change: 06.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/B-VUZex008/22	Bachelor thesis seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment that is handed in on the due date is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level.
B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level.
C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level.
D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level.
E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project.
Fx (59-0%, insufficient - extra work required).

Scale of assessment (preliminary/final): Predmet je ukončený hodnotením (100% priebežného hodnotenia). Úlohou študenta je v priebehu semestra vyriešiť priebežne zadávané úlohy a odovzdať záverečný projekt záverečnej práce na konci priebežného hodnotenia. Študent sa aktívne podieľa na prezentácii a diskutovaní riešení priebežných úloh na seminároch, za ktoré získava body (20%). Riešenie každej priebežnej úlohy, ktorá sa odovzdáva v stanovenom termíne, je hodnotené bodmi (40%). Za projekt záverečnej práce na konci priebežného hodnotenia získava študent body (40%). Všetky body sa na záver priebežného hodnotenia spočítajú.Pre úspešné absolvovanie predmetu je potrebné získať minimálne 60% bodového hodnotenia.Hodnotenie sa udeľuje na stupnici:A (100-91%, výborne - vynikajúce výsledky), študent aktívne priebežne pracuje na priebežných úlohách, podieľa sa na prezentácii a diskutovaní daných úloh na seminároch. Kriticky aj tvorivo reflektuje priebežné zadania. Je schopný vypracovať projekt záverečnej práce na vynikajúcej úrovni.B (90-81%, veľmi dobre - nadpriemerný štandard), študent aktívne primerane pracuje na priebežných úloha, podieľa sa na prezentácii a diskutovaní daných úloh na seminároch. Primerane reflektuje priebežné zadania a je schopný na veľmi dobrej úrovni vypracovať projekt záverečnej práce. C (80-73%, dobre - bežná spoľahlivá práca), študent počas semestra podával štandardne dobré výkony, ich teoretické znalosti sú na dobrej úrovni, chýba mu však schopnosť tieto poznatky kriticky aplikovať. Projekt záverečnej práce je vypracovaný na dobrej úrovni.D (72-66%, uspokojivo - prijateľné výsledky), študent bol v priebehu semestra slabšie pripravený, má mierne nedostatky v teoretických znalostiach. Nevie kriticky analyzovať informácie. Projekt záverečnej práce vypracoval na uspokojivej úrovni.E (66-60%, dostatočne - výsledky spĺňajú minimálne kritériá), študent disponuje v obmedzenej miere teoretickými poznatkami, nedokáže kriticky analyzovať tieto poznatky, je len v minimálnej miere schopný poznatky aplikovať. Priebežné úlohy spĺňajú minimálne kritériá, rovnako ako vypracovanie projektu záverečnej práce. Fx (59-0%, nedostatočne - vyžaduje sa ďalšia práca navyše)

Learning outcomes:

Learning objectives and outcomes:
The aim of the course is to familiarize students theoretically and practically with the principles and procedures that need to be mastered for the successful preparation of a bachelor's thesis.
The student is able to define the topic of his/her own bachelor thesis, is able to correctly determine the methods of its processing, acquires the ability to work selectively and correctly with the professional literature on the chosen topic. He/she knows the individual parts of the final thesis. Is able to prepare and present the results of the thesis and is able to respond to questions on the thesis in discussion.

Class syllabus:

Brief outline of the course:
Types of bachelor theses. The timetable of thesis processing. Definition of the topic and goal of the thesis. Study of literature. Excerpting of material. Theoretical and methodological conception of the thesis. Methodology of problem processing. Methodology of elaboration of the thesis. Formal-compositional requisites of the final thesis. How to prepare for the defence of the thesis.

Recommended literature:

Recommended reading:
Selection of literature according to the chosen topic of the thesis;
Current directive of the Rector of Charles University on the basic requirements of thesis;
LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác - vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave. Bratislava: Stimul. ISBN 978-80-8127-155-7
KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma. ISBN 8089132454

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

Languages necessary to complete the course:
Slovak language (in the case of language subject approbations also the target language)

Notes:

Past grade distribution
Total number of evaluated students: 60

A	ABS	B	C	D	E	FX
45,0	0,0	23,33	18,33	8,33	5,0	0,0

Lecturers: PaedDr. Peter Gergel, PhD., Mgr. Veronika Valkovičová, PhD., PaedDr. Peter Bojo, PhD., doc. Mgr. Jaroslav Šrank, PhD., Mgr. Miroslava Lemešová, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/B-VUZex008/22	Bachelor thesis seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 2

Recommended semester: 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment that is handed in on the due date is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level.
B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level.
C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level.
D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level.
E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project.
Fx (59-0%, insufficient - extra work required).

Scale of assessment (preliminary/final): Predmet je ukončený hodnotením (100% priebežného hodnotenia). Úlohou študenta je v priebehu semestra vyriešiť priebežne zadávané úlohy a odovzdať záverečný projekt záverečnej práce na konci priebežného hodnotenia. Študent sa aktívne podieľa na prezentácii a diskutovaní riešení priebežných úloh na seminároch, za ktoré získava body (20%). Riešenie každej priebežnej úlohy, ktorá sa odovzdáva v stanovenom termíne, je hodnotené bodmi (40%). Za projekt záverečnej práce na konci priebežného hodnotenia získava študent body (40%). Všetky body sa na záver priebežného hodnotenia spočítajú.Pre úspešné absolvovanie predmetu je potrebné získať minimálne 60% bodového hodnotenia.Hodnotenie sa udeľuje na stupnici:A (100-91%, výborne - vynikajúce výsledky), študent aktívne priebežne pracuje na priebežných úlohách, podieľa sa na prezentácii a diskutovaní daných úloh na seminároch. Kriticky aj tvorivo reflektuje priebežné zadania. Je schopný vypracovať projekt záverečnej práce na vynikajúcej úrovni.B (90-81%, veľmi dobre - nadpriemerný štandard), študent aktívne primerane pracuje na priebežných úloha, podieľa sa na prezentácii a diskutovaní daných úloh na seminároch. Primerane reflektuje priebežné zadania a je schopný na veľmi dobrej úrovni vypracovať projekt záverečnej práce. C (80-73%, dobre - bežná spoľahlivá práca), študent počas semestra podával štandardne dobré výkony, ich teoretické znalosti sú na dobrej úrovni, chýba mu však schopnosť tieto poznatky kriticky aplikovať. Projekt záverečnej práce je vypracovaný na dobrej úrovni.D (72-66%, uspokojivo - prijateľné výsledky), študent bol v priebehu semestra slabšie pripravený, má mierne nedostatky v teoretických znalostiach. Nevie kriticky analyzovať informácie. Projekt záverečnej práce vypracoval na uspokojivej úrovni.E (66-60%, dostatočne - výsledky spĺňajú minimálne kritériá), študent disponuje v obmedzenej miere teoretickými poznatkami, nedokáže kriticky analyzovať tieto poznatky, je len v minimálnej miere schopný poznatky aplikovať. Priebežné úlohy spĺňajú minimálne kritériá, rovnako ako vypracovanie projektu záverečnej práce. Fx (59-0%, nedostatočne - vyžaduje sa ďalšia práca navyše)

Learning outcomes:

Learning objectives and outcomes:
The aim of the course is to familiarize students theoretically and practically with the principles and procedures that need to be mastered for the successful preparation of a bachelor's thesis.
The student is able to define the topic of his/her own bachelor thesis, is able to correctly determine the methods of its processing, acquires the ability to work selectively and correctly with the professional literature on the chosen topic. He/she knows the individual parts of the final thesis. Is able to prepare and present the results of the thesis and is able to respond to questions on the thesis in discussion.

Class syllabus:

Brief outline of the course:
Types of bachelor theses. The timetable of thesis processing. Definition of the topic and goal of the thesis. Study of literature. Excerpting of material. Theoretical and methodological conception of the thesis. Methodology of problem processing. Methodology of elaboration of the thesis. Formal-compositional requisites of the final thesis. How to prepare for the defence of the thesis.

Recommended literature:

Recommended reading:
Selection of literature according to the chosen topic of the thesis;
Current directive of the Rector of Charles University on the basic requirements of thesis;
LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác - vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave. Bratislava: Stimul. ISBN 978-80-8127-155-7
KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma. ISBN 8089132454

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

Languages necessary to complete the course:
Slovak language (in the case of language subject approbations also the target language)

Notes:

Past grade distribution
Total number of evaluated students: 60

A	ABS	B	C	D	E	FX
45,0	0,0	23,33	18,33	8,33	5,0	0,0

Lecturers:

Last change: 08.11.2022

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZšt011/15	**Course title:** Bachelor's thesis defence
Number of credits: 12	
Educational level: I.	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course:

The state examination of the defence of the thesis, its conditions and procedural aspects are regulated by the Internal Regulation No.1/2020 Study Regulations of the Faculty of Arts of Charles University, as well as by the Internal Regulation No. 5/2021 Study Regulations of the Charles University.

A student may take the state examination a) after obtaining at least such number of credits that after obtaining credits for successful completion of the last state examination he/she achieves the necessary number of credits for proper completion of studies and b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme except for the state examination and c) no disciplinary proceedings are conducted against him/her.

In the bachelor's degree, the student receives 12 credits for the successful defence of the bachelor's thesis (credits included in the UZ study plan).

According to the VP 23/2021 Internal Quality Assurance System for Higher Education of the Charles University in Bratislava, the student is evaluated in particular:

- Demonstration of the student's ability to collect and interpret relevant data (facts), usually within the field of study in which the student has completed the programme of study, with the possibility of interdisciplinary overlap into other fields if necessary;
- Demonstrate the ability to make informed decisions that also take into account social, scientific and ethical considerations;
- Ability to communicate information, concepts, problems and solutions to both professional and lay audiences.
- the ability to think and work creatively in the field of study in which they have completed their degree programme.
- knowledge and understanding of the problem/issue addressed.
- Applying their skills in collecting, interpreting and processing basic literature, which may include its application in practice, or solving a sub-task related to the student's future field of study/ assignment.

The rating is awarded on a scale:

A 100 - 91% (excellent - outstanding results),
B 90 - 81% (very good - above average standard),
C 80 - 73% (good - normal reliable operation),
D 72 - 66% (satisfactory - acceptable results),
E 65 - 60% (sufficient - results meet minimum criteria),
Fx 59% or less (insufficient).

A student is evaluated with the FX grade if he/she has fulfilled the requirements for the grade only at a level not exceeding 60% of the total highest possible level of fulfilment of the requirements for the completion of the subject of the state examination - the defence of the bachelor thesis. In the same way, a student shall be assessed with an FX grade if he/she has submitted a thesis in violation of paragraph 7 of Article 56 of the UK Internal Regulation 23/2021 or has submitted a thesis that does not substantially meet the requirements under paragraph 1(d), paragraph 2(d) or paragraph 3(d) of Article 56 of the UK Internal Regulation 23/2021 Internal Quality Assurance System for Higher Education at the University of Bratislava.
The details and specifications of the requirements of the final theses for the individual teacher study programmes in combination (approbation) will be specified in the respective Study Programme Descriptions.

Learning outcomes:

Learning outcomes:
The learning outcome is in accordance with the Long-Term Plan of the Charles University/PdF, the mission and strategic goals of the Charles University/PdF, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in the individual subjects of the study programme curriculum, and other relevant documents.
The student is able to demonstrate his/her ability to work creatively in the field of study in which he/she has completed the study programme when conceiving his/her bachelor thesis. The student is able to demonstrate adequate knowledge of the subject matter and to apply his/her skills in collecting, interpreting and processing the basic literature, or its application in practice, or is able to solve a sub-task related to the focus of the student's bachelor's thesis.

Class syllabus:

Brief outline of the course:
1. Contribution of the thesis to the field of study. The evaluation of the bachelor thesis assesses whether the student has adequately demonstrated the ability to work creatively in the field of study in which he/she has completed the study programme, reflects the degree of demonstration of knowledge and knowledge of the issue, assesses the skills applied in collecting, interpreting and processing the basic literature, or the extent to which the student has mastered the application of theoretical assumptions in practice or how he/she is able to solve a subtask that is related to the focus of the student's bachelor thesis;
2. Originality of the thesis (the thesis must not be plagiarized, must not infringe the copyrights of other authors), the documentation for the defence of the thesis as a subject of the state examination includes originality protocols: from the Central Register and Theses, the results of which are commented on by the supervisor and the opponent in their opinions;
3. Correctness and correctness of citation of used information sources, research results of other authors and author teams, correctness of description of methods and working procedures of other authors or author teams;
4. Compliance of the structure of the thesis with the prescribed structure defined by the Internal Regulation No. 2/2018 Directive of the Rector of Charles University in Bratislava;
5. Respecting the recommended scope of the final thesis (the recommended scope of a bachelor's thesis is usually 30 - 40 standard pages - 54 000 to 72 000 characters including spaces), the adequacy of the scope of the thesis is assessed by the supervisor of the thesis;
6. Linguistic and stylistic level of the work and formal editing;
7. The manner and form of defending the thesis and the student's ability to respond adequately to the comments and questions in the supervisor's and opponent's evaluations.

8. In the study programme focused on the teaching of art-educational subjects, the presentation of artistic outputs and performances may be part of the final thesis and its defence.

State exam syllabus:

Recommended literature:
Recommended reading:
according to the focus of the bachelor thesis topic

Languages necessary to complete the course:
Slovak language, in the case of language approbations also the language of the respective subject approbation

Notes:
Examination committee approved by the Scientific Council of PdF UK. State examination: the defence of the bachelor thesis is carried out only from one approbation. Credits are counted towards "UZ".

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex012/22	Basics of economy

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Seminar, 5 hours per semester, combined method
Student workload: 5 hours of direct instruction, 8 hours of preparation for instruction during the semester, 10 hours of preparation for midterm evaluation, 20 hours of preparation for final evaluation, 17 hours of guided self-study. 60 hours in total.
Teaching methods: dialogical methods - discussion in groups, problem-based methods - brainwriting, brainstorming, monological methods - lecture, interpretation, guided self-study - work with text, solving tasks and assignments.

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0
Assessment: consists of a mid-term and a final assessment at the end of the mid-term (40+60, 100 points in total).
Semester work: consists of creating a presentation and presenting it orally on any topic in economics and economics for about 10 minutes (30pts). The prepared topic should be based on professional sources, it can be a legislative anchoring of the topic, or documentaries, interviews and discussions on economic topics with experts, various educational and educational videos, methodological guides in the framework of financial literacy, life stories of well-known entrepreneurs or studies, analyses or global milestones such as the global financial crisis, the impact of pandemics, etc. At the same time, the student will incorporate into the presentation a sample/formulation of questions for the didactic test, where he/she will list at least 6 variable, mostly application questions within his/her topic, including the options (10b).
Final assessment: consists of a knowledge test for 60pts. The written exam/test consists of theoretical preparation for the course in the basic concepts of economics and a study of the literature.
Prerequisites:
The grade is awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results but significant errors occur),

E (65-60%, fair - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required).
A minimum score of 60% is required to pass the course.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of continuous assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in class during the semester.
A minimum of 81 points is required for a grade of B. For this grade, the student should demonstrate: a creative approach to developing ongoing assignments using a model, above average expertise and application of that expertise to problem solving assignments using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester.
A minimum of 73 points is required for a grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the assigned template, good technical knowledge and its application in solving problem problems in a group or with the assistance of the instructor, good orientation to the problem, good communication skills, completion of assignments, and average activity in class during the semester as prompted by the instructor.
For a grade of D, at least 66 points. For this grade, the student should demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, basic activity in class during the semester in collaboration with the instructor or other students.
At least 60 points for an E grade. For this grade, the student is expected to demonstrate: ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal proficiency, basic/minimal orientation to the subject matter, basic communication skills, completion of assignments.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The Basics of Economics course is mainly based on students' active participation in learning through interactive assignments. These assignments are based on theoretical training in the field of economic sciences, where students learn economic principles through key topics such as micro and macroeconomics, market and market system, supply and demand, market competition, labour market and wage, profit and capital, entrepreneurship, etc. They will use concrete examples and illustrations to understand the different mechanisms that influence economic relations. In modern society, economic or financial literacy is an essential area of human life, and we will therefore present ways of developing this area in primary and secondary school pupils.

Class syllabus:
The development of economics and economic thought, historical development and the main trends and currents of economics. Classical and neoclassical economics, 19th century developments. Economics - subject and methods. Market and market mechanism. Competition. Market of factors of production. Economic agents, their incomes and the functioning of the enterprise. Macroeconomics - basic concepts. Economic policy. Monetary policy. Fiscal policy and the state budget. Eurosystem - European Central Bank, euro. Inflation and unemployment. Financial literacy. National financial literacy standard.

Recommended literature:
Compulsory readings:

HOREHÁJ, J. 2014. Základy ekonómie pre spoločenskovedné odbory. Trnava: FFTU, 2014. 102 s. ISBN 978-80-8082-780-9 http://ff.truni.sk/sites/default/files/publikacie/horehaj_zaklady_ekonomie.pdf
NÚCEM, 2013. Zbierka úloh z financie gramotnosti. Bratislava. 34s. ISBN 978-80-89638-09-3 https://www.statpedu.sk/files/articles/dokumenty/vzdelavacie aktivity/zbierka_uloh_z_financnej_gramotnosti.pdf
Recommended readings:
HAZLITT, H. 2008. Ekonomie v jedné lekci. Praha: Alfa Nakladatelství, 2008. 192 s. ISBN 978-80-87197-05-9
HOLMAN, R. 2015. Základy ekonomie pro studenty vyšších odborných škol a neekonomických fakult VŠ. Bratislava: C. H. Beck, 2015. 384 s. ISBN 978-80-740-0007-2

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
11,11	0,0	37,04	29,63	3,7	11,11	7,41

Lecturers: Mgr. Barbora Jaslovská, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex012/22	Basics of economy

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Seminar, 5 hours per semester, combined method
Student workload: 5 hours of direct instruction, 8 hours of preparation for instruction during the semester, 10 hours of preparation for midterm evaluation, 20 hours of preparation for final evaluation, 17 hours of guided self-study. 60 hours in total.
Teaching methods: dialogical methods - discussion in groups, problem-based methods - brainwriting, brainstorming, monological methods - lecture, interpretation, guided self-study - work with text, solving tasks and assignments.

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0
Assessment: consists of a mid-term and a final assessment at the end of the mid-term (40+60, 100 points in total).
Semester work: consists of creating a presentation and presenting it orally on any topic in economics and economics for about 10 minutes (30pts). The prepared topic should be based on professional sources, it can be a legislative anchoring of the topic, or documentaries, interviews and discussions on economic topics with experts, various educational and educational videos, methodological guides in the framework of financial literacy, life stories of well-known entrepreneurs or studies, analyses or global milestones such as the global financial crisis, the impact of pandemics, etc. At the same time, the student will incorporate into the presentation a sample/formulation of questions for the didactic test, where he/she will list at least 6 variable, mostly application questions within his/her topic, including the options (10b).
Final assessment: consists of a knowledge test for 60pts. The written exam/test consists of theoretical preparation for the course in the basic concepts of economics and a study of the literature.
Prerequisites:
The grade is awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results but significant errors occur),

E (65-60%, fair - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required).
A minimum score of 60% is required to pass the course.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of continuous assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in class during the semester.
A minimum of 81 points is required for a grade of B. For this grade, the student should demonstrate: a creative approach to developing ongoing assignments using a model, above average expertise and application of that expertise to problem solving assignments using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester.
A minimum of 73 points is required for a grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the assigned template, good technical knowledge and its application in solving problem problems in a group or with the assistance of the instructor, good orientation to the problem, good communication skills, completion of assignments, and average activity in class during the semester as prompted by the instructor.
For a grade of D, at least 66 points. For this grade, the student should demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, basic activity in class during the semester in collaboration with the instructor or other students.
At least 60 points for an E grade. For this grade, the student is expected to demonstrate: ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal proficiency, basic/minimal orientation to the subject matter, basic communication skills, completion of assignments.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The Basics of Economics course is mainly based on students' active participation in learning through interactive assignments. These assignments are based on theoretical training in the field of economic sciences, where students learn economic principles through key topics such as micro and macroeconomics, market and market system, supply and demand, market competition, labour market and wage, profit and capital, entrepreneurship, etc. They will use concrete examples and illustrations to understand the different mechanisms that influence economic relations. In modern society, economic or financial literacy is an essential area of human life, and we will therefore present ways of developing this area in primary and secondary school pupils.

Class syllabus:
The development of economics and economic thought, historical development and the main trends and currents of economics. Classical and neoclassical economics, 19th century developments. Economics - subject and methods. Market and market mechanism. Competition. Market of factors of production. Economic agents, their incomes and the functioning of the enterprise. Macroeconomics - basic concepts. Economic policy. Monetary policy. Fiscal policy and the state budget. Eurosystem - European Central Bank, euro. Inflation and unemployment. Financial literacy. National financial literacy standard.

Recommended literature:
Compulsory readings:

HOREHÁJ, J. 2014. Základy ekonómie pre spoločenskovedné odbory. Trnava: FFTU, 2014. 102 s. ISBN 978-80-8082-780-9 http://ff.truni.sk/sites/default/files/publikacie/horehaj_zaklady_ekonomie.pdf
NÚCEM, 2013. Zbierka úloh z financie gramotnosti. Bratislava. 34s. ISBN 978-80-89638-09-3 https://www.statpedu.sk/files/articles/dokumenty/vzdelavacie aktivity/zbierka_uloh_z_financnej_gramotnosti.pdf
Recommended readings:
HAZLITT, H. 2008. Ekonomie v jedné lekci. Praha: Alfa Nakladatelství, 2008. 192 s. ISBN 978-80-87197-05-9
HOLMAN, R. 2015. Základy ekonomie pro studenty vyšších odborných škol a neekonomických fakult VŠ. Bratislava: C. H. Beck, 2015. 384 s. ISBN 978-80-740-0007-2

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
11,11	0,0	37,04	29,63	3,7	11,11	7,41

Lecturers: Mgr. Barbora Jaslovská, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBex011/22	**Course title:** Basics of law
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** **per level/semester:** 5s **Form of the course:** combined	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: Seminar, 5 hours per semester, combined method Student workload: 5 hours of teaching, 18 hours of preparation for group presentation; 20 hours of preparation for final test; 17 hours of guided self-study. 60 hours total. Teaching methods: Discussion, interview, role-play method, quizzes, brainstorming, case study, mind mapping, interpretation, text work, small group work, group presentation	
Number of credits: 2	
Recommended semester: 2.	
Educational level: I.	
Prerequisites:	
Course requirements: Range of interim and final evaluation: 100/0 The interim part of the evaluation will consist of the following components: - class participation or active involvement in class discussions (20 points); - group presentation on a selection of topics (e.g. civil law; family law; labour law; criminal law; administrative law) (40 points); For the group presentation, each group will be responsible for preparing an entire lesson for their classmates to introduce one branch of law in an engaging and creative way. Thus, this is not a traditional group presentation but a preparation of an entire lesson for 2nd grade elementary school students or any year of high school (45-60 minutes). This lesson should include: 1) a brief introduction to the basic terminology of this branch of law, what it contains, what it deals with, where it can be found; it is expected that the members of the presenting group are actually familiar with the primary source of law (e.g. if they are going to present civil law, it is necessary for everyone in the group to read the entire Civil Code, Act No. 40/1964 Coll., etc.). 2) examples of the application of this branch of law in the Slovak Republic on one or more real court cases or cases from the past; 3) interactive and creative activities, which can also be carried out in lessons for students of the second level of primary school or secondary school, where the members of the group as future teachers will try to introduce the given branch of law to their future pupils. - A final written test (closed questions and multiple choice) in the last lesson (40 points).	

The final test contains multiple choice questions, with only one answer being correct or the most correct answer at any given time. The test will consist primarily of information presented in all previous lessons. The test will be administered in the last class period.
Grades will be given on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, acceptable - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A minimum score of 60% is required to pass the course.
For a grade of A, the student needs to produce consistently excellent results, be able to study independently, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, has a command of theoretical and empirical knowledge in the field of law and can apply it in his/her teaching practice. At the same time, students are able to work in a team and cooperate on assignments.
A grade of B means that the student has performed above average throughout the semester, has been able to study independently, is proficient in basic information related to law, can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are deficiencies in his/her critical and creative thinking. At the same time, students are able to work in a team and collaborate on assignments.
A grade of C means that the student has performed well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare different literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.
A grade of D means that the student has been less well prepared during the semester, has moderate deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work as well as in group work, cannot critically analyse information and has problems applying knowledge to practice.
A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyse and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge of the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student will gain an knowledge in the theoretical background of the legal system in general. He/she is familiar with the structure of the legal system, the foundations of law in the social and societal plane. Gain knowledge in the field of law-making in terms of the preparation of the legislative process and its implementation. An orientation in the various branches of public and private law. Acquire basic knowledge of the theory of the state and law, the organisation of state and public administration, as well as of fundamental human and civil rights.
They will also be able to assess, analyse and compare information, be able to think critically and evaluate individual examples of good practice and generalise knowledge.

Class syllabus:
. Stereotypes and myths related to law;
2. The rule of law and democracy;
3. Types of legal cultures;

4. Sources of law and law-making;
5. Stages of the legislative process;
6. Implementation and application of law;
7. Branches of law and the Constitution;
8. Organisation and organs of the State;
9. Powers of state bodies and public authorities;
10. Branches of law: Civil law; Family law; Labour law; Criminal law; Administrative law

Recommended literature:

OTTOVÁ, Eva. Teória práva. Šamorín : Heuréka vydavateľstvo, 2010. ISBN 978-80-89122-59-2
PROCHÁZKA, Radoslav. – KÁČER, Marek. Teória práva. Bratislava : C. H. Beck. 2019. ISBN 978-80-89603-73-2
SVÁK, Ján. – KUKLIŠ, Peter. Teória a prax legislatívy. Žilina : Poradca podnikateľa spol. s.r.o., 2007. ISBN 80-88931-58-4
THURZOVÁ, Marta. Základy práva pre sociálnych pracovníkov. vyd. 2. Bratislava : OZ Sociálna práca, 2006. ISBN 80-89185-21-5
VOJČÍK, Peter et al. Základy práva. Krupina : Enigma Publishing s.r.o., 2014. ISBN 978-80-8133-029-2
current versions of the codes for each branch of law

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
27,94	0,0	35,29	13,24	7,35	13,24	2,94

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex011/22	Basics of law

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of teaching, 18 hours of preparation for group presentation; 20 hours of preparation for final test; 17 hours of guided self-study. 60 hours total.
Teaching methods:
Discussion, interview, role-play method, quizzes, brainstorming, case study, mind mapping, interpretation, text work, small group work, group presentation

Number of credits: 2

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Range of interim and final evaluation: 100/0
The interim part of the evaluation will consist of the following components:
- class participation or active involvement in class discussions (20 points);
- group presentation on a selection of topics (e.g. civil law; family law; labour law; criminal law; administrative law) (40 points);
For the group presentation, each group will be responsible for preparing an entire lesson for their classmates to introduce one branch of law in an engaging and creative way. Thus, this is not a traditional group presentation but a preparation of an entire lesson for 2nd grade elementary school students or any year of high school (45-60 minutes). This lesson should include: 1) a brief introduction to the basic terminology of this branch of law, what it contains, what it deals with, where it can be found; it is expected that the members of the presenting group are actually familiar with the primary source of law (e.g. if they are going to present civil law, it is necessary for everyone in the group to read the entire Civil Code, Act No. 40/1964 Coll., etc.). 2) examples of the application of this branch of law in the Slovak Republic on one or more real court cases or cases from the past; 3) interactive and creative activities, which can also be carried out in lessons for students of the second level of primary school or secondary school, where the members of the group as future teachers will try to introduce the given branch of law to their future pupils.
- A final written test (closed questions and multiple choice) in the last lesson (40 points).

The final test contains multiple choice questions, with only one answer being correct or the most correct answer at any given time. The test will consist primarily of information presented in all previous lessons. The test will be administered in the last class period.
Grades will be given on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, acceptable - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A minimum score of 60% is required to pass the course.
For a grade of A, the student needs to produce consistently excellent results, be able to study independently, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, has a command of theoretical and empirical knowledge in the field of law and can apply it in his/her teaching practice. At the same time, students are able to work in a team and cooperate on assignments.
A grade of B means that the student has performed above average throughout the semester, has been able to study independently, is proficient in basic information related to law, can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are deficiencies in his/her critical and creative thinking. At the same time, students are able to work in a team and collaborate on assignments.
A grade of C means that the student has performed well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare different literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.
A grade of D means that the student has been less well prepared during the semester, has moderate deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work as well as in group work, cannot critically analyse information and has problems applying knowledge to practice.
A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyse and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge of the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student will gain an knowledge in the theoretical background of the legal system in general. He/she is familiar with the structure of the legal system, the foundations of law in the social and societal plane. Gain knowledge in the field of law-making in terms of the preparation of the legislative process and its implementation. An orientation in the various branches of public and private law. Acquire basic knowledge of the theory of the state and law, the organisation of state and public administration, as well as of fundamental human and civil rights.
They will also be able to assess, analyse and compare information, be able to think critically and evaluate individual examples of good practice and generalise knowledge.

Class syllabus:
. Stereotypes and myths related to law;
2. The rule of law and democracy;
3. Types of legal cultures;

4. Sources of law and law-making;
5. Stages of the legislative process;
6. Implementation and application of law;
7. Branches of law and the Constitution;
8. Organisation and organs of the State;
9. Powers of state bodies and public authorities;
10. Branches of law: Civil law; Family law; Labour law; Criminal law; Administrative law

Recommended literature:

OTTOVÁ, Eva. Teória práva. Šamorín : Heuréka vydavateľstvo, 2010. ISBN 978-80-89122-59-2
PROCHÁZKA, Radoslav. – KÁČER, Marek. Teória práva. Bratislava : C. H. Beck. 2019. ISBN 978-80-89603-73-2
SVÁK, Ján. – KUKLIŠ, Peter. Teória a prax legislatívy. Žilina : Poradca podnikateľa spol. s.r.o., 2007. ISBN 80-88931-58-4
THURZOVÁ, Marta. Základy práva pre sociálnych pracovníkov. vyd. 2. Bratislava : OZ Sociálna práca, 2006. ISBN 80-89185-21-5
VOJČÍK, Peter et al. Základy práva. Krupina : Enigma Publishing s.r.o., 2014. ISBN 978-80-8133-029-2
current versions of the codes for each branch of law

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
27,94	0,0	35,29	13,24	7,35	13,24	2,94

Lecturers: Mgr. Jozef Miškolci, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex013/22	Basics of religions

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of direct instruction; 10 hours of presentation preparation; 28 hours of preparation for final colloquium, 17 hours of guided self-study. Total 60 hours of student work.
Learning methods:
During the common lessons, the methods are mainly monological methods of lecturing, explanation and explanation, which are appropriately supplemented by dialogical methods such as interview, discussion, polemic; occasionally we apply situational methods of case study. In the framework of individual self-study, it is mainly about working with a professional text, reading comprehension, subsequent creative formulation of the key content of that text, elaboration of a presentation with a didactically relevant text-image basis in PowerPoint accompanied by verbal explication of the issue from memory.

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0, which includes: presentation of the selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment).
To pass the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A minimum of 60% of the total score is required to pass the course.
A (100-91%, excellent - outstanding results; students have performed excellently during the semester, they have actively participated in the teaching and shown interest in the subject, they can

work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a high level),
B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a very good level),
C (80-73%, good - normal reliable work; during the semester students performed standardly well, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of religious studies is at a good level),
D (72-66%, satisfactory - acceptable results; students are able to work independently with the literature to a limited extent and are able to process and present the acquired knowledge with problems, they have moderate deficiencies in their theoretical knowledge of religious studies),
E (65-60%, sufficient - the results meet the minimum criteria; students have considerable problems in working independently with the literature as well as in processing and presenting the acquired knowledge, they have considerable deficiencies in theoretical knowledge in religious studies),
Fx (59-0%, insufficient - extra work required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The course will provide students with background information and orientation in the history and present of religions and sufficient background to understand religion as a significant spiritual component of the life of society. By completing the course, students will gain the ability to analyze religion in its interconnectedness as a personal, historical, cultural, ethical, social, and transcendent phenomenon. It will orient them to the world's major religious systems as well as new religious movements. They will be able to use the acquired knowledge effectively in the pedagogical process as part of civics, with emphasis on education for religious and, in general, attitudinal tolerance. By completing the course, students will develop transferable competencies such as communication skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.
Learning Objectives:
To provide students with the basic information needed to understand religion as a phenomenon that plays a significant role in the life of the individual as well as in society and to familiarize them primarily with the world's dominant religious systems, which are the largest both in terms of number of adherents and geographical representation.

Class syllabus:
1. Introduction to religious studies.
2. Classification of religions.
3. Selected primitive and ancient religions.
4. Judaism: doctrine and practice.
5. Christianity: teaching and practice.
6. Islam: teaching and practice.
7. Hinduism: teaching and practice.
8. Buddhism: teaching and practice.
9. Selected new religious movements.

Recommended literature:
Compulsory readings:
Zaviš, M.: Repetitórium z religionistiky 1. Bratislava: Univerzita Komenského, 2008.
Recommended readings:
Cowan, D. – Bromley, D.: Sekty a nová náboženství. Praha: Grada Publishing, 2013.

Eliade, M.: Dejiny náboženských predstáv a ideí I-III. Bratislava: Agora, 1995-1997.
Glassenapp, H.: Päť svetových náboženstiev. Bratislava: Talentum, 2009.
Halík, T.: Prolínaní světů. Praha: NLN, 2006.
Horyna, B.: Úvod do religionistiky. Praha: Oikoymenh, 1994.
Keene, M.: Svetové náboženstvá, Bratislava: Ikar, 2003.
Komorovský, J.: Religionistika. Veda o náboženstvách sveta a jej pomocné disciplíny. Bratislava: Univerzita Komenského, 2000.
Küng, H.: Po stopách světových náboženství. Brno: CDK.
Lexikón svetových náboženstiev. Bratislava: Aktuell, 2006.
Štampach, O. I.: Přehled náboženství. Praha: Portál, 2008.
Zaviš, M.: New Age – pragmatický synkretizmus dneška/New Age – Pragmatic Syncretism of Today. In: New Age. Bratislava: Ústav pre vzťahy štátu a cirkví, 2005. S. 662-673

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 28

A	ABS	B	C	D	E	FX
50,0	0,0	10,71	14,29	7,14	14,29	3,57

Lecturers: Mgr. Michal Bizoň, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex013/22	Basics of religions

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of direct instruction; 10 hours of presentation preparation; 28 hours of preparation for final colloquium, 17 hours of guided self-study. Total 60 hours of student work.
Learning methods:
During the common lessons, the methods are mainly monological methods of lecturing, explanation and explanation, which are appropriately supplemented by dialogical methods such as interview, discussion, polemic; occasionally we apply situational methods of case study. In the framework of individual self-study, it is mainly about working with a professional text, reading comprehension, subsequent creative formulation of the key content of that text, elaboration of a presentation with a didactically relevant text-image basis in PowerPoint accompanied by verbal explication of the issue from memory.

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0, which includes: presentation of the selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment).
To pass the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A minimum of 60% of the total score is required to pass the course.
A (100-91%, excellent - outstanding results; students have performed excellently during the semester, they have actively participated in the teaching and shown interest in the subject, they can

work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a high level),
B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a very good level),
C (80-73%, good - normal reliable work; during the semester students performed standardly well, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of religious studies is at a good level),
D (72-66%, satisfactory - acceptable results; students are able to work independently with the literature to a limited extent and are able to process and present the acquired knowledge with problems, they have moderate deficiencies in their theoretical knowledge of religious studies),
E (65-60%, sufficient - the results meet the minimum criteria; students have considerable problems in working independently with the literature as well as in processing and presenting the acquired knowledge, they have considerable deficiencies in theoretical knowledge in religious studies),
Fx (59-0%, insufficient - extra work required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The course will provide students with background information and orientation in the history and present of religions and sufficient background to understand religion as a significant spiritual component of the life of society. By completing the course, students will gain the ability to analyze religion in its interconnectedness as a personal, historical, cultural, ethical, social, and transcendent phenomenon. It will orient them to the world's major religious systems as well as new religious movements. They will be able to use the acquired knowledge effectively in the pedagogical process as part of civics, with emphasis on education for religious and, in general, attitudinal tolerance. By completing the course, students will develop transferable competencies such as communication skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.
Learning Objectives:
To provide students with the basic information needed to understand religion as a phenomenon that plays a significant role in the life of the individual as well as in society and to familiarize them primarily with the world's dominant religious systems, which are the largest both in terms of number of adherents and geographical representation.

Class syllabus:
1. Introduction to religious studies.
2. Classification of religions.
3. Selected primitive and ancient religions.
4. Judaism: doctrine and practice.
5. Christianity: teaching and practice.
6. Islam: teaching and practice.
7. Hinduism: teaching and practice.
8. Buddhism: teaching and practice.
9. Selected new religious movements.

Recommended literature:
Compulsory readings:
Zaviš, M.: Repetitórium z religionistiky 1. Bratislava: Univerzita Komenského, 2008.
Recommended readings:
Cowan, D. – Bromley, D.: Sekty a nová náboženství. Praha: Grada Publishing, 2013.

Eliade, M.: Dejiny náboženských predstáv a ideí I-III. Bratislava: Agora, 1995-1997.
Glassenapp, H.: Päť svetových náboženstiev. Bratislava: Talentum, 2009.
Halík, T.: Prolínaní světů. Praha: NLN, 2006.
Horyna, B.: Úvod do religionistiky. Praha: Oikoymenh, 1994.
Keene, M.: Svetové náboženstvá, Bratislava: Ikar, 2003.
Komorovský, J.: Religionistika. Veda o náboženstvách sveta a jej pomocné disciplíny. Bratislava: Univerzita Komenského, 2000.
Küng, H.: Po stopách světových náboženství. Brno: CDK.
Lexikón svetových náboženstiev. Bratislava: Aktuell, 2006.
Štampach, O. I.: Přehled náboženství. Praha: Portál, 2008.
Zaviš, M.: New Age – pragmatický synkretizmus dneška/New Age – Pragmatic Syncretism of Today. In: New Age. Bratislava: Ústav pre vzťahy štátu a cirkví, 2005. S. 662-673

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 28

A	ABS	B	C	D	E	FX
50,0	0,0	10,71	14,29	7,14	14,29	3,57

Lecturers: prof. PaedDr. ThDr. Monika Zaviš, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex029/22	Basics of the first aid

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment:
(a) a continuous written assessment with a maximum of 80 points aimed at testing knowledge and understanding of general first aid principles as well as basic first aid principles for life-threatening conditions (cessation of breathing, blood circulation), serious injuries (bleeding, burning, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices) and minor injuries
(b) by developing an activity on the chosen first aid topic in the form of a simulation of the health problem mentioned above as well as actively performing a drill on the basic principles of first aid with a maximum of 20 points.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 40 points on the written midterm and fails to prepare for the activity. A minimum score of 60% is required to pass the course.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results), excellent performance, the student has excellent knowledge of the theoretical knowledge of medical procedures in cases of threat to health, can simulate a case of a threat to health on the basis of the theoretical knowledge and solve the situation when providing first aid in practice
B (90-81%, very good - above average standard), excellent performance, the student knows the theoretical knowledge of medical procedures in cases of health threat very well, can simulate a case of health threat only partially on the basis of the theoretical knowledge, but can deal with the situation when providing first aid in practice
C (80-73%, good - normal reliable work), good performance, the student has a good knowledge of theoretical knowledge of medical procedures in cases of health hazards, but cannot simulate a case of a health hazard, but can partially solve the situation when providing first aid in practice

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student partially knows the theoretical knowledge of health procedures in cases of health threats, but is unable to simulate a case of a health threat and is only partially able to apply the theory to practice
E (65-60%, sufficient - results meet the minimum criteria), satisfactory performance, the student has only minimal knowledge of the theoretical knowledge of health procedures in cases of health threats, is unable to simulate a case of a health threat and is able to apply the theory to practice only partially
Fx (59-0%, insufficient - extra work required), poor performance, student does not have sufficient knowledge of basic health procedures in health emergencies, nor is he/she able to simulate a health emergency and apply the theory to practice
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes and transferable competences:
Learning objectives and outcomes:
The aim of the course is to teach students the basics of first aid, cardiopulmonary resuscitation, as well as the management of serious medical conditions. Upon completion of the course, the student will gain theoretical knowledge of medical procedures in cases of health threats to children and adolescents. At the same time, the student will strengthen his/her communication and organizational skills in dealing with serious health emergencies through simulated situations.

Class syllabus:
Brief outline of the course:
1. General principles of first aid (the student acquires basic knowledge and knowledge of the general principles of first aid, can recognize basic first aid from rapid medical and technical assistance, can assess the situation without endangering his/her own life, assess the health condition of the affected - the severity and extent, take urgent measures to save life and knows the correct procedure for calling the ambulance service)
2. Positioning and displacement. (the student is familiarized with the basic positions in providing first aid and possible methods of removal, so that the health of the affected person does not further endanger)
3. First aid for life-threatening conditions (respiratory arrest, circulatory arrest) (the student will be able to recognize the signs of respiratory arrest and circulatory arrest and subsequently provide cardiopulmonary resuscitation in both adults and children in the correct way).
4. First aid for serious injuries (bleeding, burns, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices). (the student is able to recognise the risks to health in different degrees of bleeding, burning, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices, to administer appropriate basic first aid in relation to the extent of the injury and consequently to recognise the signs of shock and to provide the correct anti-shock measures)
5. First aid for minor injuries (the student can recognise minor injuries and provide appropriate first aid)

Recommended literature:
Recommended reading:
DOBIÁŠ, V. (2017). 5P. Bratislava: Dixit, 302 s., ISBN 978-80-89662-24-1
Krajina záchranárov. Prvá pomoc. Online: www.prvapomoc.sk
ŠANTA, M. a kol. (2006). Prvá pomoc. Martin: Osveta, 179 s., ISBN 80-8063-207-3

Languages necessary to complete the course:
slovak language

Notes:

Past grade distribution
Total number of evaluated students: 6

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

Lecturers:

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex029/22	Basics of the first aid

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment:
(a) a continuous written assessment with a maximum of 80 points aimed at testing knowledge and understanding of general first aid principles as well as basic first aid principles for life-threatening conditions (cessation of breathing, blood circulation), serious injuries (bleeding, burning, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices) and minor injuries
(b) by developing an activity on the chosen first aid topic in the form of a simulation of the health problem mentioned above as well as actively performing a drill on the basic principles of first aid with a maximum of 20 points.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 40 points on the written midterm and fails to prepare for the activity. A minimum score of 60% is required to pass the course.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results), excellent performance, the student has excellent knowledge of the theoretical knowledge of medical procedures in cases of threat to health, can simulate a case of a threat to health on the basis of the theoretical knowledge and solve the situation when providing first aid in practice
B (90-81%, very good - above average standard), excellent performance, the student knows the theoretical knowledge of medical procedures in cases of health threat very well, can simulate a case of health threat only partially on the basis of the theoretical knowledge, but can deal with the situation when providing first aid in practice
C (80-73%, good - normal reliable work), good performance, the student has a good knowledge of theoretical knowledge of medical procedures in cases of health hazards, but cannot simulate a case of a health hazard, but can partially solve the situation when providing first aid in practice

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student partially knows the theoretical knowledge of health procedures in cases of health threats, but is unable to simulate a case of a health threat and is only partially able to apply the theory to practice
E (65-60%, sufficient - results meet the minimum criteria), satisfactory performance, the student has only minimal knowledge of the theoretical knowledge of health procedures in cases of health threats, is unable to simulate a case of a health threat and is able to apply the theory to practice only partially
Fx (59-0%, insufficient - extra work required), poor performance, student does not have sufficient knowledge of basic health procedures in health emergencies, nor is he/she able to simulate a health emergency and apply the theory to practice
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes and transferable competences:
Learning objectives and outcomes:
The aim of the course is to teach students the basics of first aid, cardiopulmonary resuscitation, as well as the management of serious medical conditions. Upon completion of the course, the student will gain theoretical knowledge of medical procedures in cases of health threats to children and adolescents. At the same time, the student will strengthen his/her communication and organizational skills in dealing with serious health emergencies through simulated situations.

Class syllabus:
Brief outline of the course:
1. General principles of first aid (the student acquires basic knowledge and knowledge of the general principles of first aid, can recognize basic first aid from rapid medical and technical assistance, can assess the situation without endangering his/her own life, assess the health condition of the affected - the severity and extent, take urgent measures to save life and knows the correct procedure for calling the ambulance service)
2. Positioning and displacement. (the student is familiarized with the basic positions in providing first aid and possible methods of removal, so that the health of the affected person does not further endanger)
3. First aid for life-threatening conditions (respiratory arrest, circulatory arrest) (the student will be able to recognize the signs of respiratory arrest and circulatory arrest and subsequently provide cardiopulmonary resuscitation in both adults and children in the correct way).
4. First aid for serious injuries (bleeding, burns, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices). (the student is able to recognise the risks to health in different degrees of bleeding, burning, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices, to administer appropriate basic first aid in relation to the extent of the injury and consequently to recognise the signs of shock and to provide the correct anti-shock measures)
5. First aid for minor injuries (the student can recognise minor injuries and provide appropriate first aid)

Recommended literature:
Recommended reading:
DOBIÁŠ, V. (2017). 5P. Bratislava: Dixit, 302 s., ISBN 978-80-89662-24-1
Krajina záchranárov. Prvá pomoc. Online: www.prvapomoc.sk
ŠANTA, M. a kol. (2006). Prvá pomoc. Martin: Osveta, 179 s., ISBN 80-8063-207-3

Languages necessary to complete the course:
slovak language

Notes:

Past grade distribution
Total number of evaluated students: 6

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

Lecturers: Mgr. Mária Fuchsová, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex032/22	Chapters from British and American Literature

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5per semester
Student workload: 75 hours in total
Direct teaching = 5 hours (combination of in-person and distant teaching), home preparation for class (reading assigned texts, working on online quizzes) = 30 hours, preparation of two oral exercises = 15 hours, preparation of final written work = 25 hours
Type of activities:
Discussion and critical analysis of literary works, dialogical methods (debates, discussions), analysis of video recordings (filmed examples of works, relevant social events), team work, presentation and critical reflection on presentations, guided self-study

Number of credits: 3

Recommended semester: 3.

Educational level: I.

Prerequisites: PdF.KAJL/B-ANGex002/22 - Introduction to the study of anglophone literature

Recommended prerequisites:
B-ANGex002 Introduction to the Study of Anglophone Literature

Course requirements:
Course completion requirements:
Continuous assessment (100 points/percent):
Online quizzes – not graded (A minimum score of 70% on the quizzes is required for the completion of the course. Students have an unlimited number of attempts before the actual class.)
Preparation of two of the following assignments to develop argumentative and analytical skills (30 points/percent):
Summary of the historical and cultural context of the chosen literary work
Review of a scholarly article related to the selected literary work
Preparation of an exercise to teach any aspect of the selected literary work
Follow-up research on a question raised in a previous class discussion
Moderating the discussion of a question (the moderator introduces the question and prepares the arguments for the debate)
Presentation of one of the adaptations or intermedial transpositions of the selected literary work

Discussion of a closely related literary work from another period of British or American literature Active participation in class discussions (10 points/percent)
Written analysis of a selected topic based on a literary work (60 points/percent)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student has a deep knowledge of literary periods and trends in British and American literature, can connect incidental influences in British and American literature, is also sensitive to variations of the same themes and motifs in different periods, clearly sees the social and cultural factors behind literary variations, demonstrates systems knowledge and its application in literary analysis.
B (very good performance): The student has a good understanding of literary periods and trends in British and American literature, discovers a variety of incidental influences in British and American literature, is able to relate variations of the same themes and motifs in different periods to each other, can provide some explanation of the social and cultural factors behind literary variations, demonstrates systemic knowledge and is partially able to apply it to literary analysis, in-class oral exercises contain minor errors or confusions.
C (good performance): The student has a solid understanding of literary periods and trends in British and American literature, discovers some incidental influences in British and American literature, recognizes some variations of the same themes and motifs in different periods, can point to some of the social and cultural factors behind literary variations without a thorough explanation, attests to systemic knowledge and is partially able to apply it to literary analysis, oral exercises in class contain some major errors.
D (satisfactory performance): The student has sufficient knowledge of literary periods and trends in British and American literature, discovers few incidental influences in British and American literature, has limited understanding of the social and cultural factors behind literary variation, is able to apply background and theoretical knowledge only to works discussed but not to unfamiliar texts, both oral exercises contain major errors.
E (sufficient performance): The student has minimal knowledge of literary periods and trends in British and American literature, identifies only a few obvious incidental influences in British and American literature, can apply only clichés of social and cultural history to the works analysed, applies theory and background knowledge in an insubstantial way to the texts, only one of the oral exercises is acceptable.
FX (insufficient performance): The student fails to demonstrate minimal knowledge of literary periods and trends in British and American literature, cannot identify any significant incidental influences, cannot connect social and cultural history with relevant contents of the works discussed, fails to integrate theory and practice to a#minimal degree, neither of the oral exercises are acceptable.
Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Online quizzes – not graded (A minimum score of 70% on the quizzes is required for the completion of the course. Students have an unlimited number of attempts before the actual class.) Preparation of two of the following assignments to develop argumentative and analytical skills (30 points/percent): Summary of the historical and cultural context of the chosen literary work Review of a scholarly article related to the selected literary work Preparation of an exercise to teach any aspect of the selected literary work Follow-up research on a question raised in a previous class discussion Moderating the discussion of a question (the moderator introduces the question and prepares the arguments for the debate) Presentation of one of the adaptations or intermedial transpositions of the selected literary work Discussion of a closely related literary work from another period of British or American literature Active participation in class discussions (10 points/percent) Written analysis of a selected topic based on a literary work (60 points/percent)

Learning outcomes:

Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students gain knowledge of canonical and non-canonical works of British and American literature from a variety of periods that address important themes of the individual and society, understand literary terminology and the contexts of the works analysed, recognize synchronic and diachronic variations in British and American literature, recognize prosodic and stylistic features of literary texts over time, gain proficiency in adaptation studies and transmediality, and become knowledgeable in the pedagogical implications of literature.
Skills:
Students are able to work with literary texts and scholarly studies and apply analytical-critical and linguistic thinking in analysing and discussing texts. Students develop the ability to communicate fluently about professional aspects of literature and culture in English at the B2 level. They acquire presentation and digital skills and are able to search for relevant information in a digital environment and work in the digital learning environment Moodle. They develop elementary didactic skills and are able to analyse pedagogical situations.
Competences:
Students can effectively use self-study strategies, read literature in a foreign language, argue in discussions. They also acquire interpersonal skills, e.g. they can communicate effectively in a group and solve problems in a team. They acquire literary and intercultural competences that enable them to engage in professional life.

Class syllabus:
Course contents:
Major periods of British and American literature with representative authors and works: recapitulating and expanding the horizon of knowledge.
Exploration of the transformations of a selected theme (e.g., heroism, love, marriage, poverty, marginalization, family, city and country, climate and nature, monsters) in pairs of British and American literary samples from different periods (medieval and early modern, 19th century, modern and post-modern).
Literary inspirations and rewritings: the transformation of basic literary material (story, legend, myth) in several British and American samples.
Through the above course content and methods of education, students will acquire knowledge, develop their pedagogical skills and competences corresponding to the profile of a graduate of the bachelor's degree in the study programme Teaching of English Language and Literature in Combination.

Recommended literature:
Compulsory readings
Primary literary texts according to the course requirements
JAVORČÍKOVÁ, J. (2017). A Compendium of American Literature. Bratislava: Z-F LINGUA.
JAVORČÍKOVÁ, J. (2017). A Compendium of English Literature: An Annotated Companion to English Literature and Literary Theory. Bratislava: Z-F LINGUA.
JAVORČÍKOVÁ, J. (2018). World Literature: A Reader in English, American and Canadian Fiction: Coursebook. Bratislava: Z-F LINGUA.
KARÁTH, T. (2021). An Outline of the History of English Literature from the Beginnings to the Late 19th Century with Exercises and Suggestions for Pedagogical Applications. Bratislava: Z-F LINGUA.
Recommended readings

BATE, J. (2010). English Literature: A Very Short Introduction. Oxford University Press.
GRAY, R. (2011). A Brief History of American Literature. London: Wiley-Blackwell.
PECK, J. and COYLE, M. (2013). A Brief History of English Literature. 2nd edition. London: Palgrave Macmillan.
Relevant volumes of the series Cambridge Themes in American Literature and Culture
These resources are available in Slovak libraries and bookstores, as well as on the free internet.

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

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers:

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex032/22	Chapters from British and American Literature

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5per semester
Student workload: 75 hours in total
Direct teaching = 5 hours (combination of in-person and distant teaching), home preparation for class (reading assigned texts, working on online quizzes) = 30 hours, preparation of two oral exercises = 15 hours, preparation of final written work = 25 hours
Type of activities:
Discussion and critical analysis of literary works, dialogical methods (debates, discussions), analysis of video recordings (filmed examples of works, relevant social events), team work, presentation and critical reflection on presentations, guided self-study

Number of credits: 3

Recommended semester: 2., 4.

Educational level: I.

Prerequisites: PdF.KAJL/B-ANGex002/22 - Introduction to the study of anglophone literature

Recommended prerequisites:
B-ANGex002 Introduction to the Study of Anglophone Literature

Course requirements:
Course completion requirements:
Continuous assessment (100 points/percent):
Online quizzes – not graded (A minimum score of 70% on the quizzes is required for the completion of the course. Students have an unlimited number of attempts before the actual class.)
Preparation of two of the following assignments to develop argumentative and analytical skills (30 points/percent):
Summary of the historical and cultural context of the chosen literary work
Review of a scholarly article related to the selected literary work
Preparation of an exercise to teach any aspect of the selected literary work
Follow-up research on a question raised in a previous class discussion
Moderating the discussion of a question (the moderator introduces the question and prepares the arguments for the debate)
Presentation of one of the adaptations or intermedial transpositions of the selected literary work

Discussion of a closely related literary work from another period of British or American literature Active participation in class discussions (10 points/percent)
Written analysis of a selected topic based on a literary work (60 points/percent)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student has a deep knowledge of literary periods and trends in British and American literature, can connect incidental influences in British and American literature, is also sensitive to variations of the same themes and motifs in different periods, clearly sees the social and cultural factors behind literary variations, demonstrates systems knowledge and its application in literary analysis.
B (very good performance): The student has a good understanding of literary periods and trends in British and American literature, discovers a variety of incidental influences in British and American literature, is able to relate variations of the same themes and motifs in different periods to each other, can provide some explanation of the social and cultural factors behind literary variations, demonstrates systemic knowledge and is partially able to apply it to literary analysis, in-class oral exercises contain minor errors or confusions.
C (good performance): The student has a solid understanding of literary periods and trends in British and American literature, discovers some incidental influences in British and American literature, recognizes some variations of the same themes and motifs in different periods, can point to some of the social and cultural factors behind literary variations without a thorough explanation, attests to systemic knowledge and is partially able to apply it to literary analysis, oral exercises in class contain some major errors.
D (satisfactory performance): The student has sufficient knowledge of literary periods and trends in British and American literature, discovers few incidental influences in British and American literature, has limited understanding of the social and cultural factors behind literary variation, is able to apply background and theoretical knowledge only to works discussed but not to unfamiliar texts, both oral exercises contain major errors.
E (sufficient performance): The student has minimal knowledge of literary periods and trends in British and American literature, identifies only a few obvious incidental influences in British and American literature, can apply only clichés of social and cultural history to the works analysed, applies theory and background knowledge in an insubstantial way to the texts, only one of the oral exercises is acceptable.
FX (insufficient performance): The student fails to demonstrate minimal knowledge of literary periods and trends in British and American literature, cannot identify any significant incidental influences, cannot connect social and cultural history with relevant contents of the works discussed, fails to integrate theory and practice to a#minimal degree, neither of the oral exercises are acceptable.
Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Online quizzes – not graded (A minimum score of 70% on the quizzes is required for the completion of the course. Students have an unlimited number of attempts before the actual class.) Preparation of two of the following assignments to develop argumentative and analytical skills (30 points/percent): Summary of the historical and cultural context of the chosen literary work Review of a scholarly article related to the selected literary work Preparation of an exercise to teach any aspect of the selected literary work Follow-up research on a question raised in a previous class discussion Moderating the discussion of a question (the moderator introduces the question and prepares the arguments for the debate) Presentation of one of the adaptations or intermedial transpositions of the selected literary work Discussion of a closely related literary work from another period of British or American literature Active participation in class discussions (10 points/percent) Written analysis of a selected topic based on a literary work (60 points/percent)

Learning outcomes:

Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students gain knowledge of canonical and non-canonical works of British and American literature from a variety of periods that address important themes of the individual and society, understand literary terminology and the contexts of the works analysed, recognize synchronic and diachronic variations in British and American literature, recognize prosodic and stylistic features of literary texts over time, gain proficiency in adaptation studies and transmediality, and become knowledgeable in the pedagogical implications of literature.
Skills:
Students are able to work with literary texts and scholarly studies and apply analytical-critical and linguistic thinking in analysing and discussing texts. Students develop the ability to communicate fluently about professional aspects of literature and culture in English at the B2 level. They acquire presentation and digital skills and are able to search for relevant information in a digital environment and work in the digital learning environment Moodle. They develop elementary didactic skills and are able to analyse pedagogical situations.
Competences:
Students can effectively use self-study strategies, read literature in a foreign language, argue in discussions. They also acquire interpersonal skills, e.g. they can communicate effectively in a group and solve problems in a team. They acquire literary and intercultural competences that enable them to engage in professional life.

Class syllabus:
Course contents:
Major periods of British and American literature with representative authors and works: recapitulating and expanding the horizon of knowledge.
Exploration of the transformations of a selected theme (e.g., heroism, love, marriage, poverty, marginalization, family, city and country, climate and nature, monsters) in pairs of British and American literary samples from different periods (medieval and early modern, 19th century, modern and post-modern).
Literary inspirations and rewritings: the transformation of basic literary material (story, legend, myth) in several British and American samples.
Through the above course content and methods of education, students will acquire knowledge, develop their pedagogical skills and competences corresponding to the profile of a graduate of the bachelor's degree in the study programme Teaching of English Language and Literature in Combination.

Recommended literature:
Compulsory readings
Primary literary texts according to the course requirements
JAVORČÍKOVÁ, J. (2017). A Compendium of American Literature. Bratislava: Z-F LINGUA.
JAVORČÍKOVÁ, J. (2017). A Compendium of English Literature: An Annotated Companion to English Literature and Literary Theory. Bratislava: Z-F LINGUA.
JAVORČÍKOVÁ, J. (2018). World Literature: A Reader in English, American and Canadian Fiction: Coursebook. Bratislava: Z-F LINGUA.
KARÁTH, T. (2021). An Outline of the History of English Literature from the Beginnings to the Late 19th Century with Exercises and Suggestions for Pedagogical Applications. Bratislava: Z-F LINGUA.
Recommended readings

BATE, J. (2010). English Literature: A Very Short Introduction. Oxford University Press.
GRAY, R. (2011). A Brief History of American Literature. London: Wiley-Blackwell.
PECK, J. and COYLE, M. (2013). A Brief History of English Literature. 2nd edition. London: Palgrave Macmillan.
Relevant volumes of the series Cambridge Themes in American Literature and Culture
These resources are available in Slovak libraries and bookstores, as well as on the free internet.

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

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers:

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZex031/22	**Course title:** Child biological development and school hygiene

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an assessment, weighting of the interim and final assessment: 100/0
(a) a continuous written assessment with a maximum score of 80 points aimed at reviewing knowledge and knowledge of the child's developmental characteristics and the factors that affect the child's biological physiological development and which may be the causes of pathological growth and at the same time the consequences of a lower level of the child's ability to cope with the educational process of school education; reviewing the knowledge and use of methods that assess and diagnose physiologically healthy , resp. pathological biological growth and development of the child and, ultimately, on the issue of prevention and protection of the child's health in all its components of the bio-psycho-social nature of the child's development
b) by developing protocols for the assessment and diagnosis of biological development with a maximum score of 20 points as a form of the ability to apply theoretical knowledge about physiologically healthy or pathological biological development of the child to pedagogical practice
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E.
Credit will not be awarded to a student who scores less than 40 points on the written midterm review and fails to complete a protocol for assessing and diagnosing the child's biological development. A minimum score of 60% is required to pass the course.
The rating is awarded on a scale:
A (100-91%, proficient - outstanding), excellent performance, the student has an excellent command of the knowledge of physiologically healthy biological development of the child and an excellent understanding of the environmental factors that cause pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critically assesses the adequacy of the demands of the educational process on the physical and psychological performance of the child, the student can apply the methods of assessment and diagnosis of biological development on practical examples and can apply them in the education and training of children

B (90-81%, very good - above average standard), excellent performance, the student has a very good command of the knowledge of the physiologically healthy biological development of the child, knows very well which of the environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, but critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the physical and psychological performance of the child is borderline, but the student can apply the methods of evaluation and diagnosis of biological development on practical examples and can apply them in the education and training of children
C (80-73%, good - normal reliable work), good performance, although the student has a good command of the knowledge of the physiologically healthy biological development of the child, he/she knows well which of the environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, but critical thinking in the area of evaluation of the adequacy of the demands of the educational process on the physical and psychological performance of the child is absent, but can partially apply the methods of evaluation and diagnosis of biological development on practical examples and can apply them in the education and training of children
D (72-66%, Satisfactory-Acceptable performance), Satisfactory performance, the student partially knows the knowledge of physiologically healthy biological development of the child and partially knows which environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the child's physical and psychological performance is absent but he/she is able to apply the methods of evaluation and diagnosis of biological development in the form of practical examples and apply them in the education of children only partially
E (65-60%, satisfactory - results meet minimum criteria), satisfactory performance, the student has only minimal knowledge of physiologically healthy biological development of the child, and similarly minimal knowledge of the environmental factors that cause pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the child's physical and psychological performance is absent, and is able to apply methods of evaluation and diagnosis of biological development in the form of practical examples and apply them in the education and training of children only partially
Fx (59-0%, insufficient - extra work required), inadequate performance, student does not sufficiently master the basic knowledge of physiologically healthy biological development of the child, at the same time does not sufficiently know which of the environmental factors are the causes of the emergence of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, is neither able to critically evaluate the adequacy of the demands of the educational process on the child's physical and psychological performance, nor able to apply methods of assessing and diagnosing biological development in the form of practical examples and apply them in the education and training of children

Learning outcomes:

Learning outcomes and transferable competences:
Learning objectives and outcomes:
Upon completion of the course, students should have knowledge and understanding of the biological laws of growth and development and the factors that determine them. They will acquire knowledge of the bio-psycho-social integration of the human organism. Understand the spatio-temporal sequence and interdependence of changes in the structure and function of the human organism. They will become familiar with critical developmental periods and risk factors interfering with physiological growth and development. They will understand the principles of regulation and

adaptation of the organism in the context of environmental influences. At the same time, students will strengthen their mathematical skills and analytical abilities in the development of protocols for the assessment of child biological development. Ultimately, the course will provide students with the ability to evaluate the appropriateness of the demands of the educational process on a child's physical and psychological performance in relation to the child's level of biological maturation.

Class syllabus:

Brief outline of the course:

1.Defining ontogeny. Progressive and regressive changes with age. Biological explanation of the concepts of growth and development. The laws of growth and development. Typical and atypical growth and development. (The student can distinguish between physiologically healthy and pathological biological development of a child for the purpose of applying knowledge in the education of children, in the form of effective collaboration with special educators, psychologists, and other practitioners)

2.Factors determining growth and development: genetic, neurohormonal, environmental factors. Genetic factors: heredity, mutations - gene, chromosomal aberrations. Mutagens and teratogens. Mutations. Chromosomal aberrations. (The student knows and understands the endogenous endogenous environmental factors that determine the hereditary predisposition of the child to cope with the demands of the educational process on the psychological and physical load of the organism)

3.Environmental factors. Definition of environment, distance learning, internal environment. Neurohormonal regulation. Importance of neural and hormonal regulation as a mechanism of biological adaptation. Determination of growth and developmental processes by environmental factors. Nutrition. Maternal factors. Climatic and geographical factors. Socio-economic level. Morbidity. (The student knows which of the factors act on the biological development of the child and which may be the consequences of the child's lower ability to cope with the educational process of the student's schooling)

4.Ontogenetic development. The division of ontogeny: the biological definition of the different periods. Prenatal, perinatal, postnatal periods. Prenatal period -formation and development of the embryo (gestation), importance of the placenta. Environmental risk factors threatening prenatal development. Perinatal period. Childbirth, newborn at risk. Postnatal period- characteristics of the neonatal, infant, toddler, preschool, junior and senior school age periods in terms of somatic changes (growth, motor development) and risks of developmental disruption. Brief overview of anatomy and physiology of organ systems. (the student distinguishes the age-specific characteristics of the individual systems in the different periods of ontogenesis and is able to use and apply these characteristics in the practice of school education)

5.Methods of assessment of physical growth and development, determination of biological maturity. Adequacy of the demands of the educational process on the child's physical and mental performance - Biological rhythms. Dynamic stereotype. Fatigue and resumption of work activity. (The student can diagnose the level of development of children of preschool and younger school age, critically evaluate the adequacy of the demands of the educational process on the physical and psychological performance of the child and on the basis of the diagnosis to design and implement an appropriate intervention)

6.Pathologically altered growth and development. Prevention of disorders of somatic development - primary, secondary, tertiary. (the student knows how to prevent pathologically altered growth and development in its beginnings, and knows the basics of prevention and protection of the child's health in all components of the bio-psycho-social nature of the child's development)

7. Principles of the organisation of teaching in terms of physical and mental hygiene. Hygiene of the school environment and conditions for educational activities of pupils. (the student knows the basic principles of the organisation of teaching and the correct hygiene of the school environment in terms of the physical and mental hygiene of the pupil)

Recommended literature:

Recommended reading:

FUCHSOVÁ, M. (2020). Somatický vývin dieťaťa a jeho poruchy s využitím vzdelávacích moderných technológií. Bratislava: Univerzita Komenského v Bratislave, 145 s. ISBN 978-80-223-4812-6 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Fuchsova_def..pdf

DROBNÝ, I., DROBNÁ, M. (2000). Biológia dieťaťa pre špeciálnych pedagógov II. Bratislava: Pedagogická fakulta UK, 152 s. ISBN 80-223-1962-7

MACHOVÁ, J. Biologie člověka pro učitele. Praha: Karolinum, 2008, 269 s. ISBN 80-7184-867-0

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: Mgr. Mária Fuchsová, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZex031/22	**Course title:** Child biological development and school hygiene
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** **per level/semester:** 5s **Form of the course:** combined	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an assessment, weighting of the interim and final assessment: 100/0 (a) a continuous written assessment with a maximum score of 80 points aimed at reviewing knowledge and knowledge of the child's developmental characteristics and the factors that affect the child's biological physiological development and which may be the causes of pathological growth and at the same time the consequences of a lower level of the child's ability to cope with the educational process of school education; reviewing the knowledge and use of methods that assess and diagnose physiologically healthy , resp. pathological biological growth and development of the child and, ultimately, on the issue of prevention and protection of the child's health in all its components of the bio-psycho-social nature of the child's development b) by developing protocols for the assessment and diagnosis of biological development with a maximum score of 20 points as a form of the ability to apply theoretical knowledge about physiologically healthy or pathological biological development of the child to pedagogical practice A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 40 points on the written midterm review and fails to complete a protocol for assessing and diagnosing the child's biological development. A minimum score of 60% is required to pass the course. The rating is awarded on a scale: A (100-91%, proficient - outstanding), excellent performance, the student has an excellent command of the knowledge of physiologically healthy biological development of the child and an excellent understanding of the environmental factors that cause pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critically assesses the adequacy of the demands of the educational process on the physical and psychological performance of the child, the student can apply the methods of assessment and diagnosis of biological development on practical examples and can apply them in the education and training of children	

B (90-81%, very good - above average standard), excellent performance, the student has a very good command of the knowledge of the physiologically healthy biological development of the child, knows very well which of the environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, but critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the physical and psychological performance of the child is borderline, but the student can apply the methods of evaluation and diagnosis of biological development on practical examples and can apply them in the education and training of children
C (80-73%, good - normal reliable work), good performance, although the student has a good command of the knowledge of the physiologically healthy biological development of the child, he/she knows well which of the environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, but critical thinking in the area of evaluation of the adequacy of the demands of the educational process on the physical and psychological performance of the child is absent, but can partially apply the methods of evaluation and diagnosis of biological development on practical examples and can apply them in the education and training of children
D (72-66%, Satisfactory-Acceptable performance), Satisfactory performance, the student partially knows the knowledge of physiologically healthy biological development of the child and partially knows which environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the child's physical and psychological performance is absent but he/she is able to apply the methods of evaluation and diagnosis of biological development in the form of practical examples and apply them in the education of children only partially
E (65-60%, satisfactory - results meet minimum criteria), satisfactory performance, the student has only minimal knowledge of physiologically healthy biological development of the child, and similarly minimal knowledge of the environmental factors that cause pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the child's physical and psychological performance is absent, and is able to apply methods of evaluation and diagnosis of biological development in the form of practical examples and apply them in the education and training of children only partially
Fx (59-0%, insufficient - extra work required), inadequate performance, student does not sufficiently master the basic knowledge of physiologically healthy biological development of the child, at the same time does not sufficiently know which of the environmental factors are the causes of the emergence of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, is neither able to critically evaluate the adequacy of the demands of the educational process on the child's physical and psychological performance, nor able to apply methods of assessing and diagnosing biological development in the form of practical examples and apply them in the education and training of children

Learning outcomes:

Learning outcomes and transferable competences:
Learning objectives and outcomes:
Upon completion of the course, students should have knowledge and understanding of the biological laws of growth and development and the factors that determine them. They will acquire knowledge of the bio-psycho-social integration of the human organism. Understand the spatio-temporal sequence and interdependence of changes in the structure and function of the human organism. They will become familiar with critical developmental periods and risk factors interfering with physiological growth and development. They will understand the principles of regulation and

adaptation of the organism in the context of environmental influences. At the same time, students will strengthen their mathematical skills and analytical abilities in the development of protocols for the assessment of child biological development. Ultimately, the course will provide students with the ability to evaluate the appropriateness of the demands of the educational process on a child's physical and psychological performance in relation to the child's level of biological maturation.

Class syllabus:

Brief outline of the course:

1.Defining ontogeny. Progressive and regressive changes with age. Biological explanation of the concepts of growth and development. The laws of growth and development. Typical and atypical growth and development. (The student can distinguish between physiologically healthy and pathological biological development of a child for the purpose of applying knowledge in the education of children, in the form of effective collaboration with special educators, psychologists, and other practitioners)

2.Factors determining growth and development: genetic, neurohormonal, environmental factors. Genetic factors: heredity, mutations - gene, chromosomal aberrations. Mutagens and teratogens. Mutations. Chromosomal aberrations. (The student knows and understands the endogenous endogenous environmental factors that determine the hereditary predisposition of the child to cope with the demands of the educational process on the psychological and physical load of the organism)

3.Environmental factors. Definition of environment, distance learning, internal environment. Neurohormonal regulation. Importance of neural and hormonal regulation as a mechanism of biological adaptation. Determination of growth and developmental processes by environmental factors. Nutrition. Maternal factors. Climatic and geographical factors. Socio-economic level. Morbidity. (The student knows which of the factors act on the biological development of the child and which may be the consequences of the child's lower ability to cope with the educational process of the student's schooling)

4.Ontogenetic development. The division of ontogeny: the biological definition of the different periods. Prenatal, perinatal, postnatal periods. Prenatal period -formation and development of the embryo (gestation), importance of the placenta. Environmental risk factors threatening prenatal development. Perinatal period. Childbirth, newborn at risk. Postnatal period- characteristics of the neonatal, infant, toddler, preschool, junior and senior school age periods in terms of somatic changes (growth, motor development) and risks of developmental disruption. Brief overview of anatomy and physiology of organ systems. (the student distinguishes the age-specific characteristics of the individual systems in the different periods of ontogenesis and is able to use and apply these characteristics in the practice of school education)

5.Methods of assessment of physical growth and development, determination of biological maturity. Adequacy of the demands of the educational process on the child's physical and mental performance - Biological rhythms. Dynamic stereotype. Fatigue and resumption of work activity. (The student can diagnose the level of development of children of preschool and younger school age, critically evaluate the adequacy of the demands of the educational process on the physical and psychological performance of the child and on the basis of the diagnosis to design and implement an appropriate intervention)

6.Pathologically altered growth and development. Prevention of disorders of somatic development - primary, secondary, tertiary. (the student knows how to prevent pathologically altered growth and development in its beginnings, and knows the basics of prevention and protection of the child's health in all components of the bio-psycho-social nature of the child's development)

7. Principles of the organisation of teaching in terms of physical and mental hygiene. Hygiene of the school environment and conditions for educational activities of pupils. (the student knows the basic principles of the organisation of teaching and the correct hygiene of the school environment in terms of the physical and mental hygiene of the pupil)

Recommended literature:

Recommended reading:

FUCHSOVÁ, M. (2020). Somatický vývin dieťaťa a jeho poruchy s využitím vzdelávacích moderných technológií. Bratislava: Univerzita Komenského v Bratislave, 145 s. ISBN 978-80-223-4812-6 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Fuchsova_def..pdf

DROBNÝ, I., DROBNÁ, M. (2000). Biológia dieťaťa pre špeciálnych pedagógov II. Bratislava: Pedagogická fakulta UK, 152 s. ISBN 80-223-1962-7

MACHOVÁ, J. Biologie člověka pro učitele. Praha: Karolinum, 2008, 269 s. ISBN 80-7184-867-0

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: Mgr. Mária Fuchsová, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex005/22	Communication in education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type, scope and method of educational activities:
13 hours seminar per semester, combined method
Student workload:
13 hours of teaching and 9 hours of guided self-study, 10 hours of preparation for teaching during the semester, 25 hours of preparation for midterm evaluation, 33 hours of preparation for final evaluation, 90 hours in total.
Teaching methods:
Dialogical methods - interview, debate, group discussion, micro-output and feedback training, problem-based methods - brainwriting, brainstorming, monological methods - lecture, guided self-study - working with text, solving tasks and assignments.
Number of credits: 3
Recommended semester: 1st - 2nd semester
Level of study: 1st degree

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Assessment: consists of 2 intermediate assessments (40+60, total 100 points).
Interim assessment 1: consists of the preparation of a term paper and its oral presentation or practical application in class. This is a prepared micro-performance (alone or in pairs).
Semester work for interim assessment 1: consists of a creative assignment for 40b (20+20). This includes preparation of an oral micro-presentation for 10-15 minutes and feedback (20b) and preparation of a visual presentation in a graphics program (20b).
Intermediate assessment 2: consists of a test of the acquired knowledge, i.e. a test for 60p. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),

D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes:
By completing the Pedagogical Communication course, the student should:
- Be able to compare student-centered and teacher-centered approaches in communication,
- be able to justify the choice and appropriateness of the communication approaches used in teaching,
- be able to create a presentation with high quality content and visually interesting,
- be able to apply theoretical knowledge in the creation of oral micro output,
- be able to present a micro performance in front of a group and be able to give or receive feedback,
- be able to argue correctly and be able to make a factually correct argument,
- understand the importance of selection and analysis of information and information sources,
- know methods for developing critical thinking,
- acquire presentation and communication skills and be able to apply them in practical tasks.
Transferable competences: the student strengthens soft skills such as communication skills through creative tasks in the course, furthermore analytical thinking in evaluating information and working with text, critical thinking and thinking in context in the development of arguments and through their application in discussion, strengthens interpersonal skills within the group - activation and taking initiative and responsibility.

Class syllabus:

Brief outline of the course:

The aim of the course is the practical use of theoretical knowledge about effective communication in the educational process through training and micro-performances. The course is designed to prepare students for the future teaching profession in the field of critical and independent thinking, communication and rhetorical skills, collaboration, creative activity, self-assessment, feedback, etc. Using various activating methods and problem-based tasks, students will actively participate in the teaching and create the content of the course themselves, in which they will use their own potential and develop the inter and intra personal aspects of their own personality.

Topics:

Pedagogical communication in theory - definition of communication, types of communication, information theory and its components. Pedagogical communication - its functions, levels, basic rules, organizational forms. Interaction styles of the teacher. Extralinguistic means of communication, paralinguistic aspects of speech. Verbal communication - monologue, dialogue, conversation, questioning, argumentation. Organizational forms and space in communication. Types of teaching according to the number of participants. Classroom layout.

Pedagogical communication in practice - teachers' inappropriate approaches in pedagogical communication. Appropriate communication approaches and strategies in teacher work - learner centred approach, humanism, non-directivity. Presentation - structure and arrangement of speech/ speech/lecture. Selection and appropriateness of information within an oral presentation. Analysis of speakers. Visualisation and arousal of interest. Organisation of time. Argumentation - composition of argument, types of argument. Logic and errors in argumentation. Types of interviews. Debate - how to conduct a conversation, the structure of a conversation. Division of discussion methods. Feedback - self-evaluation and self-reflection, giving and receiving criticism. Critical thinking and methods to develop critical thinking.

Recommended literature:

Compulsory reading:

GAVORA, P. (2007). Učiteľ a žiaci v komunikácii. Bratislava: UK.. 197s. ISBN 978-80-223-2327-7

Recommended reading:

JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení. 45-56s. ISBN 978-80-87952-29-0

JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava: Univerzita Komenského v Bratislave. 37-45s. ISBN 978-80-223-4847-8

KURUC, M. (2018). Rozvoj sebaregulácie a motivácie ako faktor úspechu slovenských žiakov v kontexte teórie sebaurčenia. Bratislava: Univerzita Komenského v Bratislave. 143-160s. ISBN 978-80-223-4661-0

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KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing. 256s. ISBN 978-80247-2652-6

ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

Languages necessary to complete the course:

slovak and czech

Notes:

: smaller groups, up to a maximum of 25 students, are required for the course for effective classroom interaction

Past grade distribution
Total number of evaluated students: 192

A	ABS	B	C	D	E	FX
30,21	0,0	28,13	16,67	6,25	4,17	14,58

Lecturers: Mgr. Barbora Jaslovská, PhD., prof. PaedDr. Ján Danek, CSc.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex005/22	Communication in education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type, scope and method of educational activities:
13 hours seminar per semester, combined method
Student workload:
13 hours of teaching and 9 hours of guided self-study, 10 hours of preparation for teaching during the semester, 25 hours of preparation for midterm evaluation, 33 hours of preparation for final evaluation, 90 hours in total.
Teaching methods:
Dialogical methods - interview, debate, group discussion, micro-output and feedback training, problem-based methods - brainwriting, brainstorming, monological methods - lecture, guided self-study - working with text, solving tasks and assignments.
Number of credits: 3
Recommended semester: 1st - 2nd semester
Level of study: 1st degree

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Assessment: consists of 2 intermediate assessments (40+60, total 100 points).
Interim assessment 1: consists of the preparation of a term paper and its oral presentation or practical application in class. This is a prepared micro-performance (alone or in pairs).
Semester work for interim assessment 1: consists of a creative assignment for 40b (20+20). This includes preparation of an oral micro-presentation for 10-15 minutes and feedback (20b) and preparation of a visual presentation in a graphics program (20b).
Intermediate assessment 2: consists of a test of the acquired knowledge, i.e. a test for 60p. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),

D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes:
By completing the Pedagogical Communication course, the student should:
- Be able to compare student-centered and teacher-centered approaches in communication,
- be able to justify the choice and appropriateness of the communication approaches used in teaching,
- be able to create a presentation with high quality content and visually interesting,
- be able to apply theoretical knowledge in the creation of oral micro output,
- be able to present a micro performance in front of a group and be able to give or receive feedback,
- be able to argue correctly and be able to make a factually correct argument,
- understand the importance of selection and analysis of information and information sources,
- know methods for developing critical thinking,
- acquire presentation and communication skills and be able to apply them in practical tasks.
Transferable competences: the student strengthens soft skills such as communication skills through creative tasks in the course, furthermore analytical thinking in evaluating information and working with text, critical thinking and thinking in context in the development of arguments and through their application in discussion, strengthens interpersonal skills within the group - activation and taking initiative and responsibility.

Class syllabus:

Brief outline of the course:

The aim of the course is the practical use of theoretical knowledge about effective communication in the educational process through training and micro-performances. The course is designed to prepare students for the future teaching profession in the field of critical and independent thinking, communication and rhetorical skills, collaboration, creative activity, self-assessment, feedback, etc. Using various activating methods and problem-based tasks, students will actively participate in the teaching and create the content of the course themselves, in which they will use their own potential and develop the inter and intra personal aspects of their own personality.

Topics:

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Recommended literature:

Compulsory reading:

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Recommended reading:

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ALLHOFF, D.-W. (2008). Rétorika a komunikace. Praha: Grada publishing. 200s. ISBN 978-80-247-2283-2

KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing. 256s. ISBN 978-80247-2652-6

ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

Languages necessary to complete the course:

slovak and czech

Notes:

: smaller groups, up to a maximum of 25 students, are required for the course for effective classroom interaction

Past grade distribution
Total number of evaluated students: 192

A	ABS	B	C	D	E	FX
30,21	0,0	28,13	16,67	6,25	4,17	14,58

Lecturers: Mgr. Barbora Jaslovská, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex025/16	Constructivism in education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change: 07.09.2016

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex025/16	Constructivism in education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change: 07.09.2016

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex039/22	Creative class

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Barbora Jaslovská, PhD., doc. Mgr. Martin Kuruc, PhD., Mgr. Peter Ostradický, PhD., Mgr. Adriana Poliaková, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex039/22	Creative class

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Barbora Jaslovská, PhD., doc. Mgr. Martin Kuruc, PhD., Mgr. Peter Ostradický, PhD., Mgr. Adriana Poliaková, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex021/22	Culture and multiculturalism

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Seminar, 5 hours per semester, combined method
Student workload: 5 hours of teaching, preparation of a mid-term paper in the first half of the semester (= 10 hours per semester), preparation of a final paper in the second half of the semester (= 24 hours per semester), 17 hours of guided self-study. Total 56 hours per semester.
Teaching methods
Discussion of the topic, brainstorming, problem solving, observation of reality, analysis of model situations, demonstration, Socratic conversation. In the case of the combined method, they are implemented partly in e-learning form.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final assessment: 100/0
Students will develop a description and interpretation of a selected and real intercultural conflict in their environment. The description will be structured as follows:
Intermediate work - naming the conflict. The student will be assessed on whether the conflict is characterized accurately enough.
Final paper - Description of the conflict: what, when and where it took place. Interpretation of the conflict: How the conflict of cultures manifested itself in the situation. Options for resolution: How the conflict could have been prevented. Students are assessed on whether they have captured the conflict between cultures and whether they propose specific solutions.
Assessment:
A (100-91%, excellent - outstanding performance), students originally, in detail, adequately, and accurately name the intercultural conflict, originally interpret its layers, and propose realistic solutions,
B (90-81%, very good - above average standard), students name intercultural conflict in detail and adequately, interpret its layers creatively, and propose fundamentally realistic solutions,
C (80-73%, good - normal reliable work), students adequately name intercultural conflict, interpret its layers, and propose principally realistic solutions that respect the contemporary world,
D (72-66%, Satisfactory - acceptable performance), students name intercultural conflict, and its layers, and can propose solutions,

E (65-60%, adequate - results meet minimum criteria), students name intercultural conflict and find inadequate solutions
Fx (59-0%, insufficient - extra work required), students fail to adequately name intercultural conflict, fail to distinguish between the layers of conflict, and find completely unrealistic solutions.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students perceive contemporary intercultural processes and situations without stereotypes, analyze and interpret them. They know the background of multiculturalism and develop their cultural tolerance and intercultural understanding. They can distinguish between different layers in an intercultural situation.

Class syllabus:
Definition, structure, layers and functions of culture. Intercultural relations and conflicts, globalization and multiculturalism. Main forms and typology of multiculturalism, risks and positives of multiculturalism. Intercultural situations and different forms of integration of members of different cultures.
Since the aim of the course is for students to perceive and reflect on intercultural processes taking place, the details of the topics will be adjusted according to the current situation and current problems in intercultural understanding in the Slovak Republic, in Europe and in the world. Emphasis will be placed on the links of the individual themes with civic life, civic virtues, and civic responsibility.

Recommended literature:
GAŽOVÁ, V. 2009: Úvod do kulturológie. Acta culturalogica. Č. 17. Bratislava : FF UK. ISBN 80-7121-315-4
MALÍK, B. 2008: Úvod do antropológie. Bratislava : Iris. ISBN 978-80-89256-09-9
MISTRÍK, E. 2005: Slovenská kultúra v multikulturalizme. Nitra : FF UKF. ISBN 80-8050-909-3
Multikulturalita, interkulturalita, transkulturalita. Acta culturologica. 2001: Č. 6. K. Podoláková (ed.) Bratislava : FF UK. ISBN 80-86633-14-4

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
25,0	0,0	16,18	26,47	14,71	1,47	16,18

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex021/22	Culture and multiculturalism

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Seminar, 5 hours per semester, combined method
Student workload: 5 hours of teaching, preparation of a mid-term paper in the first half of the semester (= 10 hours per semester), preparation of a final paper in the second half of the semester (= 24 hours per semester), 17 hours of guided self-study. Total 56 hours per semester.
Teaching methods
Discussion of the topic, brainstorming, problem solving, observation of reality, analysis of model situations, demonstration, Socratic conversation. In the case of the combined method, they are implemented partly in e-learning form.

Number of credits: 2

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final assessment: 100/0
Students will develop a description and interpretation of a selected and real intercultural conflict in their environment. The description will be structured as follows:
Intermediate work - naming the conflict. The student will be assessed on whether the conflict is characterized accurately enough.
Final paper - Description of the conflict: what, when and where it took place. Interpretation of the conflict: How the conflict of cultures manifested itself in the situation. Options for resolution: How the conflict could have been prevented. Students are assessed on whether they have captured the conflict between cultures and whether they propose specific solutions.
Assessment:
A (100-91%, excellent - outstanding performance), students originally, in detail, adequately, and accurately name the intercultural conflict, originally interpret its layers, and propose realistic solutions,
B (90-81%, very good - above average standard), students name intercultural conflict in detail and adequately, interpret its layers creatively, and propose fundamentally realistic solutions,
C (80-73%, good - normal reliable work), students adequately name intercultural conflict, interpret its layers, and propose principally realistic solutions that respect the contemporary world,
D (72-66%, Satisfactory - acceptable performance), students name intercultural conflict, and its layers, and can propose solutions,

E (65-60%, adequate - results meet minimum criteria), students name intercultural conflict and find inadequate solutions
Fx (59-0%, insufficient - extra work required), students fail to adequately name intercultural conflict, fail to distinguish between the layers of conflict, and find completely unrealistic solutions.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students perceive contemporary intercultural processes and situations without stereotypes, analyze and interpret them. They know the background of multiculturalism and develop their cultural tolerance and intercultural understanding. They can distinguish between different layers in an intercultural situation.

Class syllabus:
Definition, structure, layers and functions of culture. Intercultural relations and conflicts, globalization and multiculturalism. Main forms and typology of multiculturalism, risks and positives of multiculturalism. Intercultural situations and different forms of integration of members of different cultures.
Since the aim of the course is for students to perceive and reflect on intercultural processes taking place, the details of the topics will be adjusted according to the current situation and current problems in intercultural understanding in the Slovak Republic, in Europe and in the world. Emphasis will be placed on the links of the individual themes with civic life, civic virtues, and civic responsibility.

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Multikulturalita, interkulturalita, transkulturalita. Acta culturologica. 2001: Č. 6. K. Podoláková (ed.) Bratislava : FF UK. ISBN 80-86633-14-4

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
25,0	0,0	16,18	26,47	14,71	1,47	16,18

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex037/22	Developing English Vocabulary

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching = 5 h (a combination of in-class teaching and on-line communication), continuous out-of-class preparation (revising, homework, self-study) = 20 h, 1st practical test = 25 h, 2nd practical test = 25 h
Teaching methods:
Individual practice of the discussed lexical phenomena, pair-work, discussion of the topics covered in the class, didactic games, lexical analysis of short authentic texts, comparison of the lexical features of English and Slovak, building strategies aimed at the broadening of the English vocabulary

Number of credits: 3

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
The final grade will be awarded to those students who have satisfactory attendance and who have taken all tests administered during the semester. The student is entitled to alternative dates of the tests (if he/she has not attended the assessment for medical or other serious reasons), but the student is not entitled to any re-sits.
Continuous assessment (100%):
1st practical test (50%)
2nd practical test (50%)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student can practically identify individual types of English word-formation, has a rich vocabulary formed by means of various word-formation processes, knows all types of individual word classes and many ways of their functional and stylistic use, knows and can

correctly use many synonymic and antonymic expressions in English vocabulary, knows and can actively use English collocations and idioms at C1 level.
B (very good performance): The student can practically identify individual types of English word-formation, has a good vocabulary formed through various word-formation processes, knows the types of individual word classes and the ways of their functional and stylistic use, knows and can correctly use synonymic and antonymic expressions in English vocabulary, knows and can actively use English collocations and idioms at C1 level.
C (good performance): The student can practically identify most types of English word-formation, has a reasonably wide vocabulary formed through different word-formation processes, knows the types of individual word classes and some ways of their functional and stylistic use, knows and can use synonymic and antonymic expressions in English vocabulary, knows and can use English collocations and idioms at B2 level.
D (satisfactory performance): The student can practically identify most types of English word-formation, has an adequate vocabulary formed through different word-formation processes, knows the types of individual word classes and some ways of their application, knows and can use some synonymous and antonymic expressions in English vocabulary, knows and can use some English collocations and idioms.
E (sufficient performance): The student can practically identify some types of English word-formation, has a sufficient vocabulary of words formed through different word-formation processes, knows the basic types of individual word classes and some ways of using them, knows and can use some synonymous and antonymic expressions in English vocabulary, knows and can use some English collocations and idioms.
Scale of assessment (preliminary/final): Continuous assessment (100%): 1st practical test (50%) 2nd practical test (50%)

Learning outcomes:
Objectives and learning outcomes:
Based on the learning objectives declared in the profile of a graduate, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
The student will increase his/her knowledge of the vocabulary of the English language, the classification of types of word-formation, different types of word classes, he/she will review the principles of the formation of paradigmatic and syntagmatic relations between lexical units of the language system, he/she will become familiar with the basic communicative functions of lexemes.
Skills:
The student is familiar with the problems of individual types of word-formation, knows how to lexically analyse vocabulary in terms of word classes, knows and can use the vocabulary generated by paradigmatic and syntagmatic relations in the language system, can practically apply the acquired theoretical knowledge in the analysis of a coherent authentic text, can use the acquired knowledge in an appropriate and adequate way in his/her professional practice.
Competences:
The student learns to work independently and in a team when solving lexical tasks, can communicate on topics related to the formation and meaning of English words, can find and use digital resources and aids useful for his/her further independent development, acquires vocabulary-building strategies.

Class syllabus:
Course contents:
Main themes of the course: English word formation - affixation, compounding, conversion; shortening and blending of words, nouns and adjectives in English, verbs and adverbs, English

prepositions and conjunctions, synonyms and antonyms in English vocabulary, jargon, semantic fields, English collocations and idioms, multi-word lexemes with interpersonal function.
By means of the above content, the student will consolidate his/her knowledge of the structural-functional attributes of the lexical level of the English language, will learn how to use theoretical knowledge in practice in the analysis of English vocabulary, will develop his/her foreign language (especially lexical and semantic) skills and vocabulary at the B2 – C1 level, will learn to work independently and in a team to solve lexical tasks and problems, and will be able to apply the acquired knowledge and skills appropriately in the classroom.

Recommended literature:

Compulsory readings:

McCARTHY, M. (1990). Vocabulary. Oxford: Oxford University Press.
McCARTHY, M. and O'DELL, F. (2017). English Vocabulary in Use. Upper-intermediate. 4th edition. Cambridge University Press.
WATCYN-JONES, P. and FARRELL, M. (2002). Test your Vocabulary 4. Harlow: Pearson Education Limited.

All of the above books are available in Slovak libraries and/or bookshops.

Languages necessary to complete the course:

Languages necessary to complete the course: English

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers:

Last change: 06.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex037/22	Developing English Vocabulary

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching = 5 h (a combination of in-class teaching and on-line communication), continuous out-of-class preparation (revising, homework, self-study) = 20 h, 1st practical test = 25 h, 2nd practical test = 25 h
Teaching methods:
Individual practice of the discussed lexical phenomena, pair-work, discussion of the topics covered in the class, didactic games, lexical analysis of short authentic texts, comparison of the lexical features of English and Slovak, building strategies aimed at the broadening of the English vocabulary

Number of credits: 3

Recommended semester: 3.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
The final grade will be awarded to those students who have satisfactory attendance and who have taken all tests administered during the semester. The student is entitled to alternative dates of the tests (if he/she has not attended the assessment for medical or other serious reasons), but the student is not entitled to any re-sits.
Continuous assessment (100%):
1st practical test (50%)
2nd practical test (50%)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student can practically identify individual types of English word-formation, has a rich vocabulary formed by means of various word-formation processes, knows all types of individual word classes and many ways of their functional and stylistic use, knows and can

correctly use many synonymic and antonymic expressions in English vocabulary, knows and can actively use English collocations and idioms at C1 level.
B (very good performance): The student can practically identify individual types of English word-formation, has a good vocabulary formed through various word-formation processes, knows the types of individual word classes and the ways of their functional and stylistic use, knows and can correctly use synonymic and antonymic expressions in English vocabulary, knows and can actively use English collocations and idioms at C1 level.
C (good performance): The student can practically identify most types of English word-formation, has a reasonably wide vocabulary formed through different word-formation processes, knows the types of individual word classes and some ways of their functional and stylistic use, knows and can use synonymic and antonymic expressions in English vocabulary, knows and can use English collocations and idioms at B2 level.
D (satisfactory performance): The student can practically identify most types of English word-formation, has an adequate vocabulary formed through different word-formation processes, knows the types of individual word classes and some ways of their application, knows and can use some synonymous and antonymic expressions in English vocabulary, knows and can use some English collocations and idioms.
E (sufficient performance): The student can practically identify some types of English word-formation, has a sufficient vocabulary of words formed through different word-formation processes, knows the basic types of individual word classes and some ways of using them, knows and can use some synonymous and antonymic expressions in English vocabulary, knows and can use some English collocations and idioms.
Scale of assessment (preliminary/final): Continuous assessment (100%): 1st practical test (50%) 2nd practical test (50%)

Learning outcomes:
Objectives and learning outcomes:
Based on the learning objectives declared in the profile of a graduate, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
The student will increase his/her knowledge of the vocabulary of the English language, the classification of types of word-formation, different types of word classes, he/she will review the principles of the formation of paradigmatic and syntagmatic relations between lexical units of the language system, he/she will become familiar with the basic communicative functions of lexemes.
Skills:
The student is familiar with the problems of individual types of word-formation, knows how to lexically analyse vocabulary in terms of word classes, knows and can use the vocabulary generated by paradigmatic and syntagmatic relations in the language system, can practically apply the acquired theoretical knowledge in the analysis of a coherent authentic text, can use the acquired knowledge in an appropriate and adequate way in his/her professional practice.
Competences:
The student learns to work independently and in a team when solving lexical tasks, can communicate on topics related to the formation and meaning of English words, can find and use digital resources and aids useful for his/her further independent development, acquires vocabulary-building strategies.

Class syllabus:
Course contents:
Main themes of the course: English word formation - affixation, compounding, conversion; shortening and blending of words, nouns and adjectives in English, verbs and adverbs, English

prepositions and conjunctions, synonyms and antonyms in English vocabulary, jargon, semantic fields, English collocations and idioms, multi-word lexemes with interpersonal function.
By means of the above content, the student will consolidate his/her knowledge of the structural-functional attributes of the lexical level of the English language, will learn how to use theoretical knowledge in practice in the analysis of English vocabulary, will develop his/her foreign language (especially lexical and semantic) skills and vocabulary at the B2 – C1 level, will learn to work independently and in a team to solve lexical tasks and problems, and will be able to apply the acquired knowledge and skills appropriately in the classroom.

Recommended literature:

Compulsory readings:

McCARTHY, M. (1990). Vocabulary. Oxford: Oxford University Press.
McCARTHY, M. and O'DELL, F. (2017). English Vocabulary in Use. Upper-intermediate. 4th edition. Cambridge University Press.
WATCYN-JONES, P. and FARRELL, M. (2002). Test your Vocabulary 4. Harlow: Pearson Education Limited.

All of the above books are available in Slovak libraries and/or bookshops.

Languages necessary to complete the course:

Languages necessary to complete the course: English

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers:

Last change: 06.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex031/22	Developing Phonetic and Phonological Skills

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching = 5 h (a combination of in-class teaching and on-line communication), continuous out-of-class preparation (revising, homework, self-study) = 20 h, 1st practical test = 10 h, pronunciation of short sentences = 15 h, 2nd practical test = 15 h, oral text-presentation = 15 h
Teaching methods:
Concise explanation/description of the subject matter, individual and group pronunciation practice, pair-work, transcription of words and short sentences, listening to recordings, didactic games, using audio-visual technology, phonetic and phonological analysis of words and sentences, peer pronunciation analysis and evaluation, building strategies for the practicing of correct pronunciation

Number of credits: 3

Recommended semester: 4., 6.

Educational level: I.

Prerequisites: PdF.KAJL/B-ANGex006/22 - Phonetics and Phonology of English Language

Recommended prerequisites:
B-ANGde-006 Phonetics and Phonology of English Language

Course requirements:
Course completion requirements:
The final grade will be awarded to those students who have satisfactory attendance and who have taken all three tests administered during the semester. The student is entitled to alternative dates of the tests (if he/she has not attended the assessment for medical or other serious reasons), but the student is not entitled to any re-sits.
Continuous assessment (100%):
1st practical test (20%)
Pronunciation of short sentences (20%)
2nd practical test (30%)
Oral text presentation (30%)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

A (excellent performance): The student correctly pronounces English words (individually and in sentences), correctly implements all segmental and suprasegmental phenomena of English pronunciation when reading a prepared continuous text, correctly transcribes words and short sentences, his/her pronunciation is fully intelligible, he/she can analyse continuous speech in terms of all segmental and suprasegmental phenomena; is familiar with and can demonstrate pronunciation differences between British and American English.
B (very good performance): The student correctly pronounces English words (individually and in sentences), correctly implements almost all segmental and suprasegmental phenomena of English pronunciation when reading a prepared continuous text, correctly transcribes words and short sentences, his/her pronunciation is fully intelligible, he/she can analyse continuous speech in terms of many of the segmental and suprasegmental phenomena covered in the class; knows and can demonstrate most of the pronunciation differences between British and American English.
C (good performance): The student pronounces most English words (individually and in sentences) correctly, uses appropriately most segmental and suprasegmental phenomena when reading a prepared continuous text, transcribes words correctly - makes only minor errors in sentences, his/her pronunciation is fully intelligible, can analyse continuous speech in terms of most of the segmental and suprasegmental phenomena covered in the course; knows and can demonstrate all the important pronunciation differences between British and American English.
D (satisfactory performance): The student pronounces most English words (individually and in sentences) correctly; when reading a prepared continuous text, he/she correctly realizes all essential segmental and suprasegmental phenomena; he/she transcribes words correctly, but makes minor errors in sentences; his/her pronunciation is reasonably intelligible; he/she can analyse continuous speech in terms of the main segmental and suprasegmental phenomena; he/she knows and can demonstrate the essential pronunciation differences between British and American English.
E (sufficient performance): The student pronounces most English words correctly, correctly implements basic segmental and suprasegmental phenomena when reading a prepared continuous text, makes errors when transcribing words and sentences, his/her pronunciation is generally intelligible, can analyse continuous speech only in terms of the most basic segmental and suprasegmental phenomena; knows and can demonstrate only some pronunciation differences between British and American English.
Scale of assessment (preliminary/final): Continuous assessment (100%): 1st practical test (20%) Pronunciation of short sentences (20%) 2nd practical test (30%) Oral text presentation (30%)

Learning outcomes:
Objectives and learning outcomes:
Based on the learning objectives declared in the profile of a graduate, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
During the course, the student will review and consolidate his/her theoretical knowledge of phonetics and phonology, will become familiar with a variety of different types of phonetic-phonological tasks that can be used practically in the classroom, will become familiar with the methods of analysis of continuous speech from segmental and suprasegmental points of view, will become familiar with the differences between British and American English.
Skills:
The student will improve his/her pronunciation of English words (both individually and in sentences), increase the level of intelligibility of his/her speech, will be able to detect pronunciation errors and deficiencies in the speech of his/her classmates, will be able to solve different types of phonetic-phonological tasks, will become familiar with the strategies of text analysis from both segmental and suprasegmental points of view, will be able to identify the main differences between

British and American pronunciation, will be able to apply theoretical knowledge through practical examples.
Competences:
The student learns to work independently and in a team when solving phonetic-phonological problems and tasks, can communicate on topics related to speech-sound production and correct English pronunciation, learns the principles of phonological analysis of text, can search for and use resources and aids for his/her further independent development, develops his/her abstract thinking skills, can appropriately apply the acquired phonetic-phonological knowledge and strategies in his/her further education and in his/her professional practice.

Class syllabus:
Course contents:
Main themes of the course: Production and realisation of vowels and consonants in words and sentences – their phonetic-phonological analysis, pronunciation training and phonetic-phonological analysis of word and sentence stress, suprasegmental phenomena (linking, assimilation, elision, rhythm, intonation) and their phonetic-phonological characteristics, types of English pronunciation. By means of the above content, the student will deepen the knowledge of the structural-functional attributes of the sound level of the English language acquired in the course Phonetics and Phonology of the English Language, learn the ways of applying theoretical knowledge through practical practice of English pronunciation and phonetic-phonological analysis of English words and sentences, will develop his/her foreign language (especially pronunciation, transcription and listening) skills at B2 – C1 level, will learn to work independently and in a team to solve phonetic-phonological tasks, will be able to analyse and correct his/her own pronunciation and the pronunciation of his/her peers.

Recommended literature:
Compulsory reading:
PAVLÍK, R. (2018). Developing Phonetic and Phonological Skills. Bratislava: Z-F Lingua.
Recommended readings:
ROACH, P. (2009). English Phonetics and Phonology: A Practical Course. Cambridge University Press.
HEWINGS, M. (2007). English Pronunciation in Use: Advanced. Cambridge University Press.
UNDERHILL, A. (2005). Sound Foundations. Learning and Teaching Pronunciation. Oxford: Macmillan Education.
All of the above books are available in Slovak libraries and/or bookshops.

Languages necessary to complete the course:
Languages necessary to complete the course: English

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex031/22	Developing Phonetic and Phonological Skills

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching = 5 h (a combination of in-class teaching and on-line communication), continuous out-of-class preparation (revising, homework, self-study) = 20 h, 1st practical test = 10 h, pronunciation of short sentences = 15 h, 2nd practical test = 15 h, oral text-presentation = 15 h
Teaching methods:
Concise explanation/description of the subject matter, individual and group pronunciation practice, pair-work, transcription of words and short sentences, listening to recordings, didactic games, using audio-visual technology, phonetic and phonological analysis of words and sentences, peer pronunciation analysis and evaluation, building strategies for the practicing of correct pronunciation

Number of credits: 3

Recommended semester: 5.

Educational level: I.

Prerequisites: PdF.KAJL/B-ANGex006/22 - Phonetics and Phonology of English Language

Recommended prerequisites:
B-ANGde-006 Phonetics and Phonology of English Language

Course requirements:
Course completion requirements:
The final grade will be awarded to those students who have satisfactory attendance and who have taken all three tests administered during the semester. The student is entitled to alternative dates of the tests (if he/she has not attended the assessment for medical or other serious reasons), but the student is not entitled to any re-sits.
Continuous assessment (100%):
1st practical test (20%)
Pronunciation of short sentences (20%)
2nd practical test (30%)
Oral text presentation (30%)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

A (excellent performance): The student correctly pronounces English words (individually and in sentences), correctly implements all segmental and suprasegmental phenomena of English pronunciation when reading a prepared continuous text, correctly transcribes words and short sentences, his/her pronunciation is fully intelligible, he/she can analyse continuous speech in terms of all segmental and suprasegmental phenomena; is familiar with and can demonstrate pronunciation differences between British and American English.
B (very good performance): The student correctly pronounces English words (individually and in sentences), correctly implements almost all segmental and suprasegmental phenomena of English pronunciation when reading a prepared continuous text, correctly transcribes words and short sentences, his/her pronunciation is fully intelligible, he/she can analyse continuous speech in terms of many of the segmental and suprasegmental phenomena covered in the class; knows and can demonstrate most of the pronunciation differences between British and American English.
C (good performance): The student pronounces most English words (individually and in sentences) correctly, uses appropriately most segmental and suprasegmental phenomena when reading a prepared continuous text, transcribes words correctly - makes only minor errors in sentences, his/her pronunciation is fully intelligible, can analyse continuous speech in terms of most of the segmental and suprasegmental phenomena covered in the course; knows and can demonstrate all the important pronunciation differences between British and American English.
D (satisfactory performance): The student pronounces most English words (individually and in sentences) correctly; when reading a prepared continuous text, he/she correctly realizes all essential segmental and suprasegmental phenomena; he/she transcribes words correctly, but makes minor errors in sentences; his/her pronunciation is reasonably intelligible; he/she can analyse continuous speech in terms of the main segmental and suprasegmental phenomena; he/she knows and can demonstrate the essential pronunciation differences between British and American English.
E (sufficient performance): The student pronounces most English words correctly, correctly implements basic segmental and suprasegmental phenomena when reading a prepared continuous text, makes errors when transcribing words and sentences, his/her pronunciation is generally intelligible, can analyse continuous speech only in terms of the most basic segmental and suprasegmental phenomena; knows and can demonstrate only some pronunciation differences between British and American English.
Scale of assessment (preliminary/final): Continuous assessment (100%): 1st practical test (20%) Pronunciation of short sentences (20%) 2nd practical test (30%) Oral text presentation (30%)

Learning outcomes:
Objectives and learning outcomes:
Based on the learning objectives declared in the profile of a graduate, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
During the course, the student will review and consolidate his/her theoretical knowledge of phonetics and phonology, will become familiar with a variety of different types of phonetic-phonological tasks that can be used practically in the classroom, will become familiar with the methods of analysis of continuous speech from segmental and suprasegmental points of view, will become familiar with the differences between British and American English.
Skills:
The student will improve his/her pronunciation of English words (both individually and in sentences), increase the level of intelligibility of his/her speech, will be able to detect pronunciation errors and deficiencies in the speech of his/her classmates, will be able to solve different types of phonetic-phonological tasks, will become familiar with the strategies of text analysis from both segmental and suprasegmental points of view, will be able to identify the main differences between

British and American pronunciation, will be able to apply theoretical knowledge through practical examples.
Competences:
The student learns to work independently and in a team when solving phonetic-phonological problems and tasks, can communicate on topics related to speech-sound production and correct English pronunciation, learns the principles of phonological analysis of text, can search for and use resources and aids for his/her further independent development, develops his/her abstract thinking skills, can appropriately apply the acquired phonetic-phonological knowledge and strategies in his/her further education and in his/her professional practice.

Class syllabus:
Course contents:
Main themes of the course: Production and realisation of vowels and consonants in words and sentences – their phonetic-phonological analysis, pronunciation training and phonetic-phonological analysis of word and sentence stress, suprasegmental phenomena (linking, assimilation, elision, rhythm, intonation) and their phonetic-phonological characteristics, types of English pronunciation. By means of the above content, the student will deepen the knowledge of the structural-functional attributes of the sound level of the English language acquired in the course Phonetics and Phonology of the English Language, learn the ways of applying theoretical knowledge through practical practice of English pronunciation and phonetic-phonological analysis of English words and sentences, will develop his/her foreign language (especially pronunciation, transcription and listening) skills at B2 – C1 level, will learn to work independently and in a team to solve phonetic-phonological tasks, will be able to analyse and correct his/her own pronunciation and the pronunciation of his/her peers.

Recommended literature:
Compulsory reading:
PAVLÍK, R. (2018). Developing Phonetic and Phonological Skills. Bratislava: Z-F Lingua.
Recommended readings:
ROACH, P. (2009). English Phonetics and Phonology: A Practical Course. Cambridge University Press.
HEWINGS, M. (2007). English Pronunciation in Use: Advanced. Cambridge University Press.
UNDERHILL, A. (2005). Sound Foundations. Learning and Teaching Pronunciation. Oxford: Macmillan Education.
All of the above books are available in Slovak libraries and/or bookshops.

Languages necessary to complete the course:
Languages necessary to complete the course: English

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZex035/22	**Course title:** Developing critical thinking
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** **per level/semester:** 5s **Form of the course:** combined	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: Prerequisites for successful completion of the course: The course is completed with an assessment, weighted interim/final assessment 100/0. 100% of the continuous assessment includes: approximately 5 assignments (50%) will be given during the semester, 2 midterm tests during the semester (for a total of 30%), and active participation in seminars, engaging in discussions (20%). Students will use the e-learning environment moodle for their studies. For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student actively participated in seminar discussions, completed the midterm tests at an excellent level, and completed the midterm assignments excellently. B (90-81%, very good - above average standard),), the student actively participated in seminar discussions, completed midterm tests and assignments at a very good level C (80-73%, good - normal reliable work), the student was less actively involved in seminar discussions, he/she completed the midterm tests and assignments at a good level with slight shortcomings D (72-66%, satisfactory - acceptable results), the student did not actively participate in seminar discussions, he/she completed midterm tests and assignments at a satisfactory level E (65-60%, sufficient - results meet the minimum criteria), the student did not actively participate in discussions in seminars, midterm tests and midterm assignments were done at the minimum level Fx (59-0%, insufficient - extra work required)	
Learning outcomes: Learning outcomes and transferable competences: Learning objectives and outcomes: Students are familiar with the principles of critical thinking, they can prepare their own activities on the basis of universal scenarios on the subject aimed at the Development critical thinking. They	

can assess students' critical thinking, recognize hoaxes and identify relevant facts and ideas. They can apply a variety of methods to develop pupils' critical thinking.
Learning objectives:
The aim of the seminar is for students to acquire knowledge and skills that will enable them to prepare methodological materials aimed at developing students' critical thinking skills. To familiarize students with universal scenarios of educational activities and the possibilities of assessing critical thinking in education.

Class syllabus:
Brief outline of the course:
Principles of critical thinking, critical arguing, critical debating, critical writing, organizing knowledge. Basic characteristics of hoaxes. Identifying relevant facts and ideas. Methods of Development critical thinking in pupils, universal scenarios of educational activities, preparation of methodological materials. Evaluation of critical thinking.

Recommended literature:
Compulsory reading:
KOSTURKOVÁ, M., FERENCOVÁ, J. (2019). Stratégie rozvoja kritického myslenia. Bratislava: Wolters Kluwer. ISBN 978-80-571-0049-2
TUREK, I. (2003). Kritické myslenie. Bratislava: Metodicko-pedagogické centrum.
Recommended reading:
ČAPEK, R. (2015). Moderní didaktika: lexikon výukových a hodnotících metod. Praha: Grada. ISBN 978-80-2473-450-7
KOZÁROVÁ, N., GUNIŠOVÁ, D. (2020). Stratégie rozvoja kritického myslenia vo vyučovaní pedagogiky. Nitra: UKF v Nitre. ISBN (online) 978-80-558-1520-6
MARKOŠ, J. (2019). Sila rozumu v bláznivej dobe: manuál kritického myslenia. Bratislava: N Press. ISBN 978-80-9992-501-5

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Barbora Jaslovská, PhD., Mgr. Katarína Minarovičová, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZex035/22	**Course title:** Developing critical thinking
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** **per level/semester:** 5s **Form of the course:** combined	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: Prerequisites for successful completion of the course: The course is completed with an assessment, weighted interim/final assessment 100/0. 100% of the continuous assessment includes: approximately 5 assignments (50%) will be given during the semester, 2 midterm tests during the semester (for a total of 30%), and active participation in seminars, engaging in discussions (20%). Students will use the e-learning environment moodle for their studies. For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student actively participated in seminar discussions, completed the midterm tests at an excellent level, and completed the midterm assignments excellently. B (90-81%, very good - above average standard),), the student actively participated in seminar discussions, completed midterm tests and assignments at a very good level C (80-73%, good - normal reliable work), the student was less actively involved in seminar discussions, he/she completed the midterm tests and assignments at a good level with slight shortcomings D (72-66%, satisfactory - acceptable results), the student did not actively participate in seminar discussions, he/she completed midterm tests and assignments at a satisfactory level E (65-60%, sufficient - results meet the minimum criteria), the student did not actively participate in discussions in seminars, midterm tests and midterm assignments were done at the minimum level Fx (59-0%, insufficient - extra work required)	
Learning outcomes: Learning outcomes and transferable competences: Learning objectives and outcomes: Students are familiar with the principles of critical thinking, they can prepare their own activities on the basis of universal scenarios on the subject aimed at the Development critical thinking. They	

can assess students' critical thinking, recognize hoaxes and identify relevant facts and ideas. They can apply a variety of methods to develop pupils' critical thinking.
Learning objectives:
The aim of the seminar is for students to acquire knowledge and skills that will enable them to prepare methodological materials aimed at developing students' critical thinking skills. To familiarize students with universal scenarios of educational activities and the possibilities of assessing critical thinking in education.

Class syllabus:
Brief outline of the course:
Principles of critical thinking, critical arguing, critical debating, critical writing, organizing knowledge. Basic characteristics of hoaxes. Identifying relevant facts and ideas. Methods of Development critical thinking in pupils, universal scenarios of educational activities, preparation of methodological materials. Evaluation of critical thinking.

Recommended literature:
Compulsory reading:
KOSTURKOVÁ, M., FERENCOVÁ, J. (2019). Stratégie rozvoja kritického myslenia. Bratislava: Wolters Kluwer. ISBN 978-80-571-0049-2
TUREK, I. (2003). Kritické myslenie. Bratislava: Metodicko-pedagogické centrum.
Recommended reading:
ČAPEK, R. (2015). Moderní didaktika: lexikon výukových a hodnotících metod. Praha: Grada. ISBN 978-80-2473-450-7
KOZÁROVÁ, N., GUNIŠOVÁ, D. (2020). Stratégie rozvoja kritického myslenia vo vyučovaní pedagogiky. Nitra: UKF v Nitre. ISBN (online) 978-80-558-1520-6
MARKOŠ, J. (2019). Sila rozumu v bláznivej dobe: manuál kritického myslenia. Bratislava: N Press. ISBN 978-80-9992-501-5

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Barbora Jaslovská, PhD., Mgr. Katarína Minarovičová, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZex002/22	**Course title:** Digital technologies 1
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** **per level/semester:** 5s **Form of the course:** combined	
Type, volume, methods and workload of the student - additional information 13h seminar / per semester, combined method Student workload (distance learning form) Teaching: 13 hours, guided self-study: 9 hours Completion of 1 subtask (distance): 8 hours x 6 (distance tasks) = 48 hours Preparation for mid-term evaluation (semester project)= 20 hours Total student workload: 13sS (3 credits) = 90 hours Teaching methods Monological methods - lecture, interpretation of the curriculum, Dialogical methods - interview, discussion Guided self-study - processing of partial assignments according to the lecturer's assignment during the semester and their submission in electronic form within a set time limit, which are continuously checked and evaluated by the lecturer	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: the course is completed with an assessment, the weight of the interim and final assessment is 100/0 # active participation in seminars conducted by both face-to-face and distance learning methods; # processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits; # development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Present an original and visually impressive presentation of the educational content of the selected teaching subject at primary school / high school in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education at Charles University; The structure of the presentation should be based on one of the templates from the library of customizable templates supported by Prezi Present; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defense	

of the project constitutes 20% of the total achievable point value and is a condition for the award of credits.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the educational subject it is necessary to obtain at least 60 % of the score.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes and transferable competences
The aim of the educational discipline Digital Technologies 1 is to develop digital skills of students of teacher-oriented study programmes at the Faculty of Education of the Charles University (hereinafter referred to as the Faculty of Education of the Charles University) to be able to effectively use an appropriate range of didactic software applications in the context of the concept of design and creation of interactive educational activities, knowledge quizzes and assignments, electronic portfolios, impressive didactic presentations, new interactive forms of teaching material and other pedagogical/school documentation usable in the intent of their future teaching profession at different levels of regional education in the Slovak Republic.
By completing the educational discipline Digital Technologies 1, the student has the competences and digital skills to effectively use the tools of the SMART Notebook software application and the

SMART Lumio cloud environment by creating gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of students participating in the lesson in the school classroom, or in the home conditions in the case of distance/hybrid education.
By completing the educational discipline, the student also has the competences and digital skills in the field of design and creation of mind maps through the tools of the Mindomo software application (or FreeMind, XMind) applicable in educational activities implemented in schools and educational institutions for the target group of intact pupils, as well as pupils with special educational needs in order to improve their communication skills and critical thinking.
By completing the educational discipline Digital Technologies 1, the student acquires professional digital competencies in the concept of design and creation of impressive non-linear presentations and interactive presentations of educational content implemented through the Prezi Present cloud platform Prezi by expressing their own visual ideas usable in their own pedagogical activities in schools or educational institutions.
By completing the educational discipline Digital Technologies 1, the student has, last but not least, the competences and digital skills to effectively use the cloud platform Microsoft 365 with an emphasis on software applications Sway, Word and Excel by creating supplementary teaching materials for the needs of school teaching and maintaining the relevant pedagogical documentation. The student masters the basic possibilities of using the online communication platform Microsoft Teams applicable in the implementation of distance learning at the level of regional education.

Class syllabus:
The content of the educational discipline Digital Technologies 1 is divided into four thematic headings and relevant sub-topics in order to ensure the achievement of the set partial educational objectives. The content structure of the educational discipline is designed so that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing the educational topics organized in the present and distance form and at the same time strengthens his professional training in the subject area.
Due to the rapid development of new didactic software usable in the pedagogical process, the specific content structure of the discipline can be adapted to the current requirements of practice and students.
Application of SMART Notebook software application and SMART Lumio cloud environment in the educational process
We develop professional digital competences by the ability to effectively use the tools of the SMART Notebook desktop application and the SMART Lumio cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs) participating in the lesson in the school classroom or in the home environment in the case of distance/hybrid education;
We acquire digital skills in working with the SMART response 2 tool supported by the SMART Notebook desktop application and the SMART Lumio cloud environment in the context of creating knowledge questions - selecting one correct answer from multiple answer alternatives, selecting multiple correct answers from multiple answer alternatives, selecting Yes/No answers, free-form questions - in test sessions designed to test the knowledge of pupils of regional education in the Slovak Republic;
We are mastering the methodology of applying knowledge tests communicated to students through SMART response 2 in the SMART Notebook desktop application and gamification activities supported by the cloud environment SMART Lumio to the process of school teaching of subjects at the lower/upper secondary level of education;

We strengthen professional digital competences in the area of working with complex interactive solutions usable in educational situations with an emphasis on the SMART Board interactive whiteboard.
Topics:
Basic functions and calibration of the SMART Board interactive touchscreen/tablet; Symptoms, causes and solutions to some of the problems encountered when using the SMART Board interactive touchscreen/tablet; Installing and updating the SMART Notebook desktop application; Creating a teacher's virtual classroom in the SMART platform;
Creating and editing objects in the SMART Notebook environment; Using basic tools to support the presentation of processed content; Working with multimedia content from the SMART Gallery; Sharing your own content on the SMART Exchange website; Adding links to distance learning educational resources; Adding sound to objects, Animating objects; Using and sharing your own content; Applying graphic content from other software applications - importing and editing objects; Applying objects from the Lesson Activity Toolkit 2.0; Creating gamification activities in SMART Lab; SMART Response 2 - creating and administering knowledge tests/quizzes;
Principles of Gamification; Gamification Elements in Educational Content; Some Results of Exact Studies on the Application of Gamification in Education; Application of Gamification in Education in Primary and Secondary Schools; Examples of Gamification Activities Used in the Teaching of Science, Social Studies, Art, Education and Vocational Education.
Teacher/student login to SMART Lumio cloud platform account; Managing the library of learning activities; Creating gamification activities in SMART Lumio - SMART Lesson Activity Builder (Lab); Editing activities in edit mode; Making activities available to students - delivery mode; Sharing options for gamification activities;
Setting up and converting a lesson page to a Handout or Workspace activity; Working with predefined graphical activity templates for use in activating student learning, inquiring about student knowledge, or reflecting; Sharing lessons with the created educational materials with students in SMART Lumio.Within the distance assignment, the student will create a set of interactive learning/quiz activities and digital presentation material for the target group of learners with effective use of the widest possible range of tools, objects, pre-prepared templates, advanced functions, settings and features supported by the SMART Notebook authoring environment in a range of at least 10 presentation pages/activities. In the accompanying document (a separate file of *.docx format) to the created presentation materials and educational activities stored in *.notebook format, the student shall indicate the methodology of their inclusion in the educational activities of the target group of pupils.
Within the distance assignment, the student will create a set of 10 gamification educational/quiz activities for the target group of students with effective use of pre-made templates and tools of the SMART Lumio cloud environment. The condition is that each type of gamification activity should only occur once in the created set of activities. In the accompanying document (a separate file of *.docx format) to the created gamification educational/quiz activities saved by the student, the student shall indicate the methodology of their application in the educational activities of the target group of pupils.
As part of the distance learning assignment, the student will create a 3-page set of pre-prepared content convertible to Handout format activities and a 3-page set of pre-prepared content convertible to Workspace format activities. In the accompanying document (a separate *.docx file) for the created Handout and Workspace activities stored in the SMART Lumio cloud, the student will indicate the methodology of their application to the educational activities of the target group of students.
Creating and using mind maps in the educational process with the support of digital solutions

We develop professional digital competences by competence in the design and creation of mind maps through the tools of the software application Mindomo (or FreeMind/XMind), usable in our own educational activities implemented in schools and school facilities for the target group of intact pupils, as well as pupils with special educational needs in order to improve communication skills and critical thinking;
We are mastering the methodology of applying mind maps communicated to pupils through Mindomo (or FreeMind/XMind) to the process of school teaching of the subjects of their approbation at primary school / secondary school;
Topics:
Explanation of terminology in the field of mind/concept mapping; Desktop/cloud software applications for creating mind maps in the educational process at primary/ secondary schools; Functions and types of mind maps; Principles and principles of creating mind maps; Possibilities of using mind maps in the process of preparation for teaching and directly in the classroom; Familiarization with the user environment of the Mindomo software application (or FreeMind/ XMind);
Structuring a mind map; Inserting, editing and formatting nodes; Creating and formatting branches; Encrypted node; Editing multi-line nodes; Creating image nodes; Moving/copying nodes and groups of nodes in the map; Inserting annotations to nodes; Linking nodes with local links - independent linking of ideas; Hypertext linking of nodes to distance learning information sources - links in nodes leading to distance learning sources (web) or to local files on the local disk of the computer; Importing content into the mind map; Exporting the map to the output of different formats; Text search in the subnetwork of the current node; Mind maps and their use when working with pupils with SEN.
As part of the distance assignment, the student will design and create one mind map from any thematic area of school subject teaching in primary/elementary school. The focus of the mind map should be situated in a curricular issue of the student's own choice falling within the educational content of the teaching subject at primary/ secondary school in the intent of the approbation subjects that the student is studying in the teacher education programmes at the Faculty of Education at PdF UK. In the mind map, tools and functions of the Mindomo (or FreeMind/XMind) application environment will be applied in the intent of the complexity of the explained problem. The student will justify in a brief written form the choice of the processed content/topic in the form of a mind map, their functionality and use in his/her educational activities.
Creation of non-linear presentations of educational content through the Prezi presentation platform supporting teacher's interpretation and systematization of students' knowledge
We acquire professional digital competencies in the concept of design and creation of impressive non-linear presentations of educational content realized through the Prezi Present cloud platform Prezi applicable to our own pedagogical activities;
We are mastering the methodology of applying the presentation of educational content communicated to pupils through Prezi Present to the process of school teaching of subjects of their approbation at primary school / high school;
Topics:
Introduction of the software tool Prezi Present as a presentation platform - creation of trendy, effective presentations; Explanation and clarification of the terms used in the field of creating didactic presentations in the environment of Prezi Present; Possibilities of using the presentation application Prezi Present in the preparation and creation of supporting educational materials effectively usable in the teaching of their own subject; Presentation of examples of presentations used in teaching science, social science, art-educational and vocational educational disciplines; Illustrative comparison of differences between classical (Microsoft PowerPoint) and dynamic (Prezi Present) presentations;

Theoretical background of presentation preparation and the system of selection of presented information; Basic steps of the procedure for creating didactic presentations in Prezi Present; Functionality of the online presentation tool Prezi Present; Creating dynamic presentations in Prezi Present - working with text and graphic objects; Creating topic/subtopic structures, changing the order of topics/subtopics, Creating depth and rotation effects; Inserting additional graphic visuals into a presentation in Prezi Present; Working in edit mode for main topics, subtopics and other presentation content; Creating visual effects and animations of presentation objects;
Use of templates - change the design - colors, background, fonts; Inserting audio tracks on the background of individual topics/subtopics, the whole presentation; 3D presentations; Importing and editing PowerPoint presentations in Prezi Present; Sharing presentations with other users, sharing on social networks, on web portals; Exporting presentations to *.pdf and Portable Prezi (for off-line presentation); Export options and presentation size; Working with Prezi Present in off-line mode.
Within the distance assignment, the student will use the Prezi Present presentation tool to create an original didactic and visually engaging presentation of the educational content for the target group of students. The focus of the presentation should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at the primary school / secondary school in the intent of the approbation subjects that the student is studying in the study programmes of teaching at the Faculty of Education of the Charles University. The presentation will be at least 30 presentation views (= topics at the highest hierarchical level, subtopics at lower hierarchical levels and stack structure pages) to a minimum hierarchical nesting depth of three.
Use of Microsoft 365 platform in teacher's pedagogical activity
We develop professional digital competencies in the concept of design and creation of responsive presentations with educational content and emphasis on the cloud solution Microsoft Sway usable in educational activities implemented in schools or school facilities;
We are mastering the methodology of applying the presentation of educational content communicated to pupils through Microsoft Sway to the process of school teaching of subjects of their approbation at primary school / secondary school;
We hone professional digital skills to include the ability to effectively use the range of form content controls and ActiveX elements of Microsoft Word in the creation of interactive worksheets, tests and supplementary learning materials for pupils or other classroom agenda documents usable in the context of pedagogical activity;
We are mastering the methodology of applying interactive worksheets communicated to pupils through Microsoft Word to the process of school teaching of subjects of their area of specialization at primary school / high school;
Develop professional digital skills in the creation of large documents (such as letters, invitations, labels) through a mass correspondence tool usable in the maintenance of relevant pedagogical documentation;# We develop professional digital skills in the creation of statistical calculations, compound expressions using functions for finding conditional frequency, sum, or arithmetic mean and techniques for addressing continuous and discontinuous areas in expressions/functions usable in the tabular processing of classroom data (student evaluations in knowledge or sports activities) supported by Microsoft Excel;
We hone professional competencies to include the ability to effectively apply advanced conditions and techniques for conditional formatting of table records using functions;
We extend digital skills to include the ability to effectively apply an advanced filtering tool to large tabular data by defining compound logical conditions (AND/OR), wildcards (*, ?), and a Subtotal function usable in maintaining appropriate pedagogical documentation;
Develop professional digital skills in creating cumulative graphical visualizations of tabulated data in the context of changing attributes of individual chart elements;

We apply other selected tools of the Microsoft 365 cloud platform, with an emphasis on the Microsoft Teams software application for teachers to use in conducting online learning activities.
Topics:
A basic theoretical introduction to Microsoft cloud solutions;
Sway presentation platform - creation of interactive school materials (portfolios), impressive presentations of educational content; Other possibilities of practical use of Microsoft Sway in educational activities; Concept of creating multimedia responsive presentations; Creating a new Sway, creating a Sway by importing an existing file/presentation, creating a Sway based on a template; Articulating presentation content; Options for inserting and formatting supported visuals via tabs; Grouping multimedia content; Influencing the appearance of a presentation; Changing the layout of content; Adapting specific elements to the style of a presentation; Exporting a presentation in *.pdf/*.docx; Additional options for setting up the presentation in Sway; Share Sway output from a personal Microsoft account; Share Sway output from an account assigned by the educational organization;
Editing large text documents in the Microsoft Word environment - standard settings; Using tabs; Text blocks; Columns; Objects in text - equation editor; Tables in text; Editing a document using a style; Creating your own style and editing an existing style. Document Revision. Definition of the terms section and reference and possibilities of their use; Document revision and its use in writing term papers and qualification papers; Document structuring - dividing a document into sections, types of section breaks, page settings in sections, creating a header and footer in a document divided into sections; Possibilities of using a structured document within the agenda of a teaching staff member; Creating references - automatic content creation, content setup, content formatting, numbering figures and tables, creating a list of tables and figures, footnotes and endnotes, cross-references, citations and list of references used, creating a document index; Creating templates - the importance of a template type document. Electronic forms - what are form elements and what is their difference from ActiveX elements, settings of form elements, ActiveX element and its settings, Form security; Application of the acquired experience and skills of working with Microsoft Word text editor in creating documents useful in own pedagogical activities; Creation of large documents - letters, invitations, labels - by means of the tool of mass correspondence useful in the framework of keeping the relevant pedagogical documentation.
Working with tabular data in Microsoft Excel; Inserting data into cells; Predefined and custom data format; Working with cells - moving, cutting, copying; Bulk filling of data and creating expressions/patterns; Applying elementary functions; Modifying function parameters; Modifying table appearance; Sorting tabular data; Data lists - creating custom lists; Increasing values. Rounding; Absolute and relative cell addressing; Hiding table values; Notes in cells; Working with large data - automatic and extended data filter, Subtotal function; Operations between sheets; Conditional formatting of table data; More advanced functions - If, Count, CountIf, SumIf, SumIfS, AverageIfS; Contingency table; Search functions; Creating forms.
We get familiar with the Microsoft Teams online communication platform environment; Creating Teams; Creating a pure team in MS Teams; Creating teams from an existing team and basic team customization; Creating a team from an Office 365 Group; Setting up and managing teams; Managing team members; Managing teams in bulk; Guest in a Team Class; Invitation from MS Teams; Channels; Cards; Creating your first online lesson; Creating a link to a lesson; Connecting students to an online lesson; Running a lesson with MS Teams; Preparing a lesson outline; Presenting in MS Teams; Tools available during the implementation of an online lesson on the student's/teacher's side (e.g. Conversation panel; Reporting for a word; Downloading a list of participants, etc.); Course notes - notepad; Uploading files with educational content; Creating a shared file for pupils/students in the virtual classroom; Creating a quiz; Quiz evaluation, Quiz setup.

Within the distance task, the student will design and create a document in the form of an electronic workbook in Microsoft Word using a template and applying content controls and ActiveX elements - text field, drop-down field, drop-down list, comma field, option button, command button - usable in the context of teaching subjects of his/her area of specialization at primary school / high school.
Within the framework of the distance task, the student will create a table of fictitious evaluation of pupils in the framework of knowledge or sports activities implemented in schools or school facilities in the range of at least 20 rows and 10 columns, where the functions of the Microsoft Excel spreadsheet application will be used in the context of the complexity of the explained issue.
In a distance task, the student formats a table of fictitious assessment of students in knowledge/ sport activities, applying various conditions and techniques of conditional formatting of the table entries in the intent of the difficulty of the explained problem.
In the distance task, the student will create three different graphical visualisations of the data from the table of the previous distance task, in which he/she has processed the assessments achieved in the knowledge/sport activities implemented in schools or school facilities. They will add to the graphical visualisation the title of the graph, the axis names as well as other parameters of the graph as they wish in the context of the readability of the graph.
In the distance task, the student applies an extended filter to the table from the previous distance task to display the student's name and grade attained in the context of the knowledge/sport activities undertaken in the school or school facilities and filters to another location within the same worksheet/workbook when defining specific filter conditions (e.g. grade attained below/above a set value, etc.).
Within the framework of the distance task, the student will create through the Microsoft Sway application an original, dynamic and visually impressive presentation of the learning issue for the target group of pupils according to his/her own discretion in the intent of school teaching of the subjects of his/her apprenticeship at primary school/elementary school. The aim of the presentation to be realized by the student is to make it multimedia and at the same time attractive for the target group of pupils in terms of content. The scope of the presentation in Microsoft Sway must consist of at least 25 presentation views - cards with the subject content. To organize the presentation, the student should use its layout into sections, subsections and layers in order to increase the clarity of the presented topic for the student.

Recommended literature:

ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov. Bratislava: Univerzita Komenského v Bratislave, 141 strán, ISBN 978-80-223-5121-8. [Vyšlo ako elektronická publikácia]
ZÁHOREC, J., BREČKA, P. (2021). Uplatnenie platformy SMART Learning Suite v oblasti tvorby edukačných aktivít. Bratislava: Univerzita Komenského v Bratislave, 129 strán, ISBN 978-80-223-5127-0 [Vyšlo ako elektronická publikácia]
ZÁHOREC, J., HAŠKOVÁ, A., MUNK, M. (2020). Digitálna gramotnosť učiteľov v kontexte ich profesijnej prípravy. Bratislava : Univerzita Komenského v Bratislave, 305 strán, ISBN 978-80-223-4882-9
BREČKA, P. (2014). Interaktívne tabule v technickom vzdelávaní. IRIS, 140 s., ISBN: 978-80-8153-024-1
ŠTRBO, M. (2018). Tvorba prezentácií. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave, 45 s., ISBN 978-80-568-0179-6
Základný študijný text k vzdelávaciemu obsahu disciplíny Digitálne technológie 1 bude študentom pravidelných časových intervaloch sprístupňovaný v elektronickej forme prostredníctvom univerzitného LMS Moodle.

Languages necessary to complete the course:

slovak and czech

Notes:
the seminar is held in a computer room, each student has a computer at his/her disposal, the number of students in one group - max. 15.

Past grade distribution
Total number of evaluated students: 227

A	ABS	B	C	D	E	FX
41,85	0,0	22,47	9,69	3,52	7,05	15,42

Lecturers: doc. PaedDr. Ján Záhorec, PhD.

Last change: 07.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex002/22	Digital technologies 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
13h seminar / per semester, combined method
Student workload (distance learning form)
Teaching: 13 hours, guided self-study: 9 hours
Completion of 1 subtask (distance): 8 hours x 6 (distance tasks) = 48 hours
Preparation for mid-term evaluation (semester project)= 20 hours
Total student workload: 13sS (3 credits) = 90 hours
Teaching methods
Monological methods - lecture, interpretation of the curriculum,
Dialogical methods - interview, discussion
Guided self-study - processing of partial assignments according to the lecturer's assignment during the semester and their submission in electronic form within a set time limit, which are continuously checked and evaluated by the lecturer

Number of credits: 3

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course: the course is completed with an assessment, the weight of the interim and final assessment is 100/0
active participation in seminars conducted by both face-to-face and distance learning methods;
processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits;
development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Present an original and visually impressive presentation of the educational content of the selected teaching subject at primary school / high school in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education at Charles University; The structure of the presentation should be based on one of the templates from the library of customizable templates supported by Prezi Present; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defense

of the project constitutes 20% of the total achievable point value and is a condition for the award of credits.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the educational subject it is necessary to obtain at least 60 % of the score.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes and transferable competences
The aim of the educational discipline Digital Technologies 1 is to develop digital skills of students of teacher-oriented study programmes at the Faculty of Education of the Charles University (hereinafter referred to as the Faculty of Education of the Charles University) to be able to effectively use an appropriate range of didactic software applications in the context of the concept of design and creation of interactive educational activities, knowledge quizzes and assignments, electronic portfolios, impressive didactic presentations, new interactive forms of teaching material and other pedagogical/school documentation usable in the intent of their future teaching profession at different levels of regional education in the Slovak Republic.
By completing the educational discipline Digital Technologies 1, the student has the competences and digital skills to effectively use the tools of the SMART Notebook software application and the

SMART Lumio cloud environment by creating gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of students participating in the lesson in the school classroom, or in the home conditions in the case of distance/hybrid education.
By completing the educational discipline, the student also has the competences and digital skills in the field of design and creation of mind maps through the tools of the Mindomo software application (or FreeMind, XMind) applicable in educational activities implemented in schools and educational institutions for the target group of intact pupils, as well as pupils with special educational needs in order to improve their communication skills and critical thinking.
By completing the educational discipline Digital Technologies 1, the student acquires professional digital competencies in the concept of design and creation of impressive non-linear presentations and interactive presentations of educational content implemented through the Prezi Present cloud platform Prezi by expressing their own visual ideas usable in their own pedagogical activities in schools or educational institutions.
By completing the educational discipline Digital Technologies 1, the student has, last but not least, the competences and digital skills to effectively use the cloud platform Microsoft 365 with an emphasis on software applications Sway, Word and Excel by creating supplementary teaching materials for the needs of school teaching and maintaining the relevant pedagogical documentation. The student masters the basic possibilities of using the online communication platform Microsoft Teams applicable in the implementation of distance learning at the level of regional education.

Class syllabus:
The content of the educational discipline Digital Technologies 1 is divided into four thematic headings and relevant sub-topics in order to ensure the achievement of the set partial educational objectives. The content structure of the educational discipline is designed so that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing the educational topics organized in the present and distance form and at the same time strengthens his professional training in the subject area.
Due to the rapid development of new didactic software usable in the pedagogical process, the specific content structure of the discipline can be adapted to the current requirements of practice and students.
Application of SMART Notebook software application and SMART Lumio cloud environment in the educational process
We develop professional digital competences by the ability to effectively use the tools of the SMART Notebook desktop application and the SMART Lumio cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs) participating in the lesson in the school classroom or in the home environment in the case of distance/hybrid education;
We acquire digital skills in working with the SMART response 2 tool supported by the SMART Notebook desktop application and the SMART Lumio cloud environment in the context of creating knowledge questions - selecting one correct answer from multiple answer alternatives, selecting multiple correct answers from multiple answer alternatives, selecting Yes/No answers, free-form questions - in test sessions designed to test the knowledge of pupils of regional education in the Slovak Republic;
We are mastering the methodology of applying knowledge tests communicated to students through SMART response 2 in the SMART Notebook desktop application and gamification activities supported by the cloud environment SMART Lumio to the process of school teaching of subjects at the lower/upper secondary level of education;

We strengthen professional digital competences in the area of working with complex interactive solutions usable in educational situations with an emphasis on the SMART Board interactive whiteboard.
Topics:
Basic functions and calibration of the SMART Board interactive touchscreen/tablet; Symptoms, causes and solutions to some of the problems encountered when using the SMART Board interactive touchscreen/tablet; Installing and updating the SMART Notebook desktop application; Creating a teacher's virtual classroom in the SMART platform;
Creating and editing objects in the SMART Notebook environment; Using basic tools to support the presentation of processed content; Working with multimedia content from the SMART Gallery; Sharing your own content on the SMART Exchange website; Adding links to distance learning educational resources; Adding sound to objects, Animating objects; Using and sharing your own content; Applying graphic content from other software applications - importing and editing objects; Applying objects from the Lesson Activity Toolkit 2.0; Creating gamification activities in SMART Lab; SMART Response 2 - creating and administering knowledge tests/quizzes;
Principles of Gamification; Gamification Elements in Educational Content; Some Results of Exact Studies on the Application of Gamification in Education; Application of Gamification in Education in Primary and Secondary Schools; Examples of Gamification Activities Used in the Teaching of Science, Social Studies, Art, Education and Vocational Education.
Teacher/student login to SMART Lumio cloud platform account; Managing the library of learning activities; Creating gamification activities in SMART Lumio - SMART Lesson Activity Builder (Lab); Editing activities in edit mode; Making activities available to students - delivery mode; Sharing options for gamification activities;
Setting up and converting a lesson page to a Handout or Workspace activity; Working with predefined graphical activity templates for use in activating student learning, inquiring about student knowledge, or reflecting; Sharing lessons with the created educational materials with students in SMART Lumio.Within the distance assignment, the student will create a set of interactive learning/quiz activities and digital presentation material for the target group of learners with effective use of the widest possible range of tools, objects, pre-prepared templates, advanced functions, settings and features supported by the SMART Notebook authoring environment in a range of at least 10 presentation pages/activities. In the accompanying document (a separate file of *.docx format) to the created presentation materials and educational activities stored in *.notebook format, the student shall indicate the methodology of their inclusion in the educational activities of the target group of pupils.
Within the distance assignment, the student will create a set of 10 gamification educational/quiz activities for the target group of students with effective use of pre-made templates and tools of the SMART Lumio cloud environment. The condition is that each type of gamification activity should only occur once in the created set of activities. In the accompanying document (a separate file of *.docx format) to the created gamification educational/quiz activities saved by the student, the student shall indicate the methodology of their application in the educational activities of the target group of pupils.
As part of the distance learning assignment, the student will create a 3-page set of pre-prepared content convertible to Handout format activities and a 3-page set of pre-prepared content convertible to Workspace format activities. In the accompanying document (a separate *.docx file) for the created Handout and Workspace activities stored in the SMART Lumio cloud, the student will indicate the methodology of their application to the educational activities of the target group of students.
Creating and using mind maps in the educational process with the support of digital solutions

We develop professional digital competences by competence in the design and creation of mind maps through the tools of the software application Mindomo (or FreeMind/XMind), usable in our own educational activities implemented in schools and school facilities for the target group of intact pupils, as well as pupils with special educational needs in order to improve communication skills and critical thinking;
We are mastering the methodology of applying mind maps communicated to pupils through Mindomo (or FreeMind/XMind) to the process of school teaching of the subjects of their approbation at primary school / secondary school;
Topics:
Explanation of terminology in the field of mind/concept mapping; Desktop/cloud software applications for creating mind maps in the educational process at primary/ secondary schools; Functions and types of mind maps; Principles and principles of creating mind maps; Possibilities of using mind maps in the process of preparation for teaching and directly in the classroom; Familiarization with the user environment of the Mindomo software application (or FreeMind/ XMind);
Structuring a mind map; Inserting, editing and formatting nodes; Creating and formatting branches; Encrypted node; Editing multi-line nodes; Creating image nodes; Moving/copying nodes and groups of nodes in the map; Inserting annotations to nodes; Linking nodes with local links - independent linking of ideas; Hypertext linking of nodes to distance learning information sources - links in nodes leading to distance learning sources (web) or to local files on the local disk of the computer; Importing content into the mind map; Exporting the map to the output of different formats; Text search in the subnetwork of the current node; Mind maps and their use when working with pupils with SEN.
As part of the distance assignment, the student will design and create one mind map from any thematic area of school subject teaching in primary/elementary school. The focus of the mind map should be situated in a curricular issue of the student's own choice falling within the educational content of the teaching subject at primary/ secondary school in the intent of the approbation subjects that the student is studying in the teacher education programmes at the Faculty of Education at PdF UK. In the mind map, tools and functions of the Mindomo (or FreeMind/XMind) application environment will be applied in the intent of the complexity of the explained problem. The student will justify in a brief written form the choice of the processed content/topic in the form of a mind map, their functionality and use in his/her educational activities.
Creation of non-linear presentations of educational content through the Prezi presentation platform supporting teacher's interpretation and systematization of students' knowledge
We acquire professional digital competencies in the concept of design and creation of impressive non-linear presentations of educational content realized through the Prezi Present cloud platform Prezi applicable to our own pedagogical activities;
We are mastering the methodology of applying the presentation of educational content communicated to pupils through Prezi Present to the process of school teaching of subjects of their approbation at primary school / high school;
Topics:
Introduction of the software tool Prezi Present as a presentation platform - creation of trendy, effective presentations; Explanation and clarification of the terms used in the field of creating didactic presentations in the environment of Prezi Present; Possibilities of using the presentation application Prezi Present in the preparation and creation of supporting educational materials effectively usable in the teaching of their own subject; Presentation of examples of presentations used in teaching science, social science, art-educational and vocational educational disciplines; Illustrative comparison of differences between classical (Microsoft PowerPoint) and dynamic (Prezi Present) presentations;

Theoretical background of presentation preparation and the system of selection of presented information; Basic steps of the procedure for creating didactic presentations in Prezi Present; Functionality of the online presentation tool Prezi Present; Creating dynamic presentations in Prezi Present - working with text and graphic objects; Creating topic/subtopic structures, changing the order of topics/subtopics, Creating depth and rotation effects; Inserting additional graphic visuals into a presentation in Prezi Present; Working in edit mode for main topics, subtopics and other presentation content; Creating visual effects and animations of presentation objects;
Use of templates - change the design - colors, background, fonts; Inserting audio tracks on the background of individual topics/subtopics, the whole presentation; 3D presentations; Importing and editing PowerPoint presentations in Prezi Present; Sharing presentations with other users, sharing on social networks, on web portals; Exporting presentations to *.pdf and Portable Prezi (for off-line presentation); Export options and presentation size; Working with Prezi Present in off-line mode.
Within the distance assignment, the student will use the Prezi Present presentation tool to create an original didactic and visually engaging presentation of the educational content for the target group of students. The focus of the presentation should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at the primary school / secondary school in the intent of the approbation subjects that the student is studying in the study programmes of teaching at the Faculty of Education of the Charles University. The presentation will be at least 30 presentation views (= topics at the highest hierarchical level, subtopics at lower hierarchical levels and stack structure pages) to a minimum hierarchical nesting depth of three.
Use of Microsoft 365 platform in teacher's pedagogical activity
We develop professional digital competencies in the concept of design and creation of responsive presentations with educational content and emphasis on the cloud solution Microsoft Sway usable in educational activities implemented in schools or school facilities;
We are mastering the methodology of applying the presentation of educational content communicated to pupils through Microsoft Sway to the process of school teaching of subjects of their approbation at primary school / secondary school;
We hone professional digital skills to include the ability to effectively use the range of form content controls and ActiveX elements of Microsoft Word in the creation of interactive worksheets, tests and supplementary learning materials for pupils or other classroom agenda documents usable in the context of pedagogical activity;
We are mastering the methodology of applying interactive worksheets communicated to pupils through Microsoft Word to the process of school teaching of subjects of their area of specialization at primary school / high school;
Develop professional digital skills in the creation of large documents (such as letters, invitations, labels) through a mass correspondence tool usable in the maintenance of relevant pedagogical documentation;# We develop professional digital skills in the creation of statistical calculations, compound expressions using functions for finding conditional frequency, sum, or arithmetic mean and techniques for addressing continuous and discontinuous areas in expressions/functions usable in the tabular processing of classroom data (student evaluations in knowledge or sports activities) supported by Microsoft Excel;
We hone professional competencies to include the ability to effectively apply advanced conditions and techniques for conditional formatting of table records using functions;
We extend digital skills to include the ability to effectively apply an advanced filtering tool to large tabular data by defining compound logical conditions (AND/OR), wildcards (*, ?), and a Subtotal function usable in maintaining appropriate pedagogical documentation;
Develop professional digital skills in creating cumulative graphical visualizations of tabulated data in the context of changing attributes of individual chart elements;

We apply other selected tools of the Microsoft 365 cloud platform, with an emphasis on the Microsoft Teams software application for teachers to use in conducting online learning activities.
Topics:
A basic theoretical introduction to Microsoft cloud solutions;
Sway presentation platform - creation of interactive school materials (portfolios), impressive presentations of educational content; Other possibilities of practical use of Microsoft Sway in educational activities; Concept of creating multimedia responsive presentations; Creating a new Sway, creating a Sway by importing an existing file/presentation, creating a Sway based on a template; Articulating presentation content; Options for inserting and formatting supported visuals via tabs; Grouping multimedia content; Influencing the appearance of a presentation; Changing the layout of content; Adapting specific elements to the style of a presentation; Exporting a presentation in *.pdf/*.docx; Additional options for setting up the presentation in Sway; Share Sway output from a personal Microsoft account; Share Sway output from an account assigned by the educational organization;
Editing large text documents in the Microsoft Word environment - standard settings; Using tabs; Text blocks; Columns; Objects in text - equation editor; Tables in text; Editing a document using a style; Creating your own style and editing an existing style. Document Revision. Definition of the terms section and reference and possibilities of their use; Document revision and its use in writing term papers and qualification papers; Document structuring - dividing a document into sections, types of section breaks, page settings in sections, creating a header and footer in a document divided into sections; Possibilities of using a structured document within the agenda of a teaching staff member; Creating references - automatic content creation, content setup, content formatting, numbering figures and tables, creating a list of tables and figures, footnotes and endnotes, cross-references, citations and list of references used, creating a document index; Creating templates - the importance of a template type document. Electronic forms - what are form elements and what is their difference from ActiveX elements, settings of form elements, ActiveX element and its settings, Form security; Application of the acquired experience and skills of working with Microsoft Word text editor in creating documents useful in own pedagogical activities; Creation of large documents - letters, invitations, labels - by means of the tool of mass correspondence useful in the framework of keeping the relevant pedagogical documentation.
Working with tabular data in Microsoft Excel; Inserting data into cells; Predefined and custom data format; Working with cells - moving, cutting, copying; Bulk filling of data and creating expressions/patterns; Applying elementary functions; Modifying function parameters; Modifying table appearance; Sorting tabular data; Data lists - creating custom lists; Increasing values. Rounding; Absolute and relative cell addressing; Hiding table values; Notes in cells; Working with large data - automatic and extended data filter, Subtotal function; Operations between sheets; Conditional formatting of table data; More advanced functions - If, Count, CountIf, SumIf, SumIfS, AverageIfS; Contingency table; Search functions; Creating forms.
We get familiar with the Microsoft Teams online communication platform environment; Creating Teams; Creating a pure team in MS Teams; Creating teams from an existing team and basic team customization; Creating a team from an Office 365 Group; Setting up and managing teams; Managing team members; Managing teams in bulk; Guest in a Team Class; Invitation from MS Teams; Channels; Cards; Creating your first online lesson; Creating a link to a lesson; Connecting students to an online lesson; Running a lesson with MS Teams; Preparing a lesson outline; Presenting in MS Teams; Tools available during the implementation of an online lesson on the student's/teacher's side (e.g. Conversation panel; Reporting for a word; Downloading a list of participants, etc.); Course notes - notepad; Uploading files with educational content; Creating a shared file for pupils/students in the virtual classroom; Creating a quiz; Quiz evaluation, Quiz setup.

Within the distance task, the student will design and create a document in the form of an electronic workbook in Microsoft Word using a template and applying content controls and ActiveX elements - text field, drop-down field, drop-down list, comma field, option button, command button - usable in the context of teaching subjects of his/her area of specialization at primary school / high school.
Within the framework of the distance task, the student will create a table of fictitious evaluation of pupils in the framework of knowledge or sports activities implemented in schools or school facilities in the range of at least 20 rows and 10 columns, where the functions of the Microsoft Excel spreadsheet application will be used in the context of the complexity of the explained issue.
In a distance task, the student formats a table of fictitious assessment of students in knowledge/ sport activities, applying various conditions and techniques of conditional formatting of the table entries in the intent of the difficulty of the explained problem.
In the distance task, the student will create three different graphical visualisations of the data from the table of the previous distance task, in which he/she has processed the assessments achieved in the knowledge/sport activities implemented in schools or school facilities. They will add to the graphical visualisation the title of the graph, the axis names as well as other parameters of the graph as they wish in the context of the readability of the graph.
In the distance task, the student applies an extended filter to the table from the previous distance task to display the student's name and grade attained in the context of the knowledge/sport activities undertaken in the school or school facilities and filters to another location within the same worksheet/workbook when defining specific filter conditions (e.g. grade attained below/above a set value, etc.).
Within the framework of the distance task, the student will create through the Microsoft Sway application an original, dynamic and visually impressive presentation of the learning issue for the target group of pupils according to his/her own discretion in the intent of school teaching of the subjects of his/her apprenticeship at primary school/elementary school. The aim of the presentation to be realized by the student is to make it multimedia and at the same time attractive for the target group of pupils in terms of content. The scope of the presentation in Microsoft Sway must consist of at least 25 presentation views - cards with the subject content. To organize the presentation, the student should use its layout into sections, subsections and layers in order to increase the clarity of the presented topic for the student.

Recommended literature:

ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov. Bratislava: Univerzita Komenského v Bratislave, 141 strán, ISBN 978-80-223-5121-8. [Vyšlo ako elektronická publikácia]
ZÁHOREC, J., BREČKA, P. (2021). Uplatnenie platformy SMART Learning Suite v oblasti tvorby edukačných aktivít. Bratislava: Univerzita Komenského v Bratislave, 129 strán, ISBN 978-80-223-5127-0 [Vyšlo ako elektronická publikácia]
ZÁHOREC, J., HAŠKOVÁ, A., MUNK, M. (2020). Digitálna gramotnosť učiteľov v kontexte ich profesijnej prípravy. Bratislava : Univerzita Komenského v Bratislave, 305 strán, ISBN 978-80-223-4882-9
BREČKA, P. (2014). Interaktívne tabule v technickom vzdelávaní. IRIS, 140 s., ISBN: 978-80-8153-024-1
ŠTRBO, M. (2018). Tvorba prezentácií. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave, 45 s., ISBN 978-80-568-0179-6
Základný študijný text k vzdelávaciemu obsahu disciplíny Digitálne technológie 1 bude študentom pravidelných časových intervaloch sprístupňovaný v elektronickej forme prostredníctvom univerzitného LMS Moodle.

Languages necessary to complete the course:

slovak and czech

Notes:
the seminar is held in a computer room, each student has a computer at his/her disposal, the number of students in one group - max. 15.

Past grade distribution
Total number of evaluated students: 227

A	ABS	B	C	D	E	FX
41,85	0,0	22,47	9,69	3,52	7,05	15,42

Lecturers: doc. PaedDr. Ján Záhorec, PhD.

Last change: 07.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex012/22	Digital technologies 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZex002/22 - Digital technologies 1

Course requirements:
Prerequisites: B-VUZex002 / Digital Technologies 1
Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment).
active participation in seminars conducted by both face-to-face and distance learning methods;
processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits;
development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Video an original and visually impressive video presentation of the educational content of the selected teaching subject at primary school / secondary school in the context of the subjects that the student studies in the study programmes of teaching at the Faculty of Education of Charles University; The structure of the video presentation should be based on the presentation created in the Prezi Present software application; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defence of the project constitutes 20% of the total achievable point value and is a condition for the award of credits.
The rating shall be awarded on a scale of
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the educational subject it is necessary to obtain at least 60 % of the score.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation

in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.
Scale of assessment (preliminary/final): 70/30

Learning outcomes:
Learning outcomes and transferable competences:
The aim of the educational discipline Digital Technologies 2 is to develop digital skills in the field of work with selected software (desktop and cloud) didactic applications and to be able to apply them effectively in the context of their future teaching profession.
By completing the educational discipline Digital Technologies 2, the student has the competences and advanced digital skills to effectively use the tools of the software application ActivInspire and the cloud environment ClassFlow by creating gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of students participating in the lesson in the school classroom, or in the home conditions in the case of distance/hybrid education.
By completing the educational discipline Digital Technologies 2, the student acquires advanced professional digital competences in the concept of design and creation of interactive video presentations of educational content implemented through Prezi Present and Prezi Video cloud platform Prezi by expressing their own visual ideas usable in their own pedagogical activities in schools or educational institutions.
By completing the educational discipline, the student acquires competence and advanced digital skills in the concept of design, creation and administration of (gamification) quiz and educational activities and knowledge games with dynamic elements created through the cloud tool Socrative 2.0, Kahoot!, Wizer.me and Google Forms usable in own educational activities implemented in schools and school facilities for the target group of intact pupils as well as pupils with special educational needs.
By completing the educational discipline Digital Technologies 2, the student has, last but not least, competencies and advanced digital skills in the field of vector graphic creation in the environment of the cloud application Prezi Design in the implementation of the work activities of a pedagogical employee of regional education or his/her own professional development.

Class syllabus:

Brief outline of the course

The content of the educational discipline Digital Technologies 2 is divided into four thematic headings and relevant sub-topics in order to ensure the achievement of the stated partial educational objectives. The content structure of the educational discipline is designed so that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing the educational topics organized in the present and distance form and at the same time strengthens his professional training in the subject area.

Due to the rapid development of new didactic software usable in the pedagogical process, the specific content structure of the discipline can be adapted to the current requirements of practice and students.

Application of ActivInspire software application and ClassFlow cloud environment in the educational process

We master the principle and methodology of working with selected (Promethean World Ltd) digital didactic resources designed to support interactive teaching of subjects of its approbation in primary and secondary schools;

We develop professional digital competences by the ability to effectively use the software tools of the ActivInspire desktop application and the ClassFlow cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs) participating in a lesson in the school classroom or in home conditions in the case of distance/hybrid education; In the context of the above activity, the trainee is also expected to learn the methodology for applying the activities developed in the school classroom;

We gain knowledge about desktop digital voting solutions and (trendy) cloud-based applications for creating knowledge tests/quizzes currently available on the market as an interactive didactic means of teaching, advantages and disadvantages of their deployment in the teaching process in the field of regional education;

We acquire digital skills in creating, editing and administering knowledge tests through voting sessions and supported by the ActivInspire software application and ActivExpression2 digital voting device to stimulate pupil activation and attention in the classroom; We use the ExpressPoll voting session; we use the question creation wizard to create test activities in the teacher stimulation; we implement the work with the question set wizard for processing at the pupil's own pace (voting session in the pupil stimulation) in the teaching of the subjects of his/her apprenticeship;

We are mastering the methodology of applying the knowledge tests communicated to pupils through the ActivInspire application and the ActivExpression2 digital voting device to the process of school teaching of the subjects of their approbation in primary/ secondary schools;

Develop skills in statistically processing the results of whole group voting activities into the ActivInspire demonstration workbook, as well as exporting them to Microsoft Excel;

We strengthen professional digital competences in the area of working with complex interactive solutions usable in educational situations with an emphasis on the ActivBoard interactive whiteboard.

Topics:

Design of demonstration workbooks - options for setting up and customizing the ActivInspire work environment; Main toolbar - demonstration for familiarizing yourself with the most Generally used tools - ideas for their use in creating interactive educational content; Annotation mode on the desktop; Browsers in ActivInspire; Export/Import (*.flipchart) of demonstration workbooks; Collaboration of teacher and pupil/student on the whiteboard - dual user mode;

Adding additional graphical content to the ActivInspire demonstration workbook; Importing and exporting asset packages; Defining object properties; Using layers and layering: Blind Map, Magic Tunnel, Magic Ink - ideas for using them when designing educational activities aimed at the target group of students; Adding and removing links to linked distance learning files/ internet resources; Creating and using grid features when designing educational activities; Creating interactive demonstration workbooks - creating containers; Working with actions; Suggestions for their use of selected actions in the creation of interactive materials usable in the educational process; Benefits of using profiles; Annotating the desktop; Using desktop tools; Working in dual user mode; Using mathematical and design tools; Demonstrations of the use of mathematical and design tools in the creation of interactive materials usable in the educational process;
We extend professional digital competencies with the ability to effectively apply gamification educational activities through predefined templates - Sorting into categories, Crossword, Learning Cards, Assigning and Sorting items and other templates supported by the cloud-based ClassFlow application;
Current trends in the application of digital voting solutions for education; Technological principle of digital voting systems; Possibilities of using digital voting systems in school teaching in primary schools / elementary schools ; Methodology of working with digital voting systems; Digital voting solutions - effective support of group cooperation in classrooms stimulating the learning process;
We use the ActivExpression2 digital voting system in the classroom; Components of an intelligent digital voting solution; ActivExpression2 voting device registration in ActivInspire; Voting Browser; Types of voting sessions and test questions supported by the ActivInspire software application and ActivExpression2 voting device; Working with voting session results in ActivInspire - viewing results in different formats; Exporting results from ExpressPoll from prepared questions and from a set of self-paced questions to Microsoft Excel; Suggestions for educational activities and games using ActivExpression2 voting devices to promote student activation and attention in the classroom.
Within the framework of the distance assignment, the student in the ActivInspire environment will develop a set of engaging learning activities, knowledge games, engaging presentations of educational content as new interactive forms of learning material supporting the activation and attention of students in the classroom. In conceptualising the design and development of the task, the learner will use as far as possible the widest possible range of available tools, functions, actions and features. Within a developed demonstration workbook of at least 6 pages, the student will be expected to primarily use the container activity, magic ink, magic tunnel, set actions and constraints on objects, and apply the presentation tools of the ActivInspire environment. In the accompanying document (a separate file of *.docx format) to the created presentation materials and educational activities stored in *.flipchart format, the student will indicate the methodology of their inclusion in the educational activities of the target group of pupils.
Within the framework of the distance assignment, the student will create a set of 10 gamification educational activities for the target group of students with the effective use of pre-prepared templates and tools of the ClassFlow cloud environment. In the accompanying document (a separate file of *.docx format) to the created gamification activities, the student will indicate the methodology of their integration into the educational activities of the target group of pupils.
Within the framework of the distance task, the student will create, through the ClassFlow cloud environment, a test activity conceived from 20 test questions of supported types with the potential possibility of its use in the teaching of the subjects of his/her apprenticeship to pupils at primary school / secondary school.
We create video presentations of educational content through the cloud application Prezi Video

We develop professional digital competencies in the design and creation of compelling non-linear video presentations of educational content realized through Prezi Present and Prezi Video cloud platform Prezi by expressing visual ideas applicable to our own pedagogical activities;
We are mastering the methodology of applying video presentation of educational content communicated to pupils through Prezi Video to the process of school teaching of subjects of their approbation at primary school / high school;
We innovate didactic approaches to educational activities implemented in schools or educational institutions through immersive non-linear video presentations created in the cloud platform Prezi.
Topics:
We create a video presentation in the Prezi Video online editor environment from scratch using the Quick record tool - selecting a suitable template, inserting text content and other graphic visuals; supplementing the video presentation with a recording of your own image and sound;
We create a video presentation in the Prezi Video online editor environment by offering reusable videos recorded by other Prezi Video users;
Creating a video presentation based on a Prezi Present; Adding an accompanying commentary; Adding a video with accompanying commentary.
Within the distance assignment, the student will use the cloud platform Prezi (Prezi Present and Prezi Video) to create an original didactic and visually engaging video presentation of educational content of his/her own choice for the target group of students, in a range of at least 20 presentation views, usable in teaching the subjects of his/her area of expertise at primary school/junior high school.
Application of selected Web 2.0 tools for feedback in the process of school teaching in primary schools
We use selected Web 2.0 software tools to obtain feedback from students participating in the school teaching process, in the case of students enrolled in distance (online) learning;
We are expanding the knowledge framework in the field of applying gamification (game-based learning) as one of the innovative and activating methods applied in the educational process at the primary school level;
We are expanding digital skills to include the ability to effectively use Socrative 2.0, a cloud-based application designed to create and manage knowledge/quiz activities in order to get immediate feedback from students participating in a lesson in the classroom or at home in the case of distance/ hybrid learning;
We are mastering the methodology of applying knowledge/quiz activities communicated to students through Socrative 2.0 to the process of school teaching of subjects of their area of interest in primary schools;
We extend professional digital competences with the ability to create gamification quiz activities and knowledge games through the online platform Kahoot! into the school learning process in a fun and playful way - transforming traditional knowledge testing through quizzes in an activating form using digital means;
We acquire competencies in the application of the application methodology, in the Kahoot! author-prepared, gamified educational and quiz activities to the process of school teaching of subjects of their approbation in primary school / secondary school;
We develop digital competences by the ability to effectively use the cloud tool Wizer.me for creating multimedia online worksheets with educational content for the target group of primary school pupils;
We are mastering the methodology of applying the processed digital graphic outputs of educational content communicated to students through the cloud tool Wizer.me to the process of school teaching of subjects of their approbation in primary school / secondary school;

We master the principle and methodology of working with the cloud application Google Forms designed for the creation of online knowledge tests and research tools usable in the context of pedagogical activities;
Topics:
Socratvive.com - a web-based tool for online testing of student knowledge; Free registration vs. benefits of paid registration for teachers; Creating a teacher/student account; Test administration panel in Socrative 2.0 - Creating a new test - question types for creating your own tests - multiple choice, yes/no and short open answer; Managing teacher-created tests; Creating a copy of a test - a variant for a parallel group with slightly different questions; Deleting a test; Downloading a test to a document in *.pdf; Editing the created test; Importing a test from another teacher - sharing tests between teachers; Access to the results of all (already) completed tests; Modes of making the test available to pupils - instant feedback: Instatnt Feedback; Teacher-controlled test; Selecting the ways of displaying the results; Defining the appearance of the test results - a general overview of all pupils with statistics of pupil's success and questions; Separate *.Separate pdf files for each pupil; Success statistics for each test question; Practical examples of administered tests in the Socrative 2.0 environment for different educational disciplines and learning topics;
For the sake of brevity, the thematic focus of Kahoot! is analogous in content to the Socrative 2.0 application;
Cloud Computing; Google Drive; Viewing Google Docs options; Description of the Google Forms environment - Questions tab; Creating a form; Editing the appearance of the form; Setting up the form as a quiz; Evaluating the data obtained from the form administration - Answers tab; Sending the form to respondents; Setting up Google Form sharing - in Google Drive and in the Google Forms editor; Setting up Google Form sharing for a user with an un-created Google account.
As part of the distance task, the student will create a knowledge test with ten multiple choice questions, ten yes/no questions and ten short free-form questions using the online software application Socrative. The focus of the knowledge test should be situated in a curricular issue of the student's choice falling within the educational content of the subject taught at primary/ secondary school, in the context of the subjects of interest that the student is studying in the teacher education programmes at PdF UK. The knowledge test defined in this way will be implemented by the student among his/her classmates in his/her educational group.
As part of the distance assignment, the student will create a software application Kahoot! test activity made up of 20 knowledge questions of supported types. The focus of the test activity should be situated in a teaching issue of his/her own choice falling within the educational content of the teaching subject at primary school / high school in the intent of the approbation subjects that the student studies in the study programs of teaching at the Faculty of Education of the Charles University. The test activity defined in this way will be implemented by the student among the classmates of his/her educational group.
Within the distance assignment, the student will design and create an engaging multimedia worksheet with educational content for the target group of pupils in primary school / secondary school in the environment of the cloud tool Wizer.me; To the created digital graphic output (in a separate file format *.docx), the student will provide a methodology for its inclusion in the educational activities of the target group of pupils.
As part of the distance learning assignment, the student will create a knowledge quiz activity with a minimum of 15 questions of supported types via the Google Forms cloud application. The focus of the knowledge quiz should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at primary school / high school in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education at PdF UK. The knowledge quiz defined in this way will be implemented by the student among the classmates of his/her educational group.

Creation of digital graphic outputs in the environment of selected cloud applications
Acquire digital competences by the ability to effectively use the Prezi Design cloud tool of the Prezi cloud platform to create multimedia posters with educational content intended for the target group of pupils in primary schools / secondary schools by expressing their own visual ideas;
We develop digital competences by the ability to effectively use the cloud tool Glogster (edu.Glogster.com) for digital storytelling - creating engaging multimedia posters with educational content - designed for the target group of pupils in primary/ secondary schools by expressing their own visual ideas;
We are mastering the methodology of applying the processed digital graphic outputs of educational content communicated to students through the cloud tool Prezi Design and Glogster to the school teaching of subjects that the student studies in the study programs of teaching at the Faculty of Education at Charles University.
Topics:
Prezi Design as a comprehensive graphic design and data visualization tool; Template library; Creating and editing content by adding multimedia items in the editor; Adding, moving and layering objects; Using *.ppt, *.pdf and *.doc in Prezi Design; Implementing animated elements into the graphic content you create; Creating visual effects to images by applying masks and filters; Adding links to text objects, graphics and shapes; Multi-page design; Linking text, images, icons and shapes to pages and sections; Sharing content created in Prezi Design with your audience on social media using private or public links; Collaborating in the Prezi Design environment; Adding/removing collaborators; Adding an entire team of collaborators; Collaborating in real time;
Creating and editing engaging data visualizations using maps; Creating a social post - adding and editing content, adding animation to the content of the post being created; Downloading and sharing the created content for publishing purposes;
Creating infographics for visual representation of information and data, Adding and editing content; Creating gif and mp4 videos in the Prezi Design environment; Embedding videos from Prezi Video into Prezi Design; Adding videos to Prezi Design and editing settings; Media integrations in Prezi Design - adding content from Prezi Video to projects.
Within the distance assignment, the student will design and create in the environment of the cloud tool Prezi Design an engaging digital poster with multiMedial educational content usable in teaching in the intent of the approbation subjects, which the student studies in the study programs of teaching at the Faculty of Education of the Charles University; To the created digital graphic output (in a special file format *.docx) the student will provide a methodology for its inclusion in the educational activities of the target group of students.
Within the distance task, the student will design and create in the cloud tool edu.Glogster an engaging digital poster with multiMedial educational content usable in teaching in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education of the
Charles University; To the created digital graphic output (in a special file format *.docx) the student will provide a methodology for its inclusion in the educational activities of the target group of students.

Recommended literature:

Recommended reading:
ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov. Bratislava: Univerzita Komenského v Bratislave, 141 strán, ISBN 978-80-223-5121-8. https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Inovativne_digitalne_riesenia.pdf
ZÁHOREC, J., BREČKA, P. (2021). Uplatnenie platformy SMART Learning Suite v oblasti tvorby edukačných aktivít. Bratislava: Univerzita Komenského v Bratislave, 129 strán,

ISBN 978-80-223-5127-0 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Pouzivame_SMART_Learning_Suite.pdf
ZÁHOREC, J., HAŠKOVÁ, A., MUNK, M. (2020). Digitálna gramotnosť učiteľov v kontexte ich profesijnej prípravy. Bratislava: Univerzita Komenského v Bratislave, 305 strán, ISBN 978-80-223-4882-9.
LABJAKOVÁ, I. (2019). Interaktívna tabuľa v edukačnom procese, Bratislava: Metodicko-pedagogické centrum v Bratislave, 2019, 100 s., ISBN 978-80-565-1444-3
Základný študijný text k vzdelávaciemu obsahu disciplíny Digitálne technológie 2 bude študentom pravidelných časových intervaloch sprístupňovaný v elektronickej forme prostredníctvom univerzitného LMS Moodle.

Languages necessary to complete the course:
slovak and czech

Notes:
Notes: the seminar is conducted in a computer room, each student has a computer at his/her disposal.

Past grade distribution
Total number of evaluated students: 60

A	ABS	B	C	D	E	FX
48,33	0,0	18,33	16,67	3,33	1,67	11,67

Lecturers:

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex012/22	Digital technologies 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZex002/22 - Digital technologies 1

Course requirements:
Prerequisites: B-VUZex002 / Digital Technologies 1
Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment).
active participation in seminars conducted by both face-to-face and distance learning methods;
processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits;
development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Video an original and visually impressive video presentation of the educational content of the selected teaching subject at primary school / secondary school in the context of the subjects that the student studies in the study programmes of teaching at the Faculty of Education of Charles University; The structure of the video presentation should be based on the presentation created in the Prezi Present software application; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defence of the project constitutes 20% of the total achievable point value and is a condition for the award of credits.
The rating shall be awarded on a scale of
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the educational subject it is necessary to obtain at least 60 % of the score.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation

in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.
Scale of assessment (preliminary/final): 70/30

Learning outcomes:
Learning outcomes and transferable competences:
The aim of the educational discipline Digital Technologies 2 is to develop digital skills in the field of work with selected software (desktop and cloud) didactic applications and to be able to apply them effectively in the context of their future teaching profession.
By completing the educational discipline Digital Technologies 2, the student has the competences and advanced digital skills to effectively use the tools of the software application ActivInspire and the cloud environment ClassFlow by creating gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of students participating in the lesson in the school classroom, or in the home conditions in the case of distance/hybrid education.
By completing the educational discipline Digital Technologies 2, the student acquires advanced professional digital competences in the concept of design and creation of interactive video presentations of educational content implemented through Prezi Present and Prezi Video cloud platform Prezi by expressing their own visual ideas usable in their own pedagogical activities in schools or educational institutions.
By completing the educational discipline, the student acquires competence and advanced digital skills in the concept of design, creation and administration of (gamification) quiz and educational activities and knowledge games with dynamic elements created through the cloud tool Socrative 2.0, Kahoot!, Wizer.me and Google Forms usable in own educational activities implemented in schools and school facilities for the target group of intact pupils as well as pupils with special educational needs.
By completing the educational discipline Digital Technologies 2, the student has, last but not least, competencies and advanced digital skills in the field of vector graphic creation in the environment of the cloud application Prezi Design in the implementation of the work activities of a pedagogical employee of regional education or his/her own professional development.

Class syllabus:

Brief outline of the course

The content of the educational discipline Digital Technologies 2 is divided into four thematic headings and relevant sub-topics in order to ensure the achievement of the stated partial educational objectives. The content structure of the educational discipline is designed so that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing the educational topics organized in the present and distance form and at the same time strengthens his professional training in the subject area.

Due to the rapid development of new didactic software usable in the pedagogical process, the specific content structure of the discipline can be adapted to the current requirements of practice and students.

Application of ActivInspire software application and ClassFlow cloud environment in the educational process

We master the principle and methodology of working with selected (Promethean World Ltd) digital didactic resources designed to support interactive teaching of subjects of its approbation in primary and secondary schools;

We develop professional digital competences by the ability to effectively use the software tools of the ActivInspire desktop application and the ClassFlow cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs) participating in a lesson in the school classroom or in home conditions in the case of distance/hybrid education; In the context of the above activity, the trainee is also expected to learn the methodology for applying the activities developed in the school classroom;

We gain knowledge about desktop digital voting solutions and (trendy) cloud-based applications for creating knowledge tests/quizzes currently available on the market as an interactive didactic means of teaching, advantages and disadvantages of their deployment in the teaching process in the field of regional education;

We acquire digital skills in creating, editing and administering knowledge tests through voting sessions and supported by the ActivInspire software application and ActivExpression2 digital voting device to stimulate pupil activation and attention in the classroom; We use the ExpressPoll voting session; we use the question creation wizard to create test activities in the teacher stimulation; we implement the work with the question set wizard for processing at the pupil's own pace (voting session in the pupil stimulation) in the teaching of the subjects of his/her apprenticeship;

We are mastering the methodology of applying the knowledge tests communicated to pupils through the ActivInspire application and the ActivExpression2 digital voting device to the process of school teaching of the subjects of their approbation in primary/ secondary schools;

Develop skills in statistically processing the results of whole group voting activities into the ActivInspire demonstration workbook, as well as exporting them to Microsoft Excel;

We strengthen professional digital competences in the area of working with complex interactive solutions usable in educational situations with an emphasis on the ActivBoard interactive whiteboard.

Topics:

Design of demonstration workbooks - options for setting up and customizing the ActivInspire work environment; Main toolbar - demonstration for familiarizing yourself with the most Generally used tools - ideas for their use in creating interactive educational content; Annotation mode on the desktop; Browsers in ActivInspire; Export/Import (*.flipchart) of demonstration workbooks; Collaboration of teacher and pupil/student on the whiteboard - dual user mode;

Adding additional graphical content to the ActivInspire demonstration workbook; Importing and exporting asset packages; Defining object properties; Using layers and layering: Blind Map, Magic Tunnel, Magic Ink - ideas for using them when designing educational activities aimed at the target group of students; Adding and removing links to linked distance learning files/ internet resources; Creating and using grid features when designing educational activities; Creating interactive demonstration workbooks - creating containers; Working with actions; Suggestions for their use of selected actions in the creation of interactive materials usable in the educational process; Benefits of using profiles; Annotating the desktop; Using desktop tools; Working in dual user mode; Using mathematical and design tools; Demonstrations of the use of mathematical and design tools in the creation of interactive materials usable in the educational process;
We extend professional digital competencies with the ability to effectively apply gamification educational activities through predefined templates - Sorting into categories, Crossword, Learning Cards, Assigning and Sorting items and other templates supported by the cloud-based ClassFlow application;
Current trends in the application of digital voting solutions for education; Technological principle of digital voting systems; Possibilities of using digital voting systems in school teaching in primary schools / elementary schools ; Methodology of working with digital voting systems; Digital voting solutions - effective support of group cooperation in classrooms stimulating the learning process;
We use the ActivExpression2 digital voting system in the classroom; Components of an intelligent digital voting solution; ActivExpression2 voting device registration in ActivInspire; Voting Browser; Types of voting sessions and test questions supported by the ActivInspire software application and ActivExpression2 voting device; Working with voting session results in ActivInspire - viewing results in different formats; Exporting results from ExpressPoll from prepared questions and from a set of self-paced questions to Microsoft Excel; Suggestions for educational activities and games using ActivExpression2 voting devices to promote student activation and attention in the classroom.
Within the framework of the distance assignment, the student in the ActivInspire environment will develop a set of engaging learning activities, knowledge games, engaging presentations of educational content as new interactive forms of learning material supporting the activation and attention of students in the classroom. In conceptualising the design and development of the task, the learner will use as far as possible the widest possible range of available tools, functions, actions and features. Within a developed demonstration workbook of at least 6 pages, the student will be expected to primarily use the container activity, magic ink, magic tunnel, set actions and constraints on objects, and apply the presentation tools of the ActivInspire environment. In the accompanying document (a separate file of *.docx format) to the created presentation materials and educational activities stored in *.flipchart format, the student will indicate the methodology of their inclusion in the educational activities of the target group of pupils.
Within the framework of the distance assignment, the student will create a set of 10 gamification educational activities for the target group of students with the effective use of pre-prepared templates and tools of the ClassFlow cloud environment. In the accompanying document (a separate file of *.docx format) to the created gamification activities, the student will indicate the methodology of their integration into the educational activities of the target group of pupils.
Within the framework of the distance task, the student will create, through the ClassFlow cloud environment, a test activity conceived from 20 test questions of supported types with the potential possibility of its use in the teaching of the subjects of his/her apprenticeship to pupils at primary school / secondary school.
We create video presentations of educational content through the cloud application Prezi Video

We develop professional digital competencies in the design and creation of compelling non-linear video presentations of educational content realized through Prezi Present and Prezi Video cloud platform Prezi by expressing visual ideas applicable to our own pedagogical activities;
We are mastering the methodology of applying video presentation of educational content communicated to pupils through Prezi Video to the process of school teaching of subjects of their approbation at primary school / high school;
We innovate didactic approaches to educational activities implemented in schools or educational institutions through immersive non-linear video presentations created in the cloud platform Prezi.
Topics:
We create a video presentation in the Prezi Video online editor environment from scratch using the Quick record tool - selecting a suitable template, inserting text content and other graphic visuals; supplementing the video presentation with a recording of your own image and sound;
We create a video presentation in the Prezi Video online editor environment by offering reusable videos recorded by other Prezi Video users;
Creating a video presentation based on a Prezi Present; Adding an accompanying commentary; Adding a video with accompanying commentary.
Within the distance assignment, the student will use the cloud platform Prezi (Prezi Present and Prezi Video) to create an original didactic and visually engaging video presentation of educational content of his/her own choice for the target group of students, in a range of at least 20 presentation views, usable in teaching the subjects of his/her area of expertise at primary school/junior high school.
Application of selected Web 2.0 tools for feedback in the process of school teaching in primary schools
We use selected Web 2.0 software tools to obtain feedback from students participating in the school teaching process, in the case of students enrolled in distance (online) learning;
We are expanding the knowledge framework in the field of applying gamification (game-based learning) as one of the innovative and activating methods applied in the educational process at the primary school level;
We are expanding digital skills to include the ability to effectively use Socrative 2.0, a cloud-based application designed to create and manage knowledge/quiz activities in order to get immediate feedback from students participating in a lesson in the classroom or at home in the case of distance/ hybrid learning;
We are mastering the methodology of applying knowledge/quiz activities communicated to students through Socrative 2.0 to the process of school teaching of subjects of their area of interest in primary schools;
We extend professional digital competences with the ability to create gamification quiz activities and knowledge games through the online platform Kahoot! into the school learning process in a fun and playful way - transforming traditional knowledge testing through quizzes in an activating form using digital means;
We acquire competencies in the application of the application methodology, in the Kahoot! author-prepared, gamified educational and quiz activities to the process of school teaching of subjects of their approbation in primary school / secondary school;
We develop digital competences by the ability to effectively use the cloud tool Wizer.me for creating multimedia online worksheets with educational content for the target group of primary school pupils;
We are mastering the methodology of applying the processed digital graphic outputs of educational content communicated to students through the cloud tool Wizer.me to the process of school teaching of subjects of their approbation in primary school / secondary school;

We master the principle and methodology of working with the cloud application Google Forms designed for the creation of online knowledge tests and research tools usable in the context of pedagogical activities;
Topics:
Socratvive.com - a web-based tool for online testing of student knowledge; Free registration vs. benefits of paid registration for teachers; Creating a teacher/student account; Test administration panel in Socrative 2.0 - Creating a new test - question types for creating your own tests - multiple choice, yes/no and short open answer; Managing teacher-created tests; Creating a copy of a test - a variant for a parallel group with slightly different questions; Deleting a test; Downloading a test to a document in *.pdf; Editing the created test; Importing a test from another teacher - sharing tests between teachers; Access to the results of all (already) completed tests; Modes of making the test available to pupils - instant feedback: Instatnt Feedback; Teacher-controlled test; Selecting the ways of displaying the results; Defining the appearance of the test results - a general overview of all pupils with statistics of pupil's success and questions; Separate *.Separate pdf files for each pupil; Success statistics for each test question; Practical examples of administered tests in the Socrative 2.0 environment for different educational disciplines and learning topics;
For the sake of brevity, the thematic focus of Kahoot! is analogous in content to the Socrative 2.0 application;
Cloud Computing; Google Drive; Viewing Google Docs options; Description of the Google Forms environment - Questions tab; Creating a form; Editing the appearance of the form; Setting up the form as a quiz; Evaluating the data obtained from the form administration - Answers tab; Sending the form to respondents; Setting up Google Form sharing - in Google Drive and in the Google Forms editor; Setting up Google Form sharing for a user with an un-created Google account.
As part of the distance task, the student will create a knowledge test with ten multiple choice questions, ten yes/no questions and ten short free-form questions using the online software application Socrative. The focus of the knowledge test should be situated in a curricular issue of the student's choice falling within the educational content of the subject taught at primary/ secondary school, in the context of the subjects of interest that the student is studying in the teacher education programmes at PdF UK. The knowledge test defined in this way will be implemented by the student among his/her classmates in his/her educational group.
As part of the distance assignment, the student will create a software application Kahoot! test activity made up of 20 knowledge questions of supported types. The focus of the test activity should be situated in a teaching issue of his/her own choice falling within the educational content of the teaching subject at primary school / high school in the intent of the approbation subjects that the student studies in the study programs of teaching at the Faculty of Education of the Charles University. The test activity defined in this way will be implemented by the student among the classmates of his/her educational group.
Within the distance assignment, the student will design and create an engaging multimedia worksheet with educational content for the target group of pupils in primary school / secondary school in the environment of the cloud tool Wizer.me; To the created digital graphic output (in a separate file format *.docx), the student will provide a methodology for its inclusion in the educational activities of the target group of pupils.
As part of the distance learning assignment, the student will create a knowledge quiz activity with a minimum of 15 questions of supported types via the Google Forms cloud application. The focus of the knowledge quiz should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at primary school / high school in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education at PdF UK. The knowledge quiz defined in this way will be implemented by the student among the classmates of his/her educational group.

Creation of digital graphic outputs in the environment of selected cloud applications
Acquire digital competences by the ability to effectively use the Prezi Design cloud tool of the Prezi cloud platform to create multimedia posters with educational content intended for the target group of pupils in primary schools / secondary schools by expressing their own visual ideas;
We develop digital competences by the ability to effectively use the cloud tool Glogster (edu.Glogster.com) for digital storytelling - creating engaging multimedia posters with educational content - designed for the target group of pupils in primary/ secondary schools by expressing their own visual ideas;
We are mastering the methodology of applying the processed digital graphic outputs of educational content communicated to students through the cloud tool Prezi Design and Glogster to the school teaching of subjects that the student studies in the study programs of teaching at the Faculty of Education at Charles University.
Topics:
Prezi Design as a comprehensive graphic design and data visualization tool; Template library; Creating and editing content by adding multimedia items in the editor; Adding, moving and layering objects; Using *.ppt, *.pdf and *.doc in Prezi Design; Implementing animated elements into the graphic content you create; Creating visual effects to images by applying masks and filters; Adding links to text objects, graphics and shapes; Multi-page design; Linking text, images, icons and shapes to pages and sections; Sharing content created in Prezi Design with your audience on social media using private or public links; Collaborating in the Prezi Design environment; Adding/removing collaborators; Adding an entire team of collaborators; Collaborating in real time;
Creating and editing engaging data visualizations using maps; Creating a social post - adding and editing content, adding animation to the content of the post being created; Downloading and sharing the created content for publishing purposes;
Creating infographics for visual representation of information and data, Adding and editing content; Creating gif and mp4 videos in the Prezi Design environment; Embedding videos from Prezi Video into Prezi Design; Adding videos to Prezi Design and editing settings; Media integrations in Prezi Design - adding content from Prezi Video to projects.
Within the distance assignment, the student will design and create in the environment of the cloud tool Prezi Design an engaging digital poster with multiMedial educational content usable in teaching in the intent of the approbation subjects, which the student studies in the study programs of teaching at the Faculty of Education of the Charles University; To the created digital graphic output (in a special file format *.docx) the student will provide a methodology for its inclusion in the educational activities of the target group of students.
Within the distance task, the student will design and create in the cloud tool edu.Glogster an engaging digital poster with multiMedial educational content usable in teaching in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education of the
Charles University; To the created digital graphic output (in a special file format *.docx) the student will provide a methodology for its inclusion in the educational activities of the target group of students.

Recommended literature:

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ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov. Bratislava: Univerzita Komenského v Bratislave, 141 strán, ISBN 978-80-223-5121-8. https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Inovativne_digitalne_riesenia.pdf
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ZÁHOREC, J., HAŠKOVÁ, A., MUNK, M. (2020). Digitálna gramotnosť učiteľov v kontexte ich profesijnej prípravy. Bratislava: Univerzita Komenského v Bratislave, 305 strán, ISBN 978-80-223-4882-9.
LABJAKOVÁ, I. (2019). Interaktívna tabuľa v edukačnom procese, Bratislava: Metodicko-pedagogické centrum v Bratislave, 2019, 100 s., ISBN 978-80-565-1444-3
Základný študijný text k vzdelávaciemu obsahu disciplíny Digitálne technológie 2 bude študentom pravidelných časových intervaloch sprístupňovaný v elektronickej forme prostredníctvom univerzitného LMS Moodle.

Languages necessary to complete the course:
slovak and czech

Notes:
Notes: the seminar is conducted in a computer room, each student has a computer at his/her disposal.

Past grade distribution
Total number of evaluated students: 60

A	ABS	B	C	D	E	FX
48,33	0,0	18,33	16,67	3,33	1,67	11,67

Lecturers: doc. PaedDr. Ján Záhorec, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex013/22	Digital technologies 3

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZex012/22 - Digital technologies 2

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 2

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

Lecturers:

Last change: 24.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex013/22	Digital technologies 3

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZex012/22 - Digital technologies 2

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 2

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

Lecturers:

Last change: 24.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex017/22	Discourse Analysis

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching: 5 (combined form), home preparation (studying for seminars, working on home assignments) = 30 h, preparation for theoretical test 1 = 10 hours, preparation for the theoretical test 2 = 10 hours, analysis of text 1 = 10 hours, analysis of text 2 = 10 hours
Teaching methods:
presentation of the material, explanation, dialogue, discussion, analysis of short texts, completing tasks and assignments.

Number of credits: 3

Recommended semester: 6.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assignment (100 percent):
Continuous theoretical test 1 (25 percent)
Continuous theoretical test 2 (25 percent)
Stylistic analysis of two English texts (2 x 25 percent)
A#minimum of 50 per cent for each of the text analyses (= 2 x 12.5 percent) is required for the mark. A#draft of the analysis is handed in and the student completes it according to the instructor's comments. Continuous test cannot be re-taken.
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70%, E, 69–0% FX
A (excellent performance). The student has thorough knowledge and is able to apply the mechanisms and principles to analyse texts, reliably identifies the genre, register and assesses the level of cohesion and coherence of the text, has an above-standard knowledge of the criteria of textuality, which allows him/her to effectively distinguish between authentic and inauthentic,

factual or journalistic text, the student is able to consistently analyse the functional meaning of the individual formal language structures within a#broader conversation, is able to effectively apply theoretical knowledge.
B (very good performance): The student has a#good command of the mechanisms and principles for analysis of a#text, can correctly identify the genre, the register and is able to assess the level of cohesion and coherence of the text, has an excellent knowledge of the criteria of textuality, which enables him/her to distinguish between an authentic and an inauthentic factual or journalistic text, can correctly determine the functional meaning of the individual formal language structures in the context of a#broader discourse, is able to effectively apply theoretical knowledge.
C (good performance): The student knows and applies the mechanisms and principles for the analysis of a# text, can mostly correctly identify the genre, the register and assess the level of cohesion and coherence of the text, has the knowledge of the criteria of textuality, which allows him/her to distinguish between authentic and inauthentic factual or journalistic text, can correctly determine the functional meaning of the most of the formal language structures in the context of a#broader discourse, is able to effectively apply theoretical knowledge at an appropriate level.
D (satisfactory performance): The student knows some basic mechanisms and principles for the analysis of a#coherent text, can mostly correctly identify the genre, the register and assess the level of cohesion and coherence of the text, knows several criteria of textuality, which allows him/her to distinguish to some extent between authentic and inauthentic, factual or journalistic text, can correctly determine the functional meaning of the basic formal language structures in the context of a#broader discourse, is able to effectively apply the basic theoretical knowledge at an acceptable level.
E (sufficient performance): The student knows the basic mechanisms and principles for analysis of the text, can identify the basic types of genres, registers and to some extent assess the level of cohesion and coherence of the text. The student knows the basic criteria of textuality, which allows him/her to partially distinguish between authentic and inauthentic factual or journalistic text, can correctly determine the functional meaning of the basic formal language structures in the context of a#broader conversation, is able to apply the basic theoretical knowledge at a#lower level.
Scale of assessment (preliminary/final): Continuous assignment (100 percent): Continuous theoretical test 1 (25 percent) Continuous theoretical test 2 (25 percent) Stylistic analysis of two English texts (2 x 25 percent) A#minimum of 50 per cent for each of the text analyses (= 2 x 12.5 percent) is required for the mark. A#draft of the analysis is handed in and the student completes it according to the instructor’s comments. Continuous test cannot be re-taken.

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate’s profile, this course focuses on the acquisition of the following knowledge, skills, and competences:
Knowledge:
By completing the course, the student will:
- acquire new theoretical knowledge in the field of discourse analysis
- learn the mechanisms and principles of text analysis
- understand the nature of textuality and learn the basic elements of cohesion
- understand the concept of communicative dynamism and the treatment of the theme (in different types of clauses and sentences), understand the theme development in the text)
- understand the basic aspects of speech theory.
Skills:
The student can:
- analyse language in relation to a specific context and correctly determine the functional meaning of particular formal aspects of language within a larger discourse, i.e., a text

- correctly interpret a text in the light of the knowledge acquired in general linguistics, semiotics, pragmatics, psychology, anthropology classes, interpret a text with respect to other aspects of the situational, cultural, linguistic, and social context
- identify the genre / type of any text in the English language and relate it to a particular type of discourse
- perform a basic linguistic, stylistic, and discursive analysis of English factual and journalistic texts
- apply the knowledge of the basic criteria of textuality to distinguish between high quality (authentic) and low quality (inauthentic) factual or journalistic texts
- identify cohesion, coherence, implicatures and other discursive variables in a text
- apply theoretical knowledge in the analysis of a coherent authentic text and in student's own pedagogical practice.

Competences:

With the completion of the course, the student:
- will have developed the ability to work individually and as a team (through problem solving activities and assignments)
- will be able to communicate his/her ideas effectively and support his/her claims with arguments
- will be able to make interdisciplinary connections between knowledge from other linguistic disciplines
- will be able to work with professional text which they critically analyse and use for their further professional development
- will be able to plan and organise their further education and develop effective strategies for learning grammar.

Class syllabus:

Course contents:

Main themes of the course: Disciplines which concern text and discourse analysis, text and discourse, characteristics of text and textual analysis, qualitative differences between textual analyses at the level of written and spoken text (types of texts, units of written text and its complexity, cultural conventions of written expressions, interaction strategies, conversational principles, etc.), situationality of the text, intertextuality, acceptability and informativeness of the text, means of lexical cohesion of the text, possible application of the text analysis in grammar, vocabulary and phonology

Through the above content, the student will learn about the interaction of the different linguistic patterns and the speaker's intention in the broader discourse, the characteristics of written and spoken text and different approaches to their analysis). The student will develop foreign language knowledge and skills (especially reading, listening, vocabulary and semantic skills) at B2-C1 level, be able to read professional literature in English. The student will learn to work independently and, in a team. The student will be able to apply acquired knowledge.

Recommended literature:

Compulsory readings:

FLOWERDEW, J. (2013). Discourse in English Language Education. New York: Routledge.
McCARTHY, M. (1991). Discourse Analysis for Language Teachers. Cambridge University Press.

Recommended readings:

(Selected chapters)

BLOMMAERT, J. (2005). Discourse: A#Critical Introduction. Cambridge University Press.
CUMMINGS, L. (2005). Pragmatics: A#Multidisciplinary Perspective. Edinburgh University Press.
HATCH, E. (1992). Discourse and Language Education. Cambridge University Press.

McCARTHY, M. and CARTER, R. (1994). Language as Discourse. Harlow: Longman.
SWALES, J. M. (1990). Genre Analysis: English in Academic and Research Settings. Cambridge University Press.
The resources are available in the Slovak bookshops and libraries.

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

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex017/22	Discourse Analysis

Educational activities:
Type of activities: seminar
Number of hours:
per week: per level/semester: 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching: 5 (combined form), home preparation (studying for seminars, working on home assignments) = 30 h, preparation for theoretical test 1 = 10 hours, preparation for the theoretical test 2 = 10 hours, analysis of text 1 = 10 hours, analysis of text 2 = 10 hours
Teaching methods:
presentation of the material, explanation, dialogue, discussion, analysis of short texts, completing tasks and assignments.

Number of credits: 3

Recommended semester: 5.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assignment (100 percent):
Continuous theoretical test 1 (25 percent)
Continuous theoretical test 2 (25 percent)
Stylistic analysis of two English texts (2 x 25 percent)
A#minimum of 50 per cent for each of the text analyses (= 2 x 12.5 percent) is required for the mark. A#draft of the analysis is handed in and the student completes it according to the instructor's comments. Continuous test cannot be re-taken.
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70%, E, 69–0% FX
A (excellent performance). The student has thorough knowledge and is able to apply the mechanisms and principles to analyse texts, reliably identifies the genre, register and assesses the level of cohesion and coherence of the text, has an above-standard knowledge of the criteria of textuality, which allows him/her to effectively distinguish between authentic and inauthentic,

factual or journalistic text, the student is able to consistently analyse the functional meaning of the individual formal language structures within a#broader conversation, is able to effectively apply theoretical knowledge.
B (very good performance): The student has a#good command of the mechanisms and principles for analysis of a#text, can correctly identify the genre, the register and is able to assess the level of cohesion and coherence of the text, has an excellent knowledge of the criteria of textuality, which enables him/her to distinguish between an authentic and an inauthentic factual or journalistic text, can correctly determine the functional meaning of the individual formal language structures in the context of a#broader discourse, is able to effectively apply theoretical knowledge.
C (good performance): The student knows and applies the mechanisms and principles for the analysis of a# text, can mostly correctly identify the genre, the register and assess the level of cohesion and coherence of the text, has the knowledge of the criteria of textuality, which allows him/her to distinguish between authentic and inauthentic factual or journalistic text, can correctly determine the functional meaning of the most of the formal language structures in the context of a#broader discourse, is able to effectively apply theoretical knowledge at an appropriate level.
D (satisfactory performance): The student knows some basic mechanisms and principles for the analysis of a#coherent text, can mostly correctly identify the genre, the register and assess the level of cohesion and coherence of the text, knows several criteria of textuality, which allows him/her to distinguish to some extent between authentic and inauthentic, factual or journalistic text, can correctly determine the functional meaning of the basic formal language structures in the context of a#broader discourse, is able to effectively apply the basic theoretical knowledge at an acceptable level.
E (sufficient performance): The student knows the basic mechanisms and principles for analysis of the text, can identify the basic types of genres, registers and to some extent assess the level of cohesion and coherence of the text. The student knows the basic criteria of textuality, which allows him/her to partially distinguish between authentic and inauthentic factual or journalistic text, can correctly determine the functional meaning of the basic formal language structures in the context of a#broader conversation, is able to apply the basic theoretical knowledge at a#lower level.
Scale of assessment (preliminary/final): Continuous assignment (100 percent): Continuous theoretical test 1 (25 percent) Continuous theoretical test 2 (25 percent) Stylistic analysis of two English texts (2 x 25 percent) A#minimum of 50 per cent for each of the text analyses (= 2 x 12.5 percent) is required for the mark. A#draft of the analysis is handed in and the student completes it according to the instructor’s comments. Continuous test cannot be re-taken.

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate’s profile, this course focuses on the acquisition of the following knowledge, skills, and competences:
Knowledge:
By completing the course, the student will:
- acquire new theoretical knowledge in the field of discourse analysis
- learn the mechanisms and principles of text analysis
- understand the nature of textuality and learn the basic elements of cohesion
- understand the concept of communicative dynamism and the treatment of the theme (in different types of clauses and sentences), understand the theme development in the text)
- understand the basic aspects of speech theory.
Skills:
The student can:
- analyse language in relation to a specific context and correctly determine the functional meaning of particular formal aspects of language within a larger discourse, i.e., a text

- correctly interpret a text in the light of the knowledge acquired in general linguistics, semiotics, pragmatics, psychology, anthropology classes, interpret a text with respect to other aspects of the situational, cultural, linguistic, and social context
- identify the genre / type of any text in the English language and relate it to a particular type of discourse
- perform a basic linguistic, stylistic, and discursive analysis of English factual and journalistic texts
- apply the knowledge of the basic criteria of textuality to distinguish between high quality (authentic) and low quality (inauthentic) factual or journalistic texts
- identify cohesion, coherence, implicatures and other discursive variables in a text
- apply theoretical knowledge in the analysis of a coherent authentic text and in student's own pedagogical practice.

Competences:

With the completion of the course, the student:
- will have developed the ability to work individually and as a team (through problem solving activities and assignments)
- will be able to communicate his/her ideas effectively and support his/her claims with arguments
- will be able to make interdisciplinary connections between knowledge from other linguistic disciplines
- will be able to work with professional text which they critically analyse and use for their further professional development
- will be able to plan and organise their further education and develop effective strategies for learning grammar.

Class syllabus:

Course contents:

Main themes of the course: Disciplines which concern text and discourse analysis, text and discourse, characteristics of text and textual analysis, qualitative differences between textual analyses at the level of written and spoken text (types of texts, units of written text and its complexity, cultural conventions of written expressions, interaction strategies, conversational principles, etc.), situationality of the text, intertextuality, acceptability and informativeness of the text, means of lexical cohesion of the text, possible application of the text analysis in grammar, vocabulary and phonology

Through the above content, the student will learn about the interaction of the different linguistic patterns and the speaker's intention in the broader discourse, the characteristics of written and spoken text and different approaches to their analysis). The student will develop foreign language knowledge and skills (especially reading, listening, vocabulary and semantic skills) at B2-C1 level, be able to read professional literature in English. The student will learn to work independently and, in a team. The student will be able to apply acquired knowledge.

Recommended literature:

Compulsory readings:

FLOWERDEW, J. (2013). Discourse in English Language Education. New York: Routledge.
McCARTHY, M. (1991). Discourse Analysis for Language Teachers. Cambridge University Press.

Recommended readings:

(Selected chapters)

BLOMMAERT, J. (2005). Discourse: A#Critical Introduction. Cambridge University Press.
CUMMINGS, L. (2005). Pragmatics: A#Multidisciplinary Perspective. Edinburgh University Press.
HATCH, E. (1992). Discourse and Language Education. Cambridge University Press.

McCARTHY, M. and CARTER, R. (1994). Language as Discourse. Harlow: Longman.
SWALES, J. M. (1990). Genre Analysis: English in Academic and Research Settings. Cambridge University Press.
The resources are available in the Slovak bookshops and libraries.

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

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex037/22	Educational counselling

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment. Students are required to complete a midterm paper for 40 points and a midterm test for 60 points, for a total of 100 points. The condition for successful completion of the course is obtaining at least 60% of the maximum possible grade for the course. The grade is awarded on a scale:
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.

Learning outcomes:
Learning outcomes and transferable competences:
Learning objectives and outcomes:
The aim of the course Educational Counselling is to provide students with an initial framework of knowledge in the field of the educational counselling system. Upon successful completion of the course, students will be able to navigate the school counseling system. They understand the place and role of the guidance counselor in the guidance system and master the prerequisites for the position of guidance counselor. Know the differences in the responsibilities of the class teacher, guidance counsellor or school counsellor in providing guidance on educational issues. They know the methods of educational counselling. They know strategies for the prevention of problem behaviour and understand their importance. They are able to apply the acquired knowledge in solving specific problem situations in educational practice. They are oriented in school career guidance. They can describe and interpret the importance of school cooperation with educational guidance and prevention institutions, social and legal protection bodies and others.
Transferable competences: by analysing, solving and discussing seminar assignments, students will be able to communicate their conclusions, think critically and think in context.

Class syllabus:
Brief outline of the course:
1. School guidance system.
2.Framework for the work of the educational advisor, professional and personal qualifications of the educational advisor, education of the educational advisor.
3. The class teacher and his/her role in counselling pupils and guardians in education and training.
4. Methods of work in educational counselling.
5. Strategies to prevent problem behaviour of pupils.
6. Addressing the educational difficulties of pupils.
7. Methods and possibilities of intervention of problem behaviour of pupils.
8. Career counselling.
9. Educational counselling in the field of care for gifted pupils.
10. Cooperation of the school with other institutions, family. Social and legal protection of children and youth.

Recommended literature:
Compulsory reading:
HORVÁTHOVÁ, K. (2002). Aktuálne otázky výchovného poradenstva v školskej praxi. Bratislava: MPC Tomášikova, 57 s. ISBN 80-88796-25-3.
KNOTOVÁ, D. a kol. (2014). Školní poradenství. Praha: Grada. 258 s. ISBN 978-80-247-4502-2
Recommended reading:
DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IRIS. 144 s. ISBN 978-80-8200-034-7

FERKOVÁ, Š. (2015), Skúsenosti s využitím influenčného programu zameraného na elimináciu rizikového správania žiakov v škole. In Prevencia. roč. 13., č. 4. s. 37 – 34.
KYRIACOU, CH. (2003). Řešení výchovných problémů ve škole. Praha: Portál, 151 s. ISBN 80-7178-945-3.
ZEMANČÍKOVÁ, V. (2014). Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov. In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 22-36. ISSN 1805-8825.

Languages necessary to complete the course:
slovak and czech

Notes:
Notes: students of the Teacher Education (combined) programme do not enrol in the course

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Štefánia Ferková, PhD., doc. PaedDr. Jitka Derková, PhD., Mgr. Vladimíra Zemančíková, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex037/22	Educational counselling

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment. Students are required to complete a midterm paper for 40 points and a midterm test for 60 points, for a total of 100 points. The condition for successful completion of the course is obtaining at least 60% of the maximum possible grade for the course. The grade is awarded on a scale:
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.

Learning outcomes:
Learning outcomes and transferable competences:
Learning objectives and outcomes:
The aim of the course Educational Counselling is to provide students with an initial framework of knowledge in the field of the educational counselling system. Upon successful completion of the course, students will be able to navigate the school counseling system. They understand the place and role of the guidance counselor in the guidance system and master the prerequisites for the position of guidance counselor. Know the differences in the responsibilities of the class teacher, guidance counsellor or school counsellor in providing guidance on educational issues. They know the methods of educational counselling. They know strategies for the prevention of problem behaviour and understand their importance. They are able to apply the acquired knowledge in solving specific problem situations in educational practice. They are oriented in school career guidance. They can describe and interpret the importance of school cooperation with educational guidance and prevention institutions, social and legal protection bodies and others.
Transferable competences: by analysing, solving and discussing seminar assignments, students will be able to communicate their conclusions, think critically and think in context.

Class syllabus:
Brief outline of the course:
1. School guidance system.
2.Framework for the work of the educational advisor, professional and personal qualifications of the educational advisor, education of the educational advisor.
3. The class teacher and his/her role in counselling pupils and guardians in education and training.
4. Methods of work in educational counselling.
5. Strategies to prevent problem behaviour of pupils.
6. Addressing the educational difficulties of pupils.
7. Methods and possibilities of intervention of problem behaviour of pupils.
8. Career counselling.
9. Educational counselling in the field of care for gifted pupils.
10. Cooperation of the school with other institutions, family. Social and legal protection of children and youth.

Recommended literature:
Compulsory reading:
HORVÁTHOVÁ, K. (2002). Aktuálne otázky výchovného poradenstva v školskej praxi. Bratislava: MPC Tomášikova, 57 s. ISBN 80-88796-25-3.
KNOTOVÁ, D. a kol. (2014). Školní poradenství. Praha: Grada. 258 s. ISBN 978-80-247-4502-2
Recommended reading:
DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IRIS. 144 s. ISBN 978-80-8200-034-7

FERKOVÁ, Š. (2015), Skúsenosti s využitím influenčného programu zameraného na elimináciu rizikového správania žiakov v škole. In Prevencia. roč. 13., č. 4. s. 37 – 34.
KYRIACOU, CH. (2003). Řešení výchovných problémů ve škole. Praha: Portál, 151 s. ISBN 80-7178-945-3.
ZEMANČÍKOVÁ, V. (2014). Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov. In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 22-36. ISSN 1805-8825.

Languages necessary to complete the course:
slovak and czech

Notes:
Notes: students of the Teacher Education (combined) programme do not enrol in the course

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Štefánia Ferková, PhD., doc. PaedDr. Jitka Derková, PhD., Mgr. Vladimíra Zemančíková, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex052/22	Efficiency Strategies of University Studies

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 2

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex052/22	Efficiency Strategies of University Studies

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex051/22	English Grammar Practice

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex051/22	English Grammar Practice

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex004/22	English Morphology I

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 8s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 8(L+S)
Teaching method: combined, distance learning
Number of hours: 8 per semester
Student workload: 100 hours in total
Direct teaching = 8 h (a combination of in-person and online teaching), continuous home preparation for the class (revision, homework) = 42 h, preparation for the mid-term test = 20 h, theoretical and practical preparation for the final test (study of theory, practical exercises and exercises) = 30 h
Teaching methods:
Interpretation of material, interviews and discussions, work with text, solving tasks and assignments independently or in groups, problem solving, analysis and evaluation of classmates' partial outputs, application of theoretical knowledge in practice - active work of students in finding authentic examples from language practice, critical analysis

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites: PdF.KAJL/B-ANGex001/22 - Introduction to the Study of the English Language

Recommended prerequisites:
B-ANGex001 Introduction to the Study of the English Language

Course requirements:
Course completion requirements:
The student is entitled to sit for the in-semester tests in an alternative date (in case of medical or other compelling reasons); in-semester tests cannot be resat.
I Continuous assessment (40%):
Continuous test containing practical activities and tasks
Final assessment (60%):
Final test aimed at determining the level of theoretical knowledge, development of practical tasks, application of the acquired theoretical knowledge in practical exercises
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student thinks independently in context, links the theoretical knowledge acquired with practical skills. The student has an excellent command of technical

terminology and uses it in describing and determining grammatical phenomena. Analyses a simple sentence independently and without the teacher’s help. Independently and correctly determines all grammatical categories of nouns in a previously unknown text, understands and can explain the relationships within a nominal phrase without the teacher's assistance. Can justify his/her practical outcomes using new theoretical knowledge.
B (very good performance): The student thinks independently in context, links acquired theoretical knowledge with practical skills. The student has an appropriate level of knowledge of technical terminology and uses it to describe and determine grammatical phenomena. Analyses a simple sentence with minimal help from the teacher, correctly determines almost all grammatical categories of nouns in a previously unknown text, understands and can explain relationships within a nominal phrase. Can justify their practical output using new theoretical knowledge, makes minor errors in terminology, also relies on descriptive justifications and explanations.
C (good performance): The student can correlate phenomena only with the teacher's help, links some acquired theoretical knowledge with practical skills. He/she has an adequate level of knowledge of technical terminology and uses it to describe and determine grammatical phenomena with the teacher's assistance. With the teacher's help, analyses a simple sentence, correctly determines most grammatical categories of nouns in a previously unknown text, understands and can explain in a simple way the relationships within a nominal phrase. Can justify their practical output with terminological inaccuracies, relying on descriptive justifications and explanations. Has mastery of terminology, has minor problems in linking terminology to practical activities.
D (satisfactory performance): The student can correlate phenomena only with teacher assistance. The student knows basic vocabulary at an appropriate level and, with the teacher's assistance, uses it to describe and determine grammatical phenomena. Relies on the teacher's questions to analyse them. With the teacher's assistance, analyses a simple sentence, correctly determines most grammatical categories of nouns in a previously unknown text, understands and can explain in a simple way the relationships within a nominal phrase. Can justify their practical output with terminological inaccuracies, relying on descriptive justifications and explanations. Has a basic command of terminology but has difficulty linking it to practical activities. Relies on learned procedures and examples to elaborate.
E (sufficient performance): The student understands each grammatical category in isolation, lacks connection to context. The student has a sufficient command of basic vocabulary and, with the active help of the teacher, uses it to describe and determine grammatical phenomena. Relies on the teacher’s questions. Analyses a simple sentence with the teacher’s active assistance, determines grammatical categories of nouns in isolation, determines relationships within a nominal phrase with the help of the teacher’s questions. Relies on descriptive justifications and explanations. Knows basic terminology but has difficulty linking it to practical activities. Relies on learned procedures and examples from classroom lessons to work them out.
Scale of assessment (preliminary/final): Continuous assessment (40%): Continuous test containing practical activities and tasks Final assessment (60%): Final test aimed at determining the level of theoretical knowledge, development of practical tasks, application of the acquired theoretical knowledge in practical exercises

Learning outcomes:
Objectives and learning outcomes:
Based on the objectives declared in the profile of a#graduate, this course aims for a student to develop the following knowledge, skills, and competences:
Knowledge:
In the course, the student will consolidate the theoretical knowledge of the hierarchy of language units. The student will be able to identify the different word types and understand the connections between them within a simple sentence. The student will learn the characteristics of nouns,

adjectives, articles and pronouns, and will acquire knowledge of all grammatical categories determined for nouns.
Skills:
The student is able to use the acquired theoretical knowledge for practical analysis and analysis of grammatical phenomena, be able to independently develop an analysis of a simple sentence, determine word types and grammatical categories of nouns. The student is able to participate in discussions on the grammatical phenomena discussed and is able to identify and correct the mistakes of his/her classmates. The student critically analyses, problem solves and produces relevant examples from practice, can find and describe the main differences and similarities between grammatical phenomena in Slovak and English. He/she uses own experience of the teaching process and critically analyses appropriate and inappropriate ways of teaching grammar.
Competences:
Students can communicate the results of their work in an appropriate manner, can critically evaluate their own analyses as well as those of classmates with whom they collaborate, and can solve relevant professional issues in a team manner at the appropriate language level B2-C1 CEFR. When working in groups, the student is able to participate in solving assignments and present the result of the work of the whole group. Using theoretical knowledge, they can argue and explain the solutions developed. The student explains grammatical phenomena at the required level and draws attention to more detailed analyses with correctly focused questions, thus creating the prerequisites for his/her own future practice in the field of foreign language education.

Class syllabus:
Course contents:
Main themes of the course: Language units, word types, phrases, sentence articles, nominal phrases, nouns, their grammatical categories and structural-functional characteristics, articles, pronouns, adjectives and their structural, syntactic and semantic characteristics.
Through the above content, the student will acquire linguistic terminology relevant to pedagogical grammar. It will systematize the knowledge of the functioning of English grammar acquired in the previous course of introduction to English language learning and systematically develop it further. The student will acquire knowledge of the structural, syntactic and semantic aspects of nominal phrases and their components and will understand their structural-functional characteristics. The student will develop declarative and procedural grammatical knowledge, and will develop comparative-linguistic thinking on the basis of comparing selected phenomena of Slovak and English grammar.
The presentation of didactically processed linguistic grammar is enriched with suggestions for the use of transfer and prevention of interference from the Slovak language, as well as suggestions for the creation of effective learning strategies and methodological recommendations for the teaching of the phenomena in question.

Recommended literature:
Compulsory readings:
(selected chapters corresponding to the course syllabus)
CLOSE, R. A. (1993). A#University Grammar of English: Workbook. London: Longman.
CHALKER, S. (1992). A Student's English Grammar: Workbook. London: Longman.
QUIRK, R. and GREENBAUM, S. (1990). A#Student's Grammar of the English Language. London: Longman.
Recommended readings:
(selected chapters corresponding to the course syllabus)
BIBER, D., CONRAD, S. and LEECH, G. (2002). Student Grammar of Spoken and Written English. London: Longman.

HAIS, K. (1991). Anglická gramatika. Bratislava: SPN.
HEWINGS, M. (1999). Advanced Grammar in Use. Cambridge: Cambridge University Press.
QUIRK, R. and GREENBAUM, S. (1993). A University Grammar of English. London: Longman.

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

Notes:

Past grade distribution
Total number of evaluated students: 57

A	ABS	B	C	D	E	FX
0,0	0,0	3,51	10,53	10,53	28,07	47,37

Lecturers: Mgr. Patricia Kotlebová, PhD.

Last change: 02.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex007/22	English Morphology II

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 8s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 8(L+S)
Teaching mode: combined, distance learning
Number of hours: 8 per semester
Student workload: 125 hours in total
Classes = 8 hours (a combination of in-person teaching and on-line consultations), 52 hours of home preparation (self-study, readings for seminars + assignments), 13 hours of preparation for in-semester assessment (applicational test n. 1), 13 hours of preparation for in-semester assessment (applicational test n. 2), 39 hours of preparation for the final assessment
Teaching methods:
Lecturing, explanation, conversation, discussion, grammatical analysis of short authentic texts, solving tasks and assignments, comparison of grammatical phenomena (structural-functional characteristics) in Slovak and English

Number of credits: 5

Recommended semester: 2.

Educational level: I.

Prerequisites: PdF.KAJL/B-ANGex001/22 - Introduction to the Study of the English Language

Recommended prerequisites:
B-ANGex001 Introduction to the Study of the English Language

Course requirements:
Course completion requirements:
Continuous assessment (40 points/percent):
Continuous applicational test 1 (20 points/percent)
Continuous applicational test 2 (20 points/percent)
The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). No part of the mid-term assessment can be resat. Class attendance and taking part in the midterm assessment (24+ points (60%)) are the requirements for being allowed to take the final exam.
Final assessment (60 points/percent):
Theoretical written exam
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

A (excellent performance): The student can reliably explain, demonstrate, and apply construction features and semantics of English definite and indefinite verb phrases; analyse the communicative specifics of their use; correctly identify, demonstrate, and apply a wide range of types and degrees of modality; demonstrate aspects of their realization and meaning, and reliably resolve controversial situations; can reliably distinguish between prototypical and specific (non-prototypical) mappings of form (structure) and temporal meaning (semantics) within a verb phrase; in continuous language production, errors in the basic mappings of form (structure) and temporal meaning (semantics) are rare; at the application level, the student can experiment with specific (non-prototypical) mappings to meet intended communicative goals creatively and appropriately; when working with a text, a student can explain them, prove the validity of their use; the student can explain, apply and evaluate the use of specific aspects of the system of voice; can analyse and demonstrate the use of auxiliary verbs and their specific features on the basis of their linguistic characteristics; can compare, distinguish and illustrate the individual morpho-syntactic features and semantics of each type of subjunctive; presented theoretical knowledge and its application is at an excellent level.
B (very good performance): The student can identify, explain and apply most of English definite and indefinite verb phrases reliably and can demonstrate the mechanics of their construction, semantics and communicative aspects; can correctly identify, demonstrate and apply a wide range of types and degrees of modality and can demonstrate aspects of its realisation and meaning; can distinguish between prototypical and specific (non-prototypical) mappings of form (structure) and temporal meaning (semantics) within a verb phrase; in continuous language production, errors in the basic mappings of form (structure) and temporal meaning (semantics) are almost non-existent, the production reflects the application of specific (non-prototypical) mappings guided by the intended communicative goals; when working with a text, the student can explain and prove the validity of their use and experiment with them; can explain, apply and evaluate the use of specific aspects of the verb voice system; can analyse and demonstrate the use of auxiliary verbs and their specific features on the basis of their linguistic characteristics; can describe them clearly and give appropriate examples; can illustrate and compare the morpho-syntactic features and semantics of the different types of subjunctive; presented theoretical knowledge and its application is at an above-standard level.
C (good, reliable performance): The student can recognize and describe the frequent types of English definite and indefinite verb phrases and can demonstrate the mechanics of their construction and semantics; in most cases, the student can correctly demonstrate the type and degree of modality and demonstrate aspects of its realization and meaning; in continuous linguistic production, errors in the basic mappings of form (structure) and temporal meaning (semantics) are minimal; in production, application of specific (non-prototypical) mappings reflects the basic communicative goals; the student can explain them when working with the text and demonstrate the justification for their use; the student can explain, demonstrate and apply the morphosyntactic aspects of the verb voice system; the student can outline an analysis of the linguistic characteristics of auxiliary verbs; can describe them comprehensibly and give appropriate examples; can demonstrate and apply the morpho-syntactic requisites and semantics of the various types of subjunctive; presented theoretical knowledge and its application is at an expected, appropriate level.
D (satisfactory performance): The student can recognize and describe structurally frequent types of English definite and indefinite verb phrases; can mostly correctly discuss the type and degree of modality and explain meaning in basic usage; in continuous language production, errors in basic mappings of form (structure) and temporal meaning (semantics) are rare but observable; in production, specific (non-prototypical) mappings are less frequent; when working with a text, the student can recognise, explain and demonstrate them, although at the level of application inaccuracies are existent; the student has adequate knowledge of the morphosyntactic aspects of the verb voice system, the student can explain the basics of the linguistic characteristics of auxiliary

verbs; can describe basic morpho-syntactic requisites and semantics of the individual types of subjunctive; presented theoretical knowledge and its application is at a below-average level.
E (sufficient performance): The student can recognize the most frequent types of English definite and indefinite verb phrases; can mostly correctly identify the type and degree of modality and define its meaning in basic uses; in continuous linguistic production, the student makes occasional errors in the basic mappings of form (structure) and temporal meaning (semantics); in production, specific (non-prototypical) relations are characterised by low frequency; when working with a text, the student can reproduce them, describe them in general terms and give contextually appropriate examples; the application suffers from increased error rate; the student has adequate knowledge of the basic morphosyntactic aspects of the verb voice system; can reproduce the basic linguistic characteristics of auxiliary verbs; can identify and name the basic morpho-syntactic requisites and semantics of individual types of subjunctive; presented theoretical knowledge and its application is at a sufficient level.
Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Continuous applicational test 1 (20 points/percent) Continuous applicational test 2 (20 points/percent) The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). No part of the mid-term assessment can be resat. Class attendance and taking part in the midterm assessment (24+ points (60%)) are the requirements for being allowed to take the final exam. Final assessment (60 points/percent): Theoretical written exam

Learning outcomes:
Objectives and learning outcomes:
Based on the objectives declared in the profile of a#graduate, this course aims for the student to develop the following knowledge, skills, and competences:
Knowledge:
Upon successful completion of this course, the student:
- will understand the morpho-syntax of English verbs and adverbs based on structural-functional and cognitive linguistics;
- will be able to demonstrate the organization of the English verb phrase and its formal characteristics;
- will be able to identify, describe and give examples of verb phrases according to the discursive requirements of continuous speech (text);
- will understand the nature of the relationship between form (structure) and temporal meaning (semantics) and is able to combine forms and functions into secondary, non-prototypical mappings;
- will be able to distinguish between different types of modality and to contrast their structural and semantic specificities;
- will have a systematised network of knowledge of the functioning of English grammar acquired in practical language courses and in other relevant courses of study (B-ANGde004).
Skills:
Upon successful completion of this course, the student:
- will be able to analyse the structure and function of English verb forms, verb phrases and constructions containing adverbs from a variety of perspectives;
- will be able to produce sentences in which the morpho-syntax of the verb phrase and the adverbial phrase corresponds to the desired semantics,
- will be able to demonstrate semantic contradictions based on the ability to discriminate the structural aspects of an English verb phrase, identifies contradictions of a semantic nature and suggests an appropriate modification,

- will be able to reflect the basic differences between English and Slovak verbs, will be acquainted with the relevant reference grammars and manuals which he will be able to work with for the purpose of their further development and preparation for the performance of their profession;
- will be able to apply the theoretical knowledge in the analysis of a coherent authentic text and in their own pedagogical practice;
- will have developed analytical and metalinguistic thinking when working with a linguistic material.

Competences:

Upon successful completion of this course, the student:
- will have developed individual and teamwork skills (through problem solving and morpho-syntactic tasks);
- will be able to communicate their ideas effectively and support their claims with arguments;
- will be able to apply the knowledge of English verbs and adverbs and knowledge from other linguistic disciplines in an interdisciplinary manner;
- will be able to work with an academic text, critically analyse and use them for their further professional development;
- will be able to plan and organise their further learning and develop effective strategies for learning grammar.

Class syllabus:

Course contents:

Main themes of the course: Classification of English verbs and their morpho-syntactic, semantic and syntactic characteristics; morpho-syntactic characteristics and semantics of English verb phrases governed by modal verbs; morpho-syntactic characteristics and semantics of English verb phrases governed by the verbs do, be and have; morpho-syntax and semantics of verb tense and aspect; morpho-syntax and basic functions of verb voice; morpho-syntax and semantics of verb mood; morpho-syntactic characteristics of adverbs and their semantics

Through the above content, the student will become familiar with the structural-functional characteristics of English verb forms and adverbs, recognize the basic structural features of English verb phrases and adverbs, develop metalinguistic awareness through which they will be able to identify correct, sub-optimal and incorrect realizations of a verb phrase with respect to its syntactic and hyper-syntactic environment, critically analyse them and be able to suggest an appropriate method of modification; by applying theoretical knowledge in problem-based tasks, the student develops the ability of analytical thinking and argumentation in English; by working with a professional text in English, the student develops their foreign language skills at the B2-C1 level. The presentation of linguistic grammar adjusted for pedagogical purposes is enriched with suggestions for the use of transfer and prevention of interference from the Slovak language, as well as suggestions for the creation of effective learning strategies and methodological recommendations for teaching the phenomena in question.

Recommended literature:

Compulsory readings:

BIBER, D., CONRAD, S. and LEECH, G. (2003). Student Grammar of Spoken and Written English. Pearson.

LOJOVÁ, G. (2013). English Grammar: Verbs. Bratislava Z-F LINGUA. (CD)

QUIRK, R. and GREENBAUM, S. (1990). A Students Grammar of the English Language. Longman.

VINCE, M. (2013). Macmillan English Grammar in Context: Advanced. Macmillan.

Recommended readings:

BÁZLIK, M. (2011). Gramatika angličtiny – Seminárne úlohy. FiF UK.

BIBER, D., CONRAD and S. LEECH, G. (2003). Grammar of Spoken and Written English: Workbook. Pearson.
CARTER, R. and McCARTHY, M. (2006). Cambridge Grammar of English. CUP.
CHALKER, S. (1992). A#Student's English Grammar: Workbook. Longman.
HAIS, K. (1991). Anglická gramatika. Bratislava: SPN.
HEWINGS, M. (1999). Advanced Grammar in Use. Cambridge University Press.
POVOLNÁ, R. (2004). Grammar I. Brno: MUNI.
QUIRK, R. and GREENBAUM, S. (1993). A#University Grammar of English. CLOSE, R.A.: Workbook. Longman.
VINCE, M. (2010). Advanced Language Practice. Macmillan.
The sources are available in Slovak bookstores and libraries.

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

Notes:

Past grade distribution
Total number of evaluated students: 40

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	10,0	17,5	30,0	42,5

Lecturers: Mgr. Patricia Kotlebová, PhD.

Last change: 04.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex007/22	English Morphology II

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 8s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 8(L+S)
Teaching mode: combined, distance learning
Number of hours: 8 per semester
Student workload: 125 hours in total
Classes = 8 hours (a combination of in-person teaching and on-line consultations), 52 hours of home preparation (self-study, readings for seminars + assignments), 13 hours of preparation for in-semester assessment (applicational test n. 1), 13 hours of preparation for in-semester assessment (applicational test n. 2), 39 hours of preparation for the final assessment
Teaching methods:
Lecturing, explanation, conversation, discussion, grammatical analysis of short authentic texts, solving tasks and assignments, comparison of grammatical phenomena (structural-functional characteristics) in Slovak and English

Number of credits: 5

Recommended semester: 3.

Educational level: I.

Prerequisites: PdF.KAJL/B-ANGex001/22 - Introduction to the Study of the English Language

Recommended prerequisites:
B-ANGex001 Introduction to the Study of the English Language

Course requirements:
Course completion requirements:
Continuous assessment (40 points/percent):
Continuous applicational test 1 (20 points/percent)
Continuous applicational test 2 (20 points/percent)
The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). No part of the mid-term assessment can be resat. Class attendance and taking part in the midterm assessment (24+ points (60%)) are the requirements for being allowed to take the final exam.
Final assessment (60 points/percent):
Theoretical written exam
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

A (excellent performance): The student can reliably explain, demonstrate, and apply construction features and semantics of English definite and indefinite verb phrases; analyse the communicative specifics of their use; correctly identify, demonstrate, and apply a wide range of types and degrees of modality; demonstrate aspects of their realization and meaning, and reliably resolve controversial situations; can reliably distinguish between prototypical and specific (non-prototypical) mappings of form (structure) and temporal meaning (semantics) within a verb phrase; in continuous language production, errors in the basic mappings of form (structure) and temporal meaning (semantics) are rare; at the application level, the student can experiment with specific (non-prototypical) mappings to meet intended communicative goals creatively and appropriately; when working with a text, a student can explain them, prove the validity of their use; the student can explain, apply and evaluate the use of specific aspects of the system of voice; can analyse and demonstrate the use of auxiliary verbs and their specific features on the basis of their linguistic characteristics; can compare, distinguish and illustrate the individual morpho-syntactic features and semantics of each type of subjunctive; presented theoretical knowledge and its application is at an excellent level.
B (very good performance): The student can identify, explain and apply most of English definite and indefinite verb phrases reliably and can demonstrate the mechanics of their construction, semantics and communicative aspects; can correctly identify, demonstrate and apply a wide range of types and degrees of modality and can demonstrate aspects of its realisation and meaning; can distinguish between prototypical and specific (non-prototypical) mappings of form (structure) and temporal meaning (semantics) within a verb phrase; in continuous language production, errors in the basic mappings of form (structure) and temporal meaning (semantics) are almost non-existent, the production reflects the application of specific (non-prototypical) mappings guided by the intended communicative goals; when working with a text, the student can explain and prove the validity of their use and experiment with them; can explain, apply and evaluate the use of specific aspects of the verb voice system; can analyse and demonstrate the use of auxiliary verbs and their specific features on the basis of their linguistic characteristics; can describe them clearly and give appropriate examples; can illustrate and compare the morpho-syntactic features and semantics of the different types of subjunctive; presented theoretical knowledge and its application is at an above-standard level.
C (good, reliable performance): The student can recognize and describe the frequent types of English definite and indefinite verb phrases and can demonstrate the mechanics of their construction and semantics; in most cases, the student can correctly demonstrate the type and degree of modality and demonstrate aspects of its realization and meaning; in continuous linguistic production, errors in the basic mappings of form (structure) and temporal meaning (semantics) are minimal; in production, application of specific (non-prototypical) mappings reflects the basic communicative goals; the student can explain them when working with the text and demonstrate the justification for their use; the student can explain, demonstrate and apply the morphosyntactic aspects of the verb voice system; the student can outline an analysis of the linguistic characteristics of auxiliary verbs; can describe them comprehensibly and give appropriate examples; can demonstrate and apply the morpho-syntactic requisites and semantics of the various types of subjunctive; presented theoretical knowledge and its application is at an expected, appropriate level.
D (satisfactory performance): The student can recognize and describe structurally frequent types of English definite and indefinite verb phrases; can mostly correctly discuss the type and degree of modality and explain meaning in basic usage; in continuous language production, errors in basic mappings of form (structure) and temporal meaning (semantics) are rare but observable; in production, specific (non-prototypical) mappings are less frequent; when working with a text, the student can recognise, explain and demonstrate them, although at the level of application inaccuracies are existent; the student has adequate knowledge of the morphosyntactic aspects of the verb voice system, the student can explain the basics of the linguistic characteristics of auxiliary

verbs; can describe basic morpho-syntactic requisites and semantics of the individual types of subjunctive; presented theoretical knowledge and its application is at a below-average level.
E (sufficient performance): The student can recognize the most frequent types of English definite and indefinite verb phrases; can mostly correctly identify the type and degree of modality and define its meaning in basic uses; in continuous linguistic production, the student makes occasional errors in the basic mappings of form (structure) and temporal meaning (semantics); in production, specific (non-prototypical) relations are characterised by low frequency; when working with a text, the student can reproduce them, describe them in general terms and give contextually appropriate examples; the application suffers from increased error rate; the student has adequate knowledge of the basic morphosyntactic aspects of the verb voice system; can reproduce the basic linguistic characteristics of auxiliary verbs; can identify and name the basic morpho-syntactic requisites and semantics of individual types of subjunctive; presented theoretical knowledge and its application is at a sufficient level.
Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Continuous applicational test 1 (20 points/percent) Continuous applicational test 2 (20 points/percent) The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). No part of the mid-term assessment can be resat. Class attendance and taking part in the midterm assessment (24+ points (60%)) are the requirements for being allowed to take the final exam. Final assessment (60 points/percent): Theoretical written exam

Learning outcomes:
Objectives and learning outcomes:
Based on the objectives declared in the profile of a#graduate, this course aims for the student to develop the following knowledge, skills, and competences:
Knowledge:
Upon successful completion of this course, the student:
- will understand the morpho-syntax of English verbs and adverbs based on structural-functional and cognitive linguistics;
- will be able to demonstrate the organization of the English verb phrase and its formal characteristics;
- will be able to identify, describe and give examples of verb phrases according to the discursive requirements of continuous speech (text);
- will understand the nature of the relationship between form (structure) and temporal meaning (semantics) and is able to combine forms and functions into secondary, non-prototypical mappings;
- will be able to distinguish between different types of modality and to contrast their structural and semantic specificities;
- will have a systematised network of knowledge of the functioning of English grammar acquired in practical language courses and in other relevant courses of study (B-ANGde004).
Skills:
Upon successful completion of this course, the student:
- will be able to analyse the structure and function of English verb forms, verb phrases and constructions containing adverbs from a variety of perspectives;
- will be able to produce sentences in which the morpho-syntax of the verb phrase and the adverbial phrase corresponds to the desired semantics,
- will be able to demonstrate semantic contradictions based on the ability to discriminate the structural aspects of an English verb phrase, identifies contradictions of a semantic nature and suggests an appropriate modification,

- will be able to reflect the basic differences between English and Slovak verbs, will be acquainted with the relevant reference grammars and manuals which he will be able to work with for the purpose of their further development and preparation for the performance of their profession;
- will be able to apply the theoretical knowledge in the analysis of a coherent authentic text and in their own pedagogical practice;
- will have developed analytical and metalinguistic thinking when working with a linguistic material.

Competences:

Upon successful completion of this course, the student:
- will have developed individual and teamwork skills (through problem solving and morpho-syntactic tasks);
- will be able to communicate their ideas effectively and support their claims with arguments;
- will be able to apply the knowledge of English verbs and adverbs and knowledge from other linguistic disciplines in an interdisciplinary manner;
- will be able to work with an academic text, critically analyse and use them for their further professional development;
- will be able to plan and organise their further learning and develop effective strategies for learning grammar.

Class syllabus:

Course contents:

Main themes of the course: Classification of English verbs and their morpho-syntactic, semantic and syntactic characteristics; morpho-syntactic characteristics and semantics of English verb phrases governed by modal verbs; morpho-syntactic characteristics and semantics of English verb phrases governed by the verbs do, be and have; morpho-syntax and semantics of verb tense and aspect; morpho-syntax and basic functions of verb voice; morpho-syntax and semantics of verb mood; morpho-syntactic characteristics of adverbs and their semantics

Through the above content, the student will become familiar with the structural-functional characteristics of English verb forms and adverbs, recognize the basic structural features of English verb phrases and adverbs, develop metalinguistic awareness through which they will be able to identify correct, sub-optimal and incorrect realizations of a verb phrase with respect to its syntactic and hyper-syntactic environment, critically analyse them and be able to suggest an appropriate method of modification; by applying theoretical knowledge in problem-based tasks, the student develops the ability of analytical thinking and argumentation in English; by working with a professional text in English, the student develops their foreign language skills at the B2-C1 level. The presentation of linguistic grammar adjusted for pedagogical purposes is enriched with suggestions for the use of transfer and prevention of interference from the Slovak language, as well as suggestions for the creation of effective learning strategies and methodological recommendations for teaching the phenomena in question.

Recommended literature:

Compulsory readings:

BIBER, D., CONRAD, S. and LEECH, G. (2003). Student Grammar of Spoken and Written English. Pearson.

LOJOVÁ, G. (2013). English Grammar: Verbs. Bratislava Z-F LINGUA. (CD)

QUIRK, R. and GREENBAUM, S. (1990). A Students Grammar of the English Language. Longman.

VINCE, M. (2013). Macmillan English Grammar in Context: Advanced. Macmillan.

Recommended readings:

BÁZLIK, M. (2011). Gramatika angličtiny – Seminárne úlohy. FiF UK.

BIBER, D., CONRAD and S. LEECH, G. (2003). Grammar of Spoken and Written English: Workbook. Pearson.
CARTER, R. and McCARTHY, M. (2006). Cambridge Grammar of English. CUP.
CHALKER, S. (1992). A#Student's English Grammar: Workbook. Longman.
HAIS, K. (1991). Anglická gramatika. Bratislava: SPN.
HEWINGS, M. (1999). Advanced Grammar in Use. Cambridge University Press.
POVOLNÁ, R. (2004). Grammar I. Brno: MUNI.
QUIRK, R. and GREENBAUM, S. (1993). A#University Grammar of English. CLOSE, R.A.: Workbook. Longman.
VINCE, M. (2010). Advanced Language Practice. Macmillan.
The sources are available in Slovak bookstores and libraries.

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

Notes:

Past grade distribution
Total number of evaluated students: 40

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	10,0	17,5	30,0	42,5

Lecturers: Mgr. Patricia Kotlebová, PhD.

Last change: 04.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex016/22	English Phraseology

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching = 5 h (a combination of in-class teaching and on-line communication), continuous out-of-class preparation (revising, homework, self-study) = 22 h, 1st practical test = 14 h, 2nd practical test = 15 h, final theoretical test = 19 h
Teaching methods:
Concise explanation/description of the subject matter, individual practice of the discussed lexical phenomena (collocations and idioms), pair-work, didactic games, discussion of the topics covered in the class, phraseological analysis of short authentic texts, comparison of the collocations and idioms in English and Slovak, building strategies aimed at the broadening of the English vocabulary

Number of credits: 3

Recommended semester: 4.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (100%)
1st practical test (30%)
2nd practical test (30%)
Theoretical test (40 %)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student has a perfect command of the structural characteristics of English multi-word expressions, can correctly identify the semantic transparency of collocations and idioms, knows the stylistic properties and emotional colouring of prefabricated expressions in English, can correctly use collocations and idioms in terms of their interpersonal function, knows

many translation equivalents of English and Slovak multi-word expressions, is ready to apply theoretical and practical knowledge in the classroom.
B (very good performance): The student has a good command of the structural characteristics of English multi-word expressions, can correctly identify the semantic transparency of collocations and idioms, knows their main stylistic features and emotional colouring, can correctly use many collocations and idioms in terms of their interpersonal function, knows the translation equivalents of English and Slovak multi-word expressions, is ready to apply theoretical and practical knowledge in the classroom.
C (good performance): The student knows the basic structural characteristics of English multi-word expressions, can mostly correctly identify the semantic properties of collocations and idioms, knows and uses some of their stylistic properties, can generally correctly use collocations and idioms in terms of their interpersonal function, knows some translation equivalents of English and Slovak multi-word expressions, is ready to apply the theoretical and practical knowledge in the classroom.
D (satisfactory performance): The student knows some basic structural properties of English multi-word expressions, can mostly correctly identify semantic properties of collocations and idioms, can identify some stylistic properties of prefabricated expressions, can mostly correctly use collocations and idioms in terms of their interpersonal function, knows the basic translation equivalents of English and Slovak multi-word expressions, is ready to apply some theoretical and practical knowledge in the classroom.
E (sufficient performance): The student knows some basic structural properties of English multi-word expressions, can identify some semantic properties of collocations and idioms, can recognize stylistic properties of prefabricated expressions but only uses them to a limited extent, can correctly use some collocations and idioms in terms of their interpersonal function, identifies only the basic differences between English and Slovak phraseology, is ready to apply basic theoretical and practical knowledge in a limited way in practice.
Terms of evaluation:
The final grade will be given to those students who have satisfactory attendance (maximum of 3 authorized absences, or depending on the situation) and who have taken all three tests administered during the semester. The student is entitled to alternative dates of the three tests (if he/she has not attended the assessment for medical or other serious reasons), but he/she is not entitled to any re-sits.
Scale of assessment (preliminary/final): Continuous assessment (100%) 1st practical test (30%) 2nd practical test (30%) Theoretical test (40 %)

Learning outcomes:
Objectives and learning outcomes:
Based on the learning objectives declared in the profile of a graduate, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
The student will become familiar with basic phraseological terminology and deepen his/her knowledge of English vocabulary. The student will learn the structural-functional characteristics of English phraseology, the theoretical principles of formal and semantic analysis of English multi-word expressions, the basic contextual determinants of the use of collocations and idioms, the theoretical foundations of the translation of English prefabricated units.
Skills:
The student makes use of different types of multi-word expressions, can analyse collocations and idioms from different perspectives, can practically apply the acquired theoretical knowledge in the analysis of a continuous authentic text, is able to identify linguistic and sociocultural aspects of English phrases, is able to identify the basic differences between English and Slovak word-formation, can use dictionaries and online resources to acquire English vocabulary, is able to read

and critically analyse academic literature, is able to use the acquired knowledge in an appropriate and suitable way, has acquired strategies for vocabulary acquisition.
Competences:
The student will be able to work independently and in a team to solve phraseological problems and tasks, be able to communicate on topics related to the formation and meaning of English collocations and phrases, be able to find and use digital resources and tools for his/her further professional development, can read professional (phraseological) literature, has developed the ability to analyse and synthesize linguistic material, is able to link the acquired theoretical knowledge with the subject of research in other linguistic disciplines, is able to apply the acquired knowledge and strategies in an appropriate way in his/her further education and in his/her professional practice.

Class syllabus:
Course contents:
Main themes of the course: General problems of multi-word expressions, collocations and idioms, formal and semantic properties of collocations, comparison of English and Slovak collocations, classification of idioms, formal and semantic characteristics of idioms, stylistic aspects of idioms, geographical variations of idioms, English and Slovak idioms from the translational point of view
By means of the above content, the student learns about the idiomatic level of the English language, its structural-functional characteristics, learns the ways of applying theoretical knowledge through practice in the analysis of English phraseology, develops his/her foreign language (especially idiomatic) skills and competences at the B2-C1 level, can read academic literature in English, learns to work independently and in a team solving phraseological issues and problems, can appropriately apply the acquired knowledge and skills in practice.

Recommended literature:
Compulsory reading:
PAVLÍK, R. (2020). English Collocations and Idioms: An Introduction to the Study of Multiword Expressions. Bratislava: Z-F Lingua
Recommended readings:
FERNANDO, C. (1996). Idioms and Idiomaticity. Oxford University Press.
KVETKO, P. (2015). English Idioms: Theory and Applications. Trnava: Univerzita sv. Cyrila a Metoda.
MLACEK, J. (1984). Slovenská frazeológia. 2nd edition. Bratislava: SPN.
All of the above books are available in Slovak libraries and/or bookshops.

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

Notes:

Past grade distribution
Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
7,69	0,0	7,69	23,08	23,08	15,38	23,08

Lecturers: PaedDr. Peter Bojo, PhD.

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex016/22	English Phraseology

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching = 5 h (a combination of in-class teaching and on-line communication), continuous out-of-class preparation (revising, homework, self-study) = 22 h, 1st practical test = 14 h, 2nd practical test = 15 h, final theoretical test = 19 h
Teaching methods:
Concise explanation/description of the subject matter, individual practice of the discussed lexical phenomena (collocations and idioms), pair-work, didactic games, discussion of the topics covered in the class, phraseological analysis of short authentic texts, comparison of the collocations and idioms in English and Slovak, building strategies aimed at the broadening of the English vocabulary

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (100%)
1st practical test (30%)
2nd practical test (30%)
Theoretical test (40 %)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student has a perfect command of the structural characteristics of English multi-word expressions, can correctly identify the semantic transparency of collocations and idioms, knows the stylistic properties and emotional colouring of prefabricated expressions in English, can correctly use collocations and idioms in terms of their interpersonal function, knows

many translation equivalents of English and Slovak multi-word expressions, is ready to apply theoretical and practical knowledge in the classroom.
B (very good performance): The student has a good command of the structural characteristics of English multi-word expressions, can correctly identify the semantic transparency of collocations and idioms, knows their main stylistic features and emotional colouring, can correctly use many collocations and idioms in terms of their interpersonal function, knows the translation equivalents of English and Slovak multi-word expressions, is ready to apply theoretical and practical knowledge in the classroom.
C (good performance): The student knows the basic structural characteristics of English multi-word expressions, can mostly correctly identify the semantic properties of collocations and idioms, knows and uses some of their stylistic properties, can generally correctly use collocations and idioms in terms of their interpersonal function, knows some translation equivalents of English and Slovak multi-word expressions, is ready to apply the theoretical and practical knowledge in the classroom.
D (satisfactory performance): The student knows some basic structural properties of English multi-word expressions, can mostly correctly identify semantic properties of collocations and idioms, can identify some stylistic properties of prefabricated expressions, can mostly correctly use collocations and idioms in terms of their interpersonal function, knows the basic translation equivalents of English and Slovak multi-word expressions, is ready to apply some theoretical and practical knowledge in the classroom.
E (sufficient performance): The student knows some basic structural properties of English multi-word expressions, can identify some semantic properties of collocations and idioms, can recognize stylistic properties of prefabricated expressions but only uses them to a limited extent, can correctly use some collocations and idioms in terms of their interpersonal function, identifies only the basic differences between English and Slovak phraseology, is ready to apply basic theoretical and practical knowledge in a limited way in practice.
Terms of evaluation:
The final grade will be given to those students who have satisfactory attendance (maximum of 3 authorized absences, or depending on the situation) and who have taken all three tests administered during the semester. The student is entitled to alternative dates of the three tests (if he/she has not attended the assessment for medical or other serious reasons), but he/she is not entitled to any re-sits.
Scale of assessment (preliminary/final): Continuous assessment (100%) 1st practical test (30%) 2nd practical test (30%) Theoretical test (40 %)

Learning outcomes:
Objectives and learning outcomes:
Based on the learning objectives declared in the profile of a graduate, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
The student will become familiar with basic phraseological terminology and deepen his/her knowledge of English vocabulary. The student will learn the structural-functional characteristics of English phraseology, the theoretical principles of formal and semantic analysis of English multi-word expressions, the basic contextual determinants of the use of collocations and idioms, the theoretical foundations of the translation of English prefabricated units.
Skills:
The student makes use of different types of multi-word expressions, can analyse collocations and idioms from different perspectives, can practically apply the acquired theoretical knowledge in the analysis of a continuous authentic text, is able to identify linguistic and sociocultural aspects of English phrases, is able to identify the basic differences between English and Slovak word-formation, can use dictionaries and online resources to acquire English vocabulary, is able to read

and critically analyse academic literature, is able to use the acquired knowledge in an appropriate and suitable way, has acquired strategies for vocabulary acquisition.
Competences:
The student will be able to work independently and in a team to solve phraseological problems and tasks, be able to communicate on topics related to the formation and meaning of English collocations and phrases, be able to find and use digital resources and tools for his/her further professional development, can read professional (phraseological) literature, has developed the ability to analyse and synthesize linguistic material, is able to link the acquired theoretical knowledge with the subject of research in other linguistic disciplines, is able to apply the acquired knowledge and strategies in an appropriate way in his/her further education and in his/her professional practice.

Class syllabus:
Course contents:
Main themes of the course: General problems of multi-word expressions, collocations and idioms, formal and semantic properties of collocations, comparison of English and Slovak collocations, classification of idioms, formal and semantic characteristics of idioms, stylistic aspects of idioms, geographical variations of idioms, English and Slovak idioms from the translational point of view
By means of the above content, the student learns about the idiomatic level of the English language, its structural-functional characteristics, learns the ways of applying theoretical knowledge through practice in the analysis of English phraseology, develops his/her foreign language (especially idiomatic) skills and competences at the B2-C1 level, can read academic literature in English, learns to work independently and in a team solving phraseological issues and problems, can appropriately apply the acquired knowledge and skills in practice.

Recommended literature:
Compulsory reading:
PAVLÍK, R. (2020). English Collocations and Idioms: An Introduction to the Study of Multiword Expressions. Bratislava: Z-F Lingua
Recommended readings:
FERNANDO, C. (1996). Idioms and Idiomaticity. Oxford University Press.
KVETKO, P. (2015). English Idioms: Theory and Applications. Trnava: Univerzita sv. Cyrila a Metoda.
MLACEK, J. (1984). Slovenská frazeológia. 2nd edition. Bratislava: SPN.
All of the above books are available in Slovak libraries and/or bookshops.

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

Notes:

Past grade distribution
Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
7,69	0,0	7,69	23,08	23,08	15,38	23,08

Lecturers: PaedDr. Peter Bojo, PhD.

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex008/22	English Syntax

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 8s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 8(L+S)
Teaching mode: combined, distance learning
Number of hours: 8 per semester
Student workload: 125 hours in total
Direct teaching = 8 hours (a combination of in-person teaching and on-line consultations), 52 hours of home preparation (self-study, readings for seminars + assignments), 13 hours of preparation for in-semester assessment (applicational test n. 1), 13 hours of preparation for in-semester assessment (applicational test n. 2), 39 hours of preparation for the final assessment
Teaching methods:
Lecturing, explanation, conversation, discussion, grammatical analysis of short authentic texts, solving tasks and assignments, comparison of grammatical phenomena (structural-functional characteristics) in Slovak and English

Number of credits: 5

Recommended semester: 5.

Educational level: I.

Prerequisites: PdF.KAJL/B-ANGex004/22 - English Morphology I and PdF.KAJL/B-ANGex007/22 - English Morphology II

Recommended prerequisites:
B-ANGex004 English Morphology I; B-ANGex007 English Morphology II

Course requirements:
Course completion requirements:
Continuous assessment (40 points/percent):
Continuous applicational test 1 (20 points/percent)
Continuous applicational test 2 (20 points/percent)
The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). No part of the mid-term assessment can be resat. Class attendance and taking part in the midterm assessment (24+ points (60%)) are the requirements for being allowed to take the final exam.
Final assessment (60 points/percent):
Theoretical written exam or oral exam
Grading:

100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student can reliably explain, demonstrate and use variations of the English verb order, demonstrate their mechanics, semantics and analyse the discursive circumstances of their use, can correctly categorise the type of agreement, demonstrate aspects of its realisation and reliably resolve controversial situations, can distinguish between the structural and functional characteristics of clause elements, experiment with them and combine them, can explain, apply and evaluate the use of specific aspects of English sentence negation, can reliably resolve the redundancy of linguistic material by applying pro-forms and ellipses with appropriate structural, positional and type characteristics, can compare, distinguish and illustrate among individual types of clauses and subordinate clauses on the basis of their morpho-syntactic features; presented theoretical knowledge and its application is at an excellent level.
B (very good performance): The student can reliably identify, explain, and use most variations of English word order and demonstrate their mechanics, semantics, and discourse requirements; in most cases, the student can correctly recognize the type of agreement and demonstrate aspects of its realization; the student can distinguish between and experiment with the structural and functional characteristics of clause elements, can explain, apply and evaluate the use of specific aspects of English sentence negation, can deal with the redundancy of linguistic material by means of pro-forms and ellipses with appropriate structural, positional and type characteristics, can illustrate and compare the basic morpho-syntactic features of different types of sentences and subordinate clauses
C (good, reliable performance): The student can recognize and explain most of the variations of English word order and demonstrate their mechanics and semantics, in most cases, the student can correctly recognize the type of agreement and demonstrate aspects of its realization, can explain and demonstrate the structural-functional characteristics of clause elements, can explain and demonstrate aspects of English sentence negation, can demonstrate and use pro-forms and ellipses with different structural, positional and type characteristics, can demonstrate the basic morpho-syntactic requisites of different types of clauses and subordinate clauses; presented theoretical knowledge and its application is at an expected, appropriate level.
D (satisfactory performance): The student can recognize most of the variations of the English word order, can mostly correctly recognize the type of agreement and explain the aspects of its realization, can recognize and correctly describe the structural-functional characteristics of the basic clause elements, has adequate knowledge of the basic aspects of negation of an English sentence, can classify and give examples of pro-forms and ellipses with different structural, positional and typological characteristics, can describe and explain the basic morpho-syntactic features of individual sentence types and subordinate clauses; presented theoretical knowledge and its application is at a below-average level.
E (sufficient performance): The student can recognise the most frequent variations of the English word order, can mostly correctly identify the type of agreement and determine its realisation, can correctly identify the structural-functional characteristics of the basic clause elements, has an adequate command of the basic aspects of negation of an English sentence, can name the different types of pro-forms and ellipses and recognise them according to their structural, positional and type characteristics, can identify and name the basic morpho-syntactic features of individual types of sentences and subordinate clauses; presented theoretical knowledge and its application is at a sufficient level.
Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Continuos applicational test 1 (20 points/percent) Continuous applicational test 2 (20 points/percent) The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). No part of the mid-term assessment can be resat. Class attendance and taking part in the midterm assessment (24+ points (60%)) are the

requirements for being allowed to take the final exam. Final assessment (60 points/percent): Theoretical written exam or oral exam

Learning outcomes:

Objectives and learning outcomes:
Based on the objectives declared in the profile of a#graduate, this course aims for the student to develop the following knowledge, skills, and competences:
Knowledge:
Upon successful completion of this course, the student:
- will understand the syntactic features of English sentences based on structural-functional and cognitive linguistics;
- will be able to demonstrate the mechanisms and principles of the formation of different types of sentences in the English language;
- will be able to identify, describe and give examples of variations of the word order according to the discursive requirements of a continuous speech (text);
- will understand the nature of the relationship between form (structure) and function (sentence structure) and be able to combine different forms and functions;
- will be able to distinguish between different types of subordinate clauses according to their structural and semantic characteristics;
- will have a systematised network of knowledge of the functioning of English grammar acquired in practical language courses and in other relevant courses of study (B-ANGde004, ANGde007).
Skills:
Upon successful completion of this course, the student:
- will be familiar with the structural and functional units of an English sentence, acquire the ability to analyse the structure of an English sentence from different points of view;
- will be able to produce sentences in accordance with the various principles of English word order,
- will be able to identify errors of a syntactic nature and suggest an appropriate modification;
- will be able to find and describe the main differences and similarities between the syntactic phenomena of Slovak and English language;
- will be able to construct their language production in accordance with the similarities and differences in the composition of English and Slovak sentences; will be acquainted with the relevant reference grammars and manuals which he will be able to work with for the purpose of their further development and preparation for the performance of their profession
- will be able to apply the theoretical knowledge in the analysis of a coherent authentic text and in their own pedagogical practice;
- will have developed analytical and metalinguistic thinking when working with a linguistic material.
Competences:
Upon successful completion of this course, the student:
- will have developed individual and teamwork skills (through problem solving and morpho-syntactic tasks);
- will be able to communicate their ideas effectively and support their claims with arguments;
- will be able to apply the knowledge of English verbs and adverbs and knowledge from other linguistic disciplines in an interdisciplinary manner;
- will be able to work with an academic text, critically analyse and use them for their further professional development;
- will be able to plan and organise their further learning and develop effective strategies for learning grammar.

Class syllabus:

Course contents:
Main themes of the course: Classification of sentences, their structure and function (declarative, interrogative, imperative, exclamative), clause elements and their syntactic features, word order and its variations, agreement (concord), negation (at the level of a clause, clause element, its scope and focus), coordinating and subordinating conjunctions (structure, syntax and semantics).
Through the above content, the student will become familiar with the structural-functional characteristics of individual types of sentences, with the structural features of the English sentence as a whole and its individual components; will develop a metalinguistic awareness, thanks to which they will be able to critically analyse the syntactic level of the linguistic material, identify the correct, sub-optimal and incorrect elements in the grammatical realisation of one's speech, justify their correctness or incorrectness and will be able to propose a method of modification; by applying theoretical knowledge in problem solving tasks, the student develops the ability of analytical thinking and argumentation in the English language; by working with authentic texts in the English language, the student develops their foreign language skills at the B2-C1 level. The presentation of linguistic grammar adjusted for pedagogical purposes is enriched with suggestions for the use of transfer and prevention of interference from the Slovak language, as well as suggestions for the creation of effective learning strategies and methodological recommendations for teaching the phenomena in question.

Recommended literature:
Compulsory readings:
BIBER, D., CONRAD and S. LEECH, G. (2003). Student Grammar of Spoken and Written English. Pearson.
LOJOVÁ, G. (2015). English Grammar: Syntax. Bratislava: Z-F LINGUA. (CD)
QUIRK, R. and GREENBAUM, S. (1990). A Student's Grammar of the English Language. Longman.
RAFAJLOVIČOVÁ, R. (2005). A Survey of the English Syntax. Prešov: Prešovská univerzita v#Prešove.
VINCE, M. (2013). Macmillan English Grammar in Context: Advanced. Macmillan.
Recommended readings:
BÁZLIK, M. (2011). Gramatika angličtiny – Seminárne úlohy. FiF UK.
BIBER, D., CONRAD and S. LEECH, G. (2003). Grammar of Spoken and Written English: Workbook. Pearson.
CARTER, R. and McCARTHY, M. (2006). Cambridge Grammar of English. Cambridge University Press.
CHALKER, S. (1992). A Student's English Grammar: Workbook. Longman.
HAIS, K. (1991). Anglická gramatika. Bratislava: SPN.
HEWINGS, M. (1999). Advanced Grammar in Use. Cambridge University Press.
POVOLNÁ, R. (2004). Grammar I. Brno: MUNI.
QUIRK, R. and GREENBAUM, S. (1993). A#University Grammar of English. CLOSE, R.A.: Workbook. Longman.
VINCE, M. (2010). Advanced Language Practice. Macmillan.
The sources are available in Slovak bookstores and libraries.

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

Notes:

Past grade distribution
Total number of evaluated students: 14

A	ABS	B	C	D	E	FX
0,0	0,0	14,29	7,14	21,43	28,57	28,57

Lecturers: prof. PhDr. Gabriela Lojová, PhD.

Last change: 04.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex008/22	English Syntax

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 8s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 8(L+S)
Teaching mode: combined, distance learning
Number of hours: 8 per semester
Student workload: 125 hours in total
Direct teaching = 8 hours (a combination of in-person teaching and on-line consultations), 52 hours of home preparation (self-study, readings for seminars + assignments), 13 hours of preparation for in-semester assessment (applicational test n. 1), 13 hours of preparation for in-semester assessment (applicational test n. 2), 39 hours of preparation for the final assessment
Teaching methods:
Lecturing, explanation, conversation, discussion, grammatical analysis of short authentic texts, solving tasks and assignments, comparison of grammatical phenomena (structural-functional characteristics) in Slovak and English

Number of credits: 5

Recommended semester: 4., 6.

Educational level: I.

Prerequisites: PdF.KAJL/B-ANGex004/22 - English Morphology I and PdF.KAJL/B-ANGex007/22 - English Morphology II

Recommended prerequisites:
B-ANGex004 English Morphology I; B-ANGex007 English Morphology II

Course requirements:
Course completion requirements:
Continuous assessment (40 points/percent):
Continuous applicational test 1 (20 points/percent)
Continuous applicational test 2 (20 points/percent)
The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). No part of the mid-term assessment can be resat. Class attendance and taking part in the midterm assessment (24+ points (60%)) are the requirements for being allowed to take the final exam.
Final assessment (60 points/percent):
Theoretical written exam or oral exam
Grading:

100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student can reliably explain, demonstrate and use variations of the English verb order, demonstrate their mechanics, semantics and analyse the discursive circumstances of their use, can correctly categorise the type of agreement, demonstrate aspects of its realisation and reliably resolve controversial situations, can distinguish between the structural and functional characteristics of clause elements, experiment with them and combine them, can explain, apply and evaluate the use of specific aspects of English sentence negation, can reliably resolve the redundancy of linguistic material by applying pro-forms and ellipses with appropriate structural, positional and type characteristics, can compare, distinguish and illustrate among individual types of clauses and subordinate clauses on the basis of their morpho-syntactic features; presented theoretical knowledge and its application is at an excellent level.
B (very good performance): The student can reliably identify, explain, and use most variations of English word order and demonstrate their mechanics, semantics, and discourse requirements; in most cases, the student can correctly recognize the type of agreement and demonstrate aspects of its realization; the student can distinguish between and experiment with the structural and functional characteristics of clause elements, can explain, apply and evaluate the use of specific aspects of English sentence negation, can deal with the redundancy of linguistic material by means of pro-forms and ellipses with appropriate structural, positional and type characteristics, can illustrate and compare the basic morpho-syntactic features of different types of sentences and subordinate clauses
C (good, reliable performance): The student can recognize and explain most of the variations of English word order and demonstrate their mechanics and semantics, in most cases, the student can correctly recognize the type of agreement and demonstrate aspects of its realization, can explain and demonstrate the structural-functional characteristics of clause elements, can explain and demonstrate aspects of English sentence negation, can demonstrate and use pro-forms and ellipses with different structural, positional and type characteristics, can demonstrate the basic morpho-syntactic requisites of different types of clauses and subordinate clauses; presented theoretical knowledge and its application is at an expected, appropriate level.
D (satisfactory performance): The student can recognize most of the variations of the English word order, can mostly correctly recognize the type of agreement and explain the aspects of its realization, can recognize and correctly describe the structural-functional characteristics of the basic clause elements, has adequate knowledge of the basic aspects of negation of an English sentence, can classify and give examples of pro-forms and ellipses with different structural, positional and typological characteristics, can describe and explain the basic morpho-syntactic features of individual sentence types and subordinate clauses; presented theoretical knowledge and its application is at a below-average level.
E (sufficient performance): The student can recognise the most frequent variations of the English word order, can mostly correctly identify the type of agreement and determine its realisation, can correctly identify the structural-functional characteristics of the basic clause elements, has an adequate command of the basic aspects of negation of an English sentence, can name the different types of pro-forms and ellipses and recognise them according to their structural, positional and type characteristics, can identify and name the basic morpho-syntactic features of individual types of sentences and subordinate clauses; presented theoretical knowledge and its application is at a sufficient level.
Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Continuos applicational test 1 (20 points/percent) Continuous applicational test 2 (20 points/percent) The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). No part of the mid-term assessment can be resat. Class attendance and taking part in the midterm assessment (24+ points (60%)) are the

requirements for being allowed to take the final exam. Final assessment (60 points/percent): Theoretical written exam or oral exam

Learning outcomes:

Objectives and learning outcomes:
Based on the objectives declared in the profile of a#graduate, this course aims for the student to develop the following knowledge, skills, and competences:
Knowledge:
Upon successful completion of this course, the student:
- will understand the syntactic features of English sentences based on structural-functional and cognitive linguistics;
- will be able to demonstrate the mechanisms and principles of the formation of different types of sentences in the English language;
- will be able to identify, describe and give examples of variations of the word order according to the discursive requirements of a continuous speech (text);
- will understand the nature of the relationship between form (structure) and function (sentence structure) and be able to combine different forms and functions;
- will be able to distinguish between different types of subordinate clauses according to their structural and semantic characteristics;
- will have a systematised network of knowledge of the functioning of English grammar acquired in practical language courses and in other relevant courses of study (B-ANGde004, ANGde007).
Skills:
Upon successful completion of this course, the student:
- will be familiar with the structural and functional units of an English sentence, acquire the ability to analyse the structure of an English sentence from different points of view;
- will be able to produce sentences in accordance with the various principles of English word order,
- will be able to identify errors of a syntactic nature and suggest an appropriate modification;
- will be able to find and describe the main differences and similarities between the syntactic phenomena of Slovak and English language;
- will be able to construct their language production in accordance with the similarities and differences in the composition of English and Slovak sentences; will be acquainted with the relevant reference grammars and manuals which he will be able to work with for the purpose of their further development and preparation for the performance of their profession
- will be able to apply the theoretical knowledge in the analysis of a coherent authentic text and in their own pedagogical practice;
- will have developed analytical and metalinguistic thinking when working with a linguistic material.
Competences:
Upon successful completion of this course, the student:
- will have developed individual and teamwork skills (through problem solving and morpho-syntactic tasks);
- will be able to communicate their ideas effectively and support their claims with arguments;
- will be able to apply the knowledge of English verbs and adverbs and knowledge from other linguistic disciplines in an interdisciplinary manner;
- will be able to work with an academic text, critically analyse and use them for their further professional development;
- will be able to plan and organise their further learning and develop effective strategies for learning grammar.

Class syllabus:

Course contents:
Main themes of the course: Classification of sentences, their structure and function (declarative, interrogative, imperative, exclamative), clause elements and their syntactic features, word order and its variations, agreement (concord), negation (at the level of a clause, clause element, its scope and focus), coordinating and subordinating conjunctions (structure, syntax and semantics).
Through the above content, the student will become familiar with the structural-functional characteristics of individual types of sentences, with the structural features of the English sentence as a whole and its individual components; will develop a metalinguistic awareness, thanks to which they will be able to critically analyse the syntactic level of the linguistic material, identify the correct, sub-optimal and incorrect elements in the grammatical realisation of one's speech, justify their correctness or incorrectness and will be able to propose a method of modification; by applying theoretical knowledge in problem solving tasks, the student develops the ability of analytical thinking and argumentation in the English language; by working with authentic texts in the English language, the student develops their foreign language skills at the B2-C1 level. The presentation of linguistic grammar adjusted for pedagogical purposes is enriched with suggestions for the use of transfer and prevention of interference from the Slovak language, as well as suggestions for the creation of effective learning strategies and methodological recommendations for teaching the phenomena in question.

Recommended literature:
Compulsory readings:
BIBER, D., CONRAD and S. LEECH, G. (2003). Student Grammar of Spoken and Written English. Pearson.
LOJOVÁ, G. (2015). English Grammar: Syntax. Bratislava: Z-F LINGUA. (CD)
QUIRK, R. and GREENBAUM, S. (1990). A Student's Grammar of the English Language. Longman.
RAFAJLOVIČOVÁ, R. (2005). A Survey of the English Syntax. Prešov: Prešovská univerzita v#Prešove.
VINCE, M. (2013). Macmillan English Grammar in Context: Advanced. Macmillan.
Recommended readings:
BÁZLIK, M. (2011). Gramatika angličtiny – Seminárne úlohy. FiF UK.
BIBER, D., CONRAD and S. LEECH, G. (2003). Grammar of Spoken and Written English: Workbook. Pearson.
CARTER, R. and McCARTHY, M. (2006). Cambridge Grammar of English. Cambridge University Press.
CHALKER, S. (1992). A Student's English Grammar: Workbook. Longman.
HAIS, K. (1991). Anglická gramatika. Bratislava: SPN.
HEWINGS, M. (1999). Advanced Grammar in Use. Cambridge University Press.
POVOLNÁ, R. (2004). Grammar I. Brno: MUNI.
QUIRK, R. and GREENBAUM, S. (1993). A#University Grammar of English. CLOSE, R.A.: Workbook. Longman.
VINCE, M. (2010). Advanced Language Practice. Macmillan.
The sources are available in Slovak bookstores and libraries.

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

Notes:

Past grade distribution
Total number of evaluated students: 14

A	ABS	B	C	D	E	FX
0,0	0,0	14,29	7,14	21,43	28,57	28,57

Lecturers: prof. PhDr. Gabriela Lojová, PhD.

Last change: 04.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex011/22	English Word-formation

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5(L+S)
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching = 5 h (a combination of in-class teaching and on-line communication), continuous out-of-class preparation (revising, homework, self-study) = 20 h, mid-term practical test = 20 h, final practical test = 15 h, final theoretical test = 15 h
Teaching methods:
Concise explanation/description of the subject matter, individual practice of the discussed lexical phenomena, pair-work, discussion of the topics covered in the class, lexical analysis of short authentic texts, concise comparison of the lexical features of English and Slovak, building strategies aimed at the broadening of the English vocabulary

Number of credits: 3

Recommended semester: 4.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (40%)
Mid-term practical test (40%)
Final assessment (60%)
Final practical test (30%)
Final theoretical test (30%)
Grading:
100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX
A (excellent performance): The student can practically recognize individual types of lexemes, can correctly determine the type of motivation of lexical units, can correctly determine the structural-functional characteristics of English words, has a theoretical and practical command of all types of word-formation, can correctly identify various types of meaning and semantic shifts, has a broad

vocabulary, can identify the basic differences between English and Slovak word-formation, has a rich theoretical lexical knowledge.
B (very good performance): The student can practically recognize the different types of lexemes, he/she can in most cases correctly identify the type of motivation of lexical units, can identify the structural-functional characteristics of most English words, has a theoretical and practical command of most types of word-formation, can generally correctly identify the different types of meaning and shifts in meaning, has a broad vocabulary, can identify the basic differences between English and Slovak word-formation processes, has a broad theoretical knowledge of the subject.
C (good performance): The student can practically recognize most types of lexemes, can in most cases correctly identify the type of motivation of lexical units, can correctly identify the structural-functional characteristics of common English words, has a theoretical and practical command of the basic types of word-formation, can identify the basic types of meaning and shifts in meaning, has an adequate vocabulary, can identify the basic differences between English and Slovak word-formation, has adequate theoretical knowledge.
D (satisfactory performance). The student can practically recognize most of the basic types of lexemes, can mostly correctly identify the type of motivation of lexical units, can correctly identify the structural-functional characteristics of common English words, has adequate command of the basic types of word-formation, can identify the basic types of meaning and semantic shifts, has an adequate vocabulary, can identify the most basic differences between English and Slovak word-formation, has sufficient theoretical knowledge.
E (sufficient performance): The student can practically recognise most of the basic types of lexemes, can mostly correctly identify the type of motivation of lexical units, can correctly identify the structural-functional characteristics of frequent English words, has adequate knowledge of the basic types of word-formation, knows some types of meaning and some semantic shifts, has a sufficiently large vocabulary, has sufficient lexical theoretical knowledge.
Terms of evaluation
The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). The student is not entitled to a re-sit of the mid-term test. Class attendance (maximum of 3 authorized absences, or depending on the situation) and taking part in the midterm assessment (with any result) are the requirements for being allowed to take the final exam.
Scale of assessment (preliminary/final): Continuous assessment (40%) Mid-term practical test (40%) Final assessment (60%) Final practical test (30%) Final theoretical test (30%)

Learning outcomes:
Objectives and learning outcomes:
Based on the learning objectives declared in the profile of a graduate, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
The student will become familiar with basic lexical terminology and will deepen his/her knowledge of the vocabulary of modern English. The student will learn the structural-functional characteristics of the English vocabulary, the theoretical principles of word-formation, and an understanding of word meaning.
Skills:
The student is familiar with the problems of different types of word-formation, can lexically analyse words from different points of view, and form lexemes in accordance with the principles of word-formation, can make practical use of the acquired theoretical knowledge in the analysis of a coherent authentic text, can identify the basic differences between English and Slovak word-formation, learn to use dictionaries and online resources to increase his/her English vocabulary, is able to read and

critically analyse academic literature, is able to use the acquired knowledge in an appropriate and adequate way in practice, he/she has developed strategies for vocabulary acquisition.
Competences:
The student learns to work independently and in a team to solve lexical (word-formation and semantic) problems and tasks, is able to communicate on topics related to the formation and meaning of English words, is able to find and use digital resources and aids useful for further independent development and expansion of his/her vocabulary, develops the ability to analyse and synthesize linguistic material, is familiar with academic literature, is able to link the acquired theoretical knowledge with the subject of research in other linguistic disciplines, is able to apply the acquired knowledge and strategies in an appropriate way in his/her further education and in his/her professional practice.

Class syllabus:
Course contents:
Main themes of the course: The focus of lexicology, types of words, the main properties of lexemes, word structure, affixation, compounding and conversion, shortening and blending of words, back-formation, reduplication and lexical ellipsis, marginal types of word-formation, lexical and grammatical meaning, semantic aspects of sentences and utterances, semantic shifts.
By means of the above content, the student will learn about the lexical level of the English language, its structural-functional characteristics, and the ways of applying theoretical knowledge through practice in the analysis of English vocabulary, develops his/her foreign language (especially lexical and semantic) skills and vocabulary at the B2-C1 level, is able to read academic literature in English, learns to work independently and in a team to solve lexical questions and problems, is able to appropriately use the acquired knowledge and skills in the classroom.

Recommended literature:
Compulsory reading:
PAVLÍK, R. (2021). A Textbook of English Lexicology I: Word Structure, Word-Formation, Word Meaning. 2nd edition. Bratislava: Z-F Lingua.
Recommended readings:
JACKSON, H. and ZÉ AMVELA, E. (2007). Words, Meaning and Vocabulary. London: Continuum. (Chapters 1 and 4).
LANČARIČ, D. (2016). English Lexicology: Theory and Exercises. Nümbrecht: KIRSCH Verlag. (Chapters 1, 2 and 5)
PLAG, I. (2018). Word-formation in English. 2nd edition. Cambridge University Press.
All of the above books are available in Slovak libraries and/or bookshops.

Languages necessary to complete the course:
Languages necessary to complete the course:
English

Notes:

Past grade distribution
Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
0,0	0,0	19,05	23,81	33,33	9,52	14,29

Lecturers: PaedDr. Peter Bojo, PhD.

Last change: 04.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex011/22	English Word-formation

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5(L+S)
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching = 5 h (a combination of in-class teaching and on-line communication), continuous out-of-class preparation (revising, homework, self-study) = 20 h, mid-term practical test = 20 h, final practical test = 15 h, final theoretical test = 15 h
Teaching methods:
Concise explanation/description of the subject matter, individual practice of the discussed lexical phenomena, pair-work, discussion of the topics covered in the class, lexical analysis of short authentic texts, concise comparison of the lexical features of English and Slovak, building strategies aimed at the broadening of the English vocabulary

Number of credits: 3

Recommended semester: 3.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (40%)
Mid-term practical test (40%)
Final assessment (60%)
Final practical test (30%)
Final theoretical test (30%)
Grading:
100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX
A (excellent performance): The student can practically recognize individual types of lexemes, can correctly determine the type of motivation of lexical units, can correctly determine the structural-functional characteristics of English words, has a theoretical and practical command of all types of word-formation, can correctly identify various types of meaning and semantic shifts, has a broad

vocabulary, can identify the basic differences between English and Slovak word-formation, has a rich theoretical lexical knowledge.
B (very good performance): The student can practically recognize the different types of lexemes, he/she can in most cases correctly identify the type of motivation of lexical units, can identify the structural-functional characteristics of most English words, has a theoretical and practical command of most types of word-formation, can generally correctly identify the different types of meaning and shifts in meaning, has a broad vocabulary, can identify the basic differences between English and Slovak word-formation processes, has a broad theoretical knowledge of the subject.
C (good performance): The student can practically recognize most types of lexemes, can in most cases correctly identify the type of motivation of lexical units, can correctly identify the structural-functional characteristics of common English words, has a theoretical and practical command of the basic types of word-formation, can identify the basic types of meaning and shifts in meaning, has an adequate vocabulary, can identify the basic differences between English and Slovak word-formation, has adequate theoretical knowledge.
D (satisfactory performance). The student can practically recognize most of the basic types of lexemes, can mostly correctly identify the type of motivation of lexical units, can correctly identify the structural-functional characteristics of common English words, has adequate command of the basic types of word-formation, can identify the basic types of meaning and semantic shifts, has an adequate vocabulary, can identify the most basic differences between English and Slovak word-formation, has sufficient theoretical knowledge.
E (sufficient performance): The student can practically recognise most of the basic types of lexemes, can mostly correctly identify the type of motivation of lexical units, can correctly identify the structural-functional characteristics of frequent English words, has adequate knowledge of the basic types of word-formation, knows some types of meaning and some semantic shifts, has a sufficiently large vocabulary, has sufficient lexical theoretical knowledge.
Terms of evaluation
The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). The student is not entitled to a re-sit of the mid-term test. Class attendance (maximum of 3 authorized absences, or depending on the situation) and taking part in the midterm assessment (with any result) are the requirements for being allowed to take the final exam.
Scale of assessment (preliminary/final): Continuous assessment (40%) Mid-term practical test (40%) Final assessment (60%) Final practical test (30%) Final theoretical test (30%)

Learning outcomes:
Objectives and learning outcomes:
Based on the learning objectives declared in the profile of a graduate, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
The student will become familiar with basic lexical terminology and will deepen his/her knowledge of the vocabulary of modern English. The student will learn the structural-functional characteristics of the English vocabulary, the theoretical principles of word-formation, and an understanding of word meaning.
Skills:
The student is familiar with the problems of different types of word-formation, can lexically analyse words from different points of view, and form lexemes in accordance with the principles of word-formation, can make practical use of the acquired theoretical knowledge in the analysis of a coherent authentic text, can identify the basic differences between English and Slovak word-formation, learn to use dictionaries and online resources to increase his/her English vocabulary, is able to read and

critically analyse academic literature, is able to use the acquired knowledge in an appropriate and adequate way in practice, he/she has developed strategies for vocabulary acquisition.
Competences:
The student learns to work independently and in a team to solve lexical (word-formation and semantic) problems and tasks, is able to communicate on topics related to the formation and meaning of English words, is able to find and use digital resources and aids useful for further independent development and expansion of his/her vocabulary, develops the ability to analyse and synthesize linguistic material, is familiar with academic literature, is able to link the acquired theoretical knowledge with the subject of research in other linguistic disciplines, is able to apply the acquired knowledge and strategies in an appropriate way in his/her further education and in his/her professional practice.

Class syllabus:
Course contents:
Main themes of the course: The focus of lexicology, types of words, the main properties of lexemes, word structure, affixation, compounding and conversion, shortening and blending of words, back-formation, reduplication and lexical ellipsis, marginal types of word-formation, lexical and grammatical meaning, semantic aspects of sentences and utterances, semantic shifts.
By means of the above content, the student will learn about the lexical level of the English language, its structural-functional characteristics, and the ways of applying theoretical knowledge through practice in the analysis of English vocabulary, develops his/her foreign language (especially lexical and semantic) skills and vocabulary at the B2-C1 level, is able to read academic literature in English, learns to work independently and in a team to solve lexical questions and problems, is able to appropriately use the acquired knowledge and skills in the classroom.

Recommended literature:
Compulsory reading:
PAVLÍK, R. (2021). A Textbook of English Lexicology I: Word Structure, Word-Formation, Word Meaning. 2nd edition. Bratislava: Z-F Lingua.
Recommended readings:
JACKSON, H. and ZÉ AMVELA, E. (2007). Words, Meaning and Vocabulary. London: Continuum. (Chapters 1 and 4).
LANČARIČ, D. (2016). English Lexicology: Theory and Exercises. Nümbrecht: KIRSCH Verlag. (Chapters 1, 2 and 5)
PLAG, I. (2018). Word-formation in English. 2nd edition. Cambridge University Press.
All of the above books are available in Slovak libraries and/or bookshops.

Languages necessary to complete the course:
Languages necessary to complete the course:
English

Notes:

Past grade distribution
Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
0,0	0,0	19,05	23,81	33,33	9,52	14,29

Lecturers: PaedDr. Peter Bojo, PhD.

Last change: 04.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex030/22	Environmetal education

Educational activities:
Type of activities: lecture
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment).
The student will be evaluated on an ongoing basis:
a) defending a term paper with the content of current environmental problems on the territory of the Slovak Republic as well as environmental problems that are solved globally with a maximum value of 20 points
b) its elaboration in the form of analysis and critical evaluation of the chosen environmental issue, in the form of creating reflections from each presented environmental topic and application of the chosen topic to the education of pupils with a maximum value of 80 points.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who obtains less than 40 points in a seminar paper and fails to defend the paper. To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results), excellent performance, the student can work well with professional literature dealing with the issue of current environmental problems not only in the Slovak Republic but also at the global level, can critically evaluate environmental problems in society and create appropriate activating methods for the environmental problem usable in pedagogical practice
B (90-81%, very good - above average standard), excellent performance, the student can work with the literature dealing with the issues of current environmental problems not only in the Slovak Republic but also at the global level very well, but critical thinking in the field of environmental science is borderline, but can create appropriate activating methods for the environmental problem usable in pedagogical practice
C (80-73%, good - normal reliable work), good performance, the student can work well with literature dealing with current environmental problems not only in the Slovak Republic but also at the global level, but critical thinking in the field of environmental science is partially absent, but can create appropriate activating methods for the environmental problem usable in pedagogical practice

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student can only partially work with professional literature dealing with current environmental problems not only in the Slovak Republic but also at the global level, critical thinking in the field of environmental science is partially absent and only partially can apply environmental theory in the form of creating activating methods in pedagogical practice
E (65-60%, sufficient - the results meet the minimum criteria), sufficient performance, the student can work with the literature dealing with current environmental problems not only in the Slovak Republic but also at the global level at a minimum level, critical thinking in the field of environmental science is absent and his ability to apply environmental theory in the form of creating activating methods in pedagogical practice is minimal
Fx (59-0%, insufficient - additional work required), insufficient performance, student is unable to work with literature dealing with current environmental issues not only in the Slovak Republic but also on a global level, nor critically evaluate environmental issues and is unable to apply environmental theory in the form of creating activating methods to pedagogical practice
Scale of assessment (preliminary/final): 100/0

Learning outcomes:

Learning outcomes and transferable competences:
Upon completion of the course, the student will gain basic information on nature conservation, quality of life assurance and remediation options, which will subsequently enable him/her to solve problems in environmental issues. He will be able to apply all this knowledge to teaching practice; he will strengthen his digital skills in searching for literature on environmental issues on appropriate professional domestic and foreign Internet portals, as well as his communication skills, critical thinking and evaluation of environmental problems in society.

Class syllabus:

Brief outline of the course:
1. Ecology. (the student can distinguish between the concepts of ecology and environmental science, knows the relationships of organisms in the environment and how endogenous and exogenous factors affect the environment)
2. Stability and biodiversity of ecosystems. Protected areas. Regulation of trophic chains. Anthropocentrism, biocentrism and ecocentrism. (the student will learn to perceive the interconnectedness of relationships in nature, the sensitivity of ecosystem stability, how this stability is affected by man himself and ultimately be able to take a stance on the protection of individual ecosystems for the need to maintain balance in nature)
3. Waste management. (the student will get acquainted with the issues of waste management, the creation and regulation of the amount of waste in society, the problem of black dumps but also with the process of recycling as an option for environmental protection)
4. Transport and the greenhouse effect. (the student is able to assess the negative impact of transport use on the environment and is able to adopt the right attitude to dealing with the issue in terms of protecting the environment in which he/she lives)
5. Environmental education in primary schools. Environmental projects of the Slovak Republic. (The student knows how to incorporate environmental education as a cross-cutting theme in the state educational programme, knows how environmental education contributes to the development of the pupil's personality by acquiring the ability to understand, analyse and evaluate the relationships between man and his environment on the basis of knowledge of the laws governing life on Earth, to know and understand the connections between the development of human population and the relationship to the environment in different areas of the world, to understand the links between local and global problems and their own responsibility in relation to the environment, ultimately the student will also become familiar with the current environmental projects of the Slovak Republic

that support this education at primary school and will be able to bring the environmental problems in question to the student's mental level by appropriate activating methods)

Recommended literature:

Recommended reading:

CHRENŠČOVÁ, V., ELEK, Š., FUCHSOVÁ, M., MATIS, D., ŽARNOVIČAN, H. (2010). Pracovný zošit o vode pre základné školy - nižšie sekundárne vzdelávanie : Vzdelávací program Modrá škola. Bratislava: Mladí vedci Slovenska, 31 s. ISBN 978-80-970496-2-1 http://new.modraskola.sk/wp-content/uploads/2016/12/SV_doplnkoveTexty.pdf

CHRENŠČOVÁ, V., ELEK, Š., ELEK, T., FUCHSOVÁ, M., JASAŇ, I., LIBOVIČ, M., MATIS, D., ŽARNOVIČAN, H. (2010). Doplnkové študijné texty o vode pre základné školy - nižšie sekundárne vzdelávanie: Vzdelávací program Modrá škola. Bratislava: Mladí vedci Slovenska, 64 s. ISBN 978-80-970496-1-4 http://new.modraskola.sk/wp-content/uploads/2016/12/SV_doplnkoveTexty.pdf

BIELIKOVÁ, D., FÜRY, D., FUCHSOVÁ, M. (2011) Environmentálne aktivity využiteľné vo výchovno-vzdelávacom procese na základných školách. In: Envirohorizonty ... od teórie k praxi .... Bratislava: Univerzita Komenského, 20 s, ISBN 978-80-223-3083-1

MAJZLAN, O. A FEDOR, P. (2012). Základy ekológie a environmentalistiky pre pedagogické smery. Bratislava: Univerzita Komenského, 180 s. ISBN 978-80-223-3175-3

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 4

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

Lecturers:

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex030/22	Environmetal education

Educational activities:
Type of activities: lecture
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment).
The student will be evaluated on an ongoing basis:
a) defending a term paper with the content of current environmental problems on the territory of the Slovak Republic as well as environmental problems that are solved globally with a maximum value of 20 points
b) its elaboration in the form of analysis and critical evaluation of the chosen environmental issue, in the form of creating reflections from each presented environmental topic and application of the chosen topic to the education of pupils with a maximum value of 80 points.
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The rating is awarded on a scale:
A (100-91%, excellent - excellent results), excellent performance, the student can work well with professional literature dealing with the issue of current environmental problems not only in the Slovak Republic but also at the global level, can critically evaluate environmental problems in society and create appropriate activating methods for the environmental problem usable in pedagogical practice
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C (80-73%, good - normal reliable work), good performance, the student can work well with literature dealing with current environmental problems not only in the Slovak Republic but also at the global level, but critical thinking in the field of environmental science is partially absent, but can create appropriate activating methods for the environmental problem usable in pedagogical practice

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student can only partially work with professional literature dealing with current environmental problems not only in the Slovak Republic but also at the global level, critical thinking in the field of environmental science is partially absent and only partially can apply environmental theory in the form of creating activating methods in pedagogical practice
E (65-60%, sufficient - the results meet the minimum criteria), sufficient performance, the student can work with the literature dealing with current environmental problems not only in the Slovak Republic but also at the global level at a minimum level, critical thinking in the field of environmental science is absent and his ability to apply environmental theory in the form of creating activating methods in pedagogical practice is minimal
Fx (59-0%, insufficient - additional work required), insufficient performance, student is unable to work with literature dealing with current environmental issues not only in the Slovak Republic but also on a global level, nor critically evaluate environmental issues and is unable to apply environmental theory in the form of creating activating methods to pedagogical practice
Scale of assessment (preliminary/final): 100/0

Learning outcomes:

Learning outcomes and transferable competences:
Upon completion of the course, the student will gain basic information on nature conservation, quality of life assurance and remediation options, which will subsequently enable him/her to solve problems in environmental issues. He will be able to apply all this knowledge to teaching practice; he will strengthen his digital skills in searching for literature on environmental issues on appropriate professional domestic and foreign Internet portals, as well as his communication skills, critical thinking and evaluation of environmental problems in society.

Class syllabus:

Brief outline of the course:
1. Ecology. (the student can distinguish between the concepts of ecology and environmental science, knows the relationships of organisms in the environment and how endogenous and exogenous factors affect the environment)
2. Stability and biodiversity of ecosystems. Protected areas. Regulation of trophic chains. Anthropocentrism, biocentrism and ecocentrism. (the student will learn to perceive the interconnectedness of relationships in nature, the sensitivity of ecosystem stability, how this stability is affected by man himself and ultimately be able to take a stance on the protection of individual ecosystems for the need to maintain balance in nature)
3. Waste management. (the student will get acquainted with the issues of waste management, the creation and regulation of the amount of waste in society, the problem of black dumps but also with the process of recycling as an option for environmental protection)
4. Transport and the greenhouse effect. (the student is able to assess the negative impact of transport use on the environment and is able to adopt the right attitude to dealing with the issue in terms of protecting the environment in which he/she lives)
5. Environmental education in primary schools. Environmental projects of the Slovak Republic. (The student knows how to incorporate environmental education as a cross-cutting theme in the state educational programme, knows how environmental education contributes to the development of the pupil's personality by acquiring the ability to understand, analyse and evaluate the relationships between man and his environment on the basis of knowledge of the laws governing life on Earth, to know and understand the connections between the development of human population and the relationship to the environment in different areas of the world, to understand the links between local and global problems and their own responsibility in relation to the environment, ultimately the student will also become familiar with the current environmental projects of the Slovak Republic

that support this education at primary school and will be able to bring the environmental problems in question to the student's mental level by appropriate activating methods)

Recommended literature:

Recommended reading:

CHRENŠČOVÁ, V., ELEK, Š., FUCHSOVÁ, M., MATIS, D., ŽARNOVIČAN, H. (2010). Pracovný zošit o vode pre základné školy - nižšie sekundárne vzdelávanie : Vzdelávací program Modrá škola. Bratislava: Mladí vedci Slovenska, 31 s. ISBN 978-80-970496-2-1 http://new.modraskola.sk/wp-content/uploads/2016/12/SV_doplnkoveTexty.pdf

CHRENŠČOVÁ, V., ELEK, Š., ELEK, T., FUCHSOVÁ, M., JASAŇ, I., LIBOVIČ, M., MATIS, D., ŽARNOVIČAN, H. (2010). Doplnkové študijné texty o vode pre základné školy - nižšie sekundárne vzdelávanie: Vzdelávací program Modrá škola. Bratislava: Mladí vedci Slovenska, 64 s. ISBN 978-80-970496-1-4 http://new.modraskola.sk/wp-content/uploads/2016/12/SV_doplnkoveTexty.pdf

BIELIKOVÁ, D., FÜRY, D., FUCHSOVÁ, M. (2011) Environmentálne aktivity využiteľné vo výchovno-vzdelávacom procese na základných školách. In: Envirohorizonty ... od teórie k praxi .... Bratislava: Univerzita Komenského, 20 s, ISBN 978-80-223-3083-1

MAJZLAN, O. A FEDOR, P. (2012). Základy ekológie a environmentalistiky pre pedagogické smery. Bratislava: Univerzita Komenského, 180 s. ISBN 978-80-223-3175-3

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 4

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

Lecturers: Mgr. Štefánia Ferková, PhD., Mgr. Mária Fuchsová, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex007/22	Ethics

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: **per level/semester:** 5s / 6s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Lecture + seminar, 6 hours + 5 hours (6sP+5sS), combined method
Student workload:
11 hours of teaching; 36 hours of individual preparation for classes (including written preparation in the form of outlines); 30 hours of preparation for the midterm test; 50 hours of preparation for the oral examination, 33 hours of guided self-study. 160 hours in total.
Teaching methods:
In the individual preparation, it is mainly work with the text (selected passages from the works of major philosophers relevant to the subject) or critical reflection on other material (film); during the joint classes, it is mainly monological methods of lecturing, interpretation and explanation, which are suitably supplemented by dialogical methods such as conversation, discussion, the Socratic method, and also work with the text.

Number of credits: 6

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
The course will be completed by oral examination. Weighting of interim and final marks: 50/50
Interim assessment is based on the completion of 3 requirements: active participation in class; preparation of text summaries; a midterm test.
To pass the course you must have met the requirement of at least 90% attendance at lecture/seminar with (in relation to the total number of students in the course) appropriate active involvement of individuals, obtain a minimum of 60% in the evaluation of the text summaries, 60% in the midterm test and 60% in the oral examination.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding results; students have performed excellently during the semester, they have actively participated in the teaching and have shown interest in the subject matter, they can work independently with the literature without any problems and creatively process and present the acquired knowledge, their theoretical knowledge of ethics is at a high level),
B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of ethics is at a very good level),

C (80-73%, good - normal reliable work; students performed standardly well during the semester, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of ethics is at a good level),
D (72-66%, satisfactory - acceptable results; students are able to work independently with the literature to a limited extent and are able to process and present the acquired knowledge with problems, they have moderate deficiencies in their theoretical knowledge of ethics),
E (65-60%, sufficient - the results meet the minimum criteria; students have considerable difficulties in working independently with the literature as well as in processing and presenting the acquired knowledge, they have significant deficiencies in theoretical knowledge of ethics),
Fx (59-0%, insufficient - extra work required).
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning objectives and learning outcomes: To provide students with the basic information needed to understand ethics and its importance in the life of the individual and society and to introduce them to selected ethical concepts from philosophy, biology and psychology.
After completing the course, the student can: define the subject of ethics and the basic concepts of ethics, give an overview of the most important ethical concepts and can compare them with each other, understand the development of morality and ethical concepts in a historical context, distinguish the ethical from the non-ethical sphere, navigate ethical issues, clarify the basic categories of ethics, find the intrinsic motivational sources of behavior, cultivate and develop the good in us, argue, apply the acquired knowledge in pedagogical practice. By completing the course, the student develops the following transferable competencies: communication skills, interpersonal skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, reasoning in context.

Class syllabus:
. Introduction to ethics as a philosophical discipline; definition of the subject of ethics and the basic concepts of ethics, morality, etiquette; basic forms of ethics
2. Virtue ethics (Aristotle)
3. Ancient hedonism (Epicurus)
4. Ancient scepticism (Sextus Empiricus)
5. Medieval ethical concepts (Augustine, Aquinas)
6. Deontological ethics (Kant)
7. Utilitarianism (Bentham, Mill)
8. Ethics of immoralism (Nietzsche)
9. Ethics of reverence for life (Schweitzer)
10. Environmental ethics
11. Biological interpretations of morality (aggression, altruism; Lorenz, Wilson, Ridley)
12. Psychological ethics (Freud, Fromm, Frankl)
13. The problem of evil (Zimbardo, Milgram, Arendt).
14. The question of guilt and responsibility (Jaspers, Sartre, Lévinas)
15. Discursive ethics (Habermas)
16. Bioethics (Habermas)

Recommended literature:
Compulsory readings:
Kohák, E.: Svoboda, svědomí, soužití. Kapitoly z mezilidské etiky. Praha: SLON, 2004 (První prednáška. Filosofie, etika, svoboda, s. 9 - 23).
Aristoteles: Etika Nikomachova (Kniha druhá, kap. 1-6, zlomky 1103a15-1107a28).
Epikuros: O šťastnom živote l. Martin: Thetis, 2014 (List Menoikeovi, s. 73-77).

Sextus Empiricus: Základy pyrrhonskej skepsy. Bratislava: Pravda, 1984 (1. kniha, kap. 1-12, s. 21-29).
Akvinský, T.: Otázky o cnostech I. Praha: Krystal OP, 2013, (De Virt., q. 1, a. 10, s. 161-183).
Kant, I.: Základy metafyziky mravov. Bratislava: Kalligram, 2004 (Predslov a Prvá kapitola, s. 9-30).
Mill, J. S.: Utilitarizmus. In: Mill, J. S.: Logika liberalizmu. Bratislava: Kalligram, 2005 (II. kap. Čo je utilitarizmus, s. 475-499).
Nietzsche, F.: Mimo dobro a zlo: předehra k filosofii budoucnosti. Praha: Aurora, 2003 (Hlava V: K přírodopisu morálky, s. 83-101).
Lorenz, K.: Takzvané zlo. Praha: Mladá fronta, 1992 (12-14. kap., s. 187-231).
Ridley, M.: Původ ctnosti. O evolučních základech a zákonitostech nesobeckého jednání člověka. Praha: Portál, 2015 (3. kap. Vězňovo dilema, s. 63-96).
Schweitzer, A.: Kultúra a etika. Bratislava: Slovenský spisovateľ, 1986 (Etika úcty k životu, s. 350-376).
Freud, S.: Totem a tabu. (časť IV, 5-7, s. 95-107).
Milgram, S.: Poslušnost vůči autoritě. Experiment, který spochybnil lidskou přirozenost. Prel. H Antonínová, Praha: Portál, 2017 (11. kap. Proces poslušnosti: analýza experimentu).
Jaspers, K.: Otázka viny. Praha: Academia, 2006, s. 19-44 (Úvod, časť (A) Schematika rozlišení).
Šmausová, G.: Komunikatívní jednání a komunikatívní racionalita v díle J. Habermasa. In: Filosofický časopis, roč. 47, č. 3, 1999, s. 473-485.
Habermas, J.: Budoucnost lidské přirozenosti. Na ceste k liberální eugenice? Prel. A. Bakešová, Praha: Filosofia, 2003 (Odůvodněná zdrženlivost, s. 9-23).
Zaviš, M.: Úvod do systematickej etiky. Žilina: Žilinská univerzita v Žiline, 2017.
Recommended readings:
Anzenbacher, A.: Úvod do etiky. Praha: Zvon, 1994
Čapek, J. et al.: Přístupy k etice II. Praha: Filosofia, 2015.
Kohák, E.: Člověk, dobro a zlo. Praha: JEŽEK, 1993.
Remišová, A. (ed.):.Dejiny etického myslenia v Európe a USA. Bratislava: Kalligram, 2008.
Sokol, J.: Etika, život, instituce. Pokus o praktickou filosofii. Praha: Vyšehrad, 2014.
Špinka, Š. et al.: Přístupy k etice I. Praha: Filosofia, 2014.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 34

A	ABS	B	C	D	E	FX
35,29	0,0	38,24	5,88	5,88	0,0	14,71

Lecturers: prof. PaedDr. ThDr. Monika Zaviš, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex007/22	Ethics

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: per level/semester: 5s / 6s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Lecture + seminar, 6 hours + 5 hours (6sP+5sS), combined method
Student workload:
11 hours of teaching; 36 hours of individual preparation for classes (including written preparation in the form of outlines); 30 hours of preparation for the midterm test; 50 hours of preparation for the oral examination, 33 hours of guided self-study. 160 hours in total.
Teaching methods:
In the individual preparation, it is mainly work with the text (selected passages from the works of major philosophers relevant to the subject) or critical reflection on other material (film); during the joint classes, it is mainly monological methods of lecturing, interpretation and explanation, which are suitably supplemented by dialogical methods such as conversation, discussion, the Socratic method, and also work with the text.

Number of credits: 6

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
The course will be completed by oral examination. Weighting of interim and final marks: 50/50
Interim assessment is based on the completion of 3 requirements: active participation in class; preparation of text summaries; a midterm test.
To pass the course you must have met the requirement of at least 90% attendance at lecture/seminar with (in relation to the total number of students in the course) appropriate active involvement of individuals, obtain a minimum of 60% in the evaluation of the text summaries, 60% in the midterm test and 60% in the oral examination.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding results; students have performed excellently during the semester, they have actively participated in the teaching and have shown interest in the subject matter, they can work independently with the literature without any problems and creatively process and present the acquired knowledge, their theoretical knowledge of ethics is at a high level),
B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of ethics is at a very good level),

C (80-73%, good - normal reliable work; students performed standardly well during the semester, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of ethics is at a good level),
D (72-66%, satisfactory - acceptable results; students are able to work independently with the literature to a limited extent and are able to process and present the acquired knowledge with problems, they have moderate deficiencies in their theoretical knowledge of ethics),
E (65-60%, sufficient - the results meet the minimum criteria; students have considerable difficulties in working independently with the literature as well as in processing and presenting the acquired knowledge, they have significant deficiencies in theoretical knowledge of ethics),
Fx (59-0%, insufficient - extra work required).
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning objectives and learning outcomes: To provide students with the basic information needed to understand ethics and its importance in the life of the individual and society and to introduce them to selected ethical concepts from philosophy, biology and psychology.
After completing the course, the student can: define the subject of ethics and the basic concepts of ethics, give an overview of the most important ethical concepts and can compare them with each other, understand the development of morality and ethical concepts in a historical context, distinguish the ethical from the non-ethical sphere, navigate ethical issues, clarify the basic categories of ethics, find the intrinsic motivational sources of behavior, cultivate and develop the good in us, argue, apply the acquired knowledge in pedagogical practice. By completing the course, the student develops the following transferable competencies: communication skills, interpersonal skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, reasoning in context.

Class syllabus:
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5. Medieval ethical concepts (Augustine, Aquinas)
6. Deontological ethics (Kant)
7. Utilitarianism (Bentham, Mill)
8. Ethics of immoralism (Nietzsche)
9. Ethics of reverence for life (Schweitzer)
10. Environmental ethics
11. Biological interpretations of morality (aggression, altruism; Lorenz, Wilson, Ridley)
12. Psychological ethics (Freud, Fromm, Frankl)
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14. The question of guilt and responsibility (Jaspers, Sartre, Lévinas)
15. Discursive ethics (Habermas)
16. Bioethics (Habermas)

Recommended literature:
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Kant, I.: Základy metafyziky mravov. Bratislava: Kalligram, 2004 (Predslov a Prvá kapitola, s. 9-30).
Mill, J. S.: Utilitarizmus. In: Mill, J. S.: Logika liberalizmu. Bratislava: Kalligram, 2005 (II. kap. Čo je utilitarizmus, s. 475-499).
Nietzsche, F.: Mimo dobro a zlo: předehra k filosofii budoucnosti. Praha: Aurora, 2003 (Hlava V: K přírodopisu morálky, s. 83-101).
Lorenz, K.: Takzvané zlo. Praha: Mladá fronta, 1992 (12-14. kap., s. 187-231).
Ridley, M.: Původ ctnosti. O evolučních základech a zákonitostech nesobeckého jednání člověka. Praha: Portál, 2015 (3. kap. Vězňovo dilema, s. 63-96).
Schweitzer, A.: Kultúra a etika. Bratislava: Slovenský spisovateľ, 1986 (Etika úcty k životu, s. 350-376).
Freud, S.: Totem a tabu. (časť IV, 5-7, s. 95-107).
Milgram, S.: Poslušnost vůči autoritě. Experiment, který spochybnil lidskou přirozenost. Prel. H Antonínová, Praha: Portál, 2017 (11. kap. Proces poslušnosti: analýza experimentu).
Jaspers, K.: Otázka viny. Praha: Academia, 2006, s. 19-44 (Úvod, časť (A) Schematika rozlišení).
Šmausová, G.: Komunikatívní jednání a komunikatívní racionalita v díle J. Habermasa. In: Filosofický časopis, roč. 47, č. 3, 1999, s. 473-485.
Habermas, J.: Budoucnost lidské přirozenosti. Na ceste k liberální eugenice? Prel. A. Bakešová, Praha: Filosofia, 2003 (Odůvodněná zdrženlivost, s. 9-23).
Zaviš, M.: Úvod do systematickej etiky. Žilina: Žilinská univerzita v Žiline, 2017.
Recommended readings:
Anzenbacher, A.: Úvod do etiky. Praha: Zvon, 1994
Čapek, J. et al.: Přístupy k etice II. Praha: Filosofia, 2015.
Kohák, E.: Člověk, dobro a zlo. Praha: JEŽEK, 1993.
Remišová, A. (ed.):.Dejiny etického myslenia v Európe a USA. Bratislava: Kalligram, 2008.
Sokol, J.: Etika, život, instituce. Pokus o praktickou filosofii. Praha: Vyšehrad, 2014.
Špinka, Š. et al.: Přístupy k etice I. Praha: Filosofia, 2014.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 34

A	ABS	B	C	D	E	FX
35,29	0,0	38,24	5,88	5,88	0,0	14,71

Lecturers: prof. PaedDr. ThDr. Monika Zaviš, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex016/22	Ethics and professional ethics

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
100% of the interim grade, which includes 30% class activity (30 points) and 70% project (70 points).
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively
knowledge, including its meaningful integration into the realities of life and pedagogical practice.
B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately,
including their meaningful integration into the realities of life and pedagogical practice.
C (85-76%, good - routine reliable work), students performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge.
D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge. They cannot critically analyze information.
E (67-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge.
Fx (59-0%, insufficient - extra work required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes and transferable competences:
Learning objectives and outcomes:
The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to

defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession (teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.
This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).
The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.

Class syllabus:

Brief outline of the course:
1. Introduction to the subject: defining the basic concepts: ethics and morality.
Ethics and professional ethics: definition of basic terms: applied ethics - sectoral division of applied ethics. Professional ethics as a part of applied ethics.
2. Professional tact and etiquette as a basis for the formation of the code of ethics of individual professions.
3. The teaching profession and the teacher's code of ethics. Status and role of the teacher. Resolving dilemmas in the teaching profession.
4. Positive climate in the classroom, relationships between school climate factors.
5. Convention on the Rights of the Child.
6. A closer definition of bioethics and its areas of interest on concrete examples, the issue of the code of ethics. Classical ethical theories and alternative methods in solving ethical dilemmas.

Recommended literature:

Compulsory reading:
ANZENBACHER, A. (2001). Úvod do etiky. Praha: Academia, s. 13 – 17. ISBN 978-80-200-0917-5
GLUCHMAN, V. (2000). Úvod do etiky. Prešov: Univerzum, s. 7 – 103, 122 – 133. ISBN 978-80-890-1200-0
GLUCHMANOVÁ, M., GLUCHMAN, V. (2008). Učiteľská etika. Prešov: FF PU (ESF), s. 88 – 127, 194 – 215. ISBN 978-80-806-8808-0
Recommended reading:
HUPKOVÁ, M., PETLÁK, E. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: IRIS, 2004. s. 11 – 26, 81 – 96. ISBN 978-80-89018-77-7
KOSOVÁ B. a kol. (2012). Vysokoškolské vzdelávanie učiteľov. Banská Bystrica: Pedagogická fakulta UMB v Banskej Bystrici, s. 6 – 21, 52 – 61. ISBN 978-80-557-0353-4
LIESSMANN, K. P. (2012). Teorie nevzdělanosti. Praha: ACADEMIA, s. 37 – 61. ISBN 978-80-200-1677-5
MALANKIEVIČOVÁ, S. (2008). Profesijná etika. Prešov: FF PU (ESF), s. 13 – 35. ISBN 978-80-806-8811-0
REMIŠOVÁ, A. (1997). Podnikateľská etika. Nitra: ENIGMA, s. 12 – 49, 198 – 211.
VAJDA, J. (2004). Úvod do etiky. Nitra: Enigma, s. 13 - 56. ISBN 978-80-8913-212-6
VETEŠKA, J., TURECKIOVÁ, M. (2008). Kompetence ve vzdělávání. Praha: GRADA, s. 13 – 57. ISBN 978-80-247-1770-8

ŽILÍNEK, M. (1997). Étos a utváranie mravnej identity osobnosti. Bratislava: IRIS, s. 12 – 108. ISBN 978-80-88778-60-3
WILLIAMS, B. (2021). Morálka: úvod do etiky. Praha: OYIKOYMENH. ISBN 978-80-7298-569-2
DANIŠKOVÁ, Z. (2013). Môže prístup „new public management“ dopomôcť k etablovaniu etického
kódexu učiteľa? 2013 dostupné na http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia_daniskova.pdf

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 12

A	ABS	B	C	D	E	FX
66,67	0,0	8,33	8,33	0,0	0,0	16,67

Lecturers: Mgr. Michal Bizoň, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex016/22	Ethics and professional ethics

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
100% of the interim grade, which includes 30% class activity (30 points) and 70% project (70 points).
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively
knowledge, including its meaningful integration into the realities of life and pedagogical practice.
B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately,
including their meaningful integration into the realities of life and pedagogical practice.
C (85-76%, good - routine reliable work), students performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge.
D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge. They cannot critically analyze information.
E (67-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge.
Fx (59-0%, insufficient - extra work required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes and transferable competences:
Learning objectives and outcomes:
The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to

defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession (teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.
This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).
The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.

Class syllabus:

Brief outline of the course:
1. Introduction to the subject: defining the basic concepts: ethics and morality.
Ethics and professional ethics: definition of basic terms: applied ethics - sectoral division of applied ethics. Professional ethics as a part of applied ethics.
2. Professional tact and etiquette as a basis for the formation of the code of ethics of individual professions.
3. The teaching profession and the teacher's code of ethics. Status and role of the teacher. Resolving dilemmas in the teaching profession.
4. Positive climate in the classroom, relationships between school climate factors.
5. Convention on the Rights of the Child.
6. A closer definition of bioethics and its areas of interest on concrete examples, the issue of the code of ethics. Classical ethical theories and alternative methods in solving ethical dilemmas.

Recommended literature:

Compulsory reading:
ANZENBACHER, A. (2001). Úvod do etiky. Praha: Academia, s. 13 – 17. ISBN 978-80-200-0917-5
GLUCHMAN, V. (2000). Úvod do etiky. Prešov: Univerzum, s. 7 – 103, 122 – 133. ISBN 978-80-890-1200-0
GLUCHMANOVÁ, M., GLUCHMAN, V. (2008). Učiteľská etika. Prešov: FF PU (ESF), s. 88 – 127, 194 – 215. ISBN 978-80-806-8808-0
Recommended reading:
HUPKOVÁ, M., PETLÁK, E. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: IRIS, 2004. s. 11 – 26, 81 – 96. ISBN 978-80-89018-77-7
KOSOVÁ B. a kol. (2012). Vysokoškolské vzdelávanie učiteľov. Banská Bystrica: Pedagogická fakulta UMB v Banskej Bystrici, s. 6 – 21, 52 – 61. ISBN 978-80-557-0353-4
LIESSMANN, K. P. (2012). Teorie nevzdělanosti. Praha: ACADEMIA, s. 37 – 61. ISBN 978-80-200-1677-5
MALANKIEVIČOVÁ, S. (2008). Profesijná etika. Prešov: FF PU (ESF), s. 13 – 35. ISBN 978-80-806-8811-0
REMIŠOVÁ, A. (1997). Podnikateľská etika. Nitra: ENIGMA, s. 12 – 49, 198 – 211.
VAJDA, J. (2004). Úvod do etiky. Nitra: Enigma, s. 13 - 56. ISBN 978-80-8913-212-6
VETEŠKA, J., TURECKIOVÁ, M. (2008). Kompetence ve vzdělávání. Praha: GRADA, s. 13 – 57. ISBN 978-80-247-1770-8

ŽILÍNEK, M. (1997). Étos a utváranie mravnej identity osobnosti. Bratislava: IRIS, s. 12 – 108. ISBN 978-80-88778-60-3
WILLIAMS, B. (2021). Morálka: úvod do etiky. Praha: OYIKOYMENH. ISBN 978-80-7298-569-2
DANIŠKOVÁ, Z. (2013). Môže prístup „new public management“ dopomôcť k etablovaniu etického
kódexu učiteľa? 2013 dostupné na http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia_daniskova.pdf

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 12

A	ABS	B	C	D	E	FX
66,67	0,0	8,33	8,33	0,0	0,0	16,67

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZex024/22	**Course title:** Family education
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** **per level/semester:** 5s **Form of the course:** combined	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course:

The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points).

The rating is awarded on a scale:

A (100-91%, excellent - excellent results with only minimal errors),

B (90-81%, very good - above average results with minor errors),

C (80-73%, good - normal reliable work, average results),

D (72-66%, satisfactory - acceptable results, but significant errors occur),

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

Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).

A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim of the Family Education course is to convey basic information about the family as an educational institution and about the possible impact of the specifics of family life and family education on the educational process in school. The student is able to define the family as an educational institution, remembers its functions, knows the typology of families. The student can explain the transformations of the family in a historical context and the transformations of the family within its life cycle. The student knows and understands the educational goals, content, methods and means of family education. The student is able to critically evaluate and articulate the specifics of family education in alternative forms of partnership cohabitation. The student is able to categorize styles of family education. Describe and interpret inappropriate approaches in family education and predict their possible effects on student performance in school. The student is able to apply the acquired knowledge in solving educational difficulties of the pupil resulting from the specifics of family life and family education.
Transferable competences: by analysing, proposing solutions and discussing problem problems assigned during seminars, the student is able to communicate his/her conclusions, think critically, think in context.

Class syllabus:
Brief outline of the course:
1. Definition of family (traditional vs. newer concept of family), family typology and functions.
2. Basic demographic changes of the family in historical context (from traditional to postmodern family).
3. Family life cycle. Marriage as an institution. Education for marriage and parenthood.
4. The (un)stable family - the contemporary family and the issue of divorce. Inappropriate approaches in family upbringing in the period of divorce. Pupil in school in the period of parents' divorce process.
5. Alternative forms of cohabitation (cohabitation, mingle, single, "patchwork", homosexual partnerships...) - specifics of family education in alternative forms of cohabitation.
6. Pedagogy of the family. Theory of family education. Objectives, content, methods and means of family education. Styles of family education.
7. Relational attachment as a key prerequisite for harmonious personality development. Pupil's manifestations at school with regard to the type of relational attachment.
8. Alternative family education. Specifics of raising a child in foster care.
9. Different forms of violence in the family and their negative impact on the child's personality.

10. Specifics of family education in families with children with disabilities.

Recommended literature:

Compulsory reading:

POTOČÁROVÁ, M. (2018). Etika v rodinných vzťahoch. Bratislava: Univerzita Komenského, 228 s. ISBN 97-880-223-3998-8.
POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská RV. Bratislava: UK, 216 s. ISBN 978-80-223-2458-8.
DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IKAR, 146 s. ISBN 978-80-8200-034-7.

Recommended reading:

BAKOŠOVÁ, Z., ZEMANČÍKOVÁ, V. (2011). Výchova sociálnych a prosociálnych kompetencií v rodine. In: Teórie sociálnej pedagogiky: edukačné, sociálne a komunikačné aspekty [Z. Bakošová]. Bratislava: Slovenská pedagogická spoločnosť SAV, 2011.184 s. ISBN 978-80-970675-0-2.BRISCH, K. H. (2011). Bezpečná vzťahová väzba. Attachment v tehotenstve a prvých rokoch života. Trenčín: Vydavateľstvo F, 150 s. ISBN 978-80-88952-67-1.
POTOČÁROVÁ, M. Výchova k hodnotám v slovenskej rodine. In Pedagogická orientace, 45(5-6),1996.
PŠENIČKA, O. 1995. Sexuální výchova v rodině. Hradec Králové: Rodina, 310s. ISBN-10 8090152414.
ZEMANČÍKOVÁ, V. 2008. Fyzické tresty vo výchove detí v rodine. In: Výchova v pedagogickom výskume a praxi. zborník z medzinárodnej vedeckej konferencie. Trnava: Univerzita sv. Cyrila a Metoda, 2008.

Languages necessary to complete the course:

slovak language

Notes:

Past grade distribution

Total number of evaluated students: 116

A	ABS	B	C	D	E	FX
58,62	0,0	12,93	5,17	3,45	4,31	15,52

Lecturers: prof. PhDr. Mária Potočárová, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex024/22	Family education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points).
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim of the Family Education course is to convey basic information about the family as an educational institution and about the possible impact of the specifics of family life and family education on the educational process in school. The student is able to define the family as an educational institution, remembers its functions, knows the typology of families. The student can explain the transformations of the family in a historical context and the transformations of the family within its life cycle. The student knows and understands the educational goals, content, methods and means of family education. The student is able to critically evaluate and articulate the specifics of family education in alternative forms of partnership cohabitation. The student is able to categorize styles of family education. Describe and interpret inappropriate approaches in family education and predict their possible effects on student performance in school. The student is able to apply the acquired knowledge in solving educational difficulties of the pupil resulting from the specifics of family life and family education.
Transferable competences: by analysing, proposing solutions and discussing problem problems assigned during seminars, the student is able to communicate his/her conclusions, think critically, think in context.

Class syllabus:
Brief outline of the course:
1. Definition of family (traditional vs. newer concept of family), family typology and functions.
2. Basic demographic changes of the family in historical context (from traditional to postmodern family).
3. Family life cycle. Marriage as an institution. Education for marriage and parenthood.
4. The (un)stable family - the contemporary family and the issue of divorce. Inappropriate approaches in family upbringing in the period of divorce. Pupil in school in the period of parents' divorce process.
5. Alternative forms of cohabitation (cohabitation, mingle, single, "patchwork", homosexual partnerships...) - specifics of family education in alternative forms of cohabitation.
6. Pedagogy of the family. Theory of family education. Objectives, content, methods and means of family education. Styles of family education.
7. Relational attachment as a key prerequisite for harmonious personality development. Pupil's manifestations at school with regard to the type of relational attachment.
8. Alternative family education. Specifics of raising a child in foster care.
9. Different forms of violence in the family and their negative impact on the child's personality.

10. Specifics of family education in families with children with disabilities.

Recommended literature:

Compulsory reading:

POTOČÁROVÁ, M. (2018). Etika v rodinných vzťahoch. Bratislava: Univerzita Komenského, 228 s. ISBN 97-880-223-3998-8.
POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská RV. Bratislava: UK, 216 s. ISBN 978-80-223-2458-8.
DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IKAR, 146 s. ISBN 978-80-8200-034-7.

Recommended reading:

BAKOŠOVÁ, Z., ZEMANČÍKOVÁ, V. (2011). Výchova sociálnych a prosociálnych kompetencií v rodine. In: Teórie sociálnej pedagogiky: edukačné, sociálne a komunikačné aspekty [Z. Bakošová]. Bratislava: Slovenská pedagogická spoločnosť SAV, 2011.184 s. ISBN 978-80-970675-0-2.BRISCH, K. H. (2011). Bezpečná vzťahová väzba. Attachment v tehotenstve a prvých rokoch života. Trenčín: Vydavateľstvo F, 150 s. ISBN 978-80-88952-67-1.
POTOČÁROVÁ, M. Výchova k hodnotám v slovenskej rodine. In Pedagogická orientace, 45(5-6),1996.
PŠENIČKA, O. 1995. Sexuální výchova v rodině. Hradec Králové: Rodina, 310s. ISBN-10 8090152414.
ZEMANČÍKOVÁ, V. 2008. Fyzické tresty vo výchove detí v rodine. In: Výchova v pedagogickom výskume a praxi. zborník z medzinárodnej vedeckej konferencie. Trnava: Univerzita sv. Cyrila a Metoda, 2008.

Languages necessary to complete the course:

slovak language

Notes:

Past grade distribution

Total number of evaluated students: 116

A	ABS	B	C	D	E	FX
58,62	0,0	12,93	5,17	3,45	4,31	15,52

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex016/22	Gender aspects in education and training

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of teaching, 23 hours of working on assignments during the semester, 32 hours of continuous study of the literature and preparation for the seminar. Total 60 hours per semester.
Teaching methods:
Discussion, lecturing, work with text - method of analysis, interpretation, application, work with textbook, experiential methods, group work, guided self-study - moodle.uniba.sk

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final assessment 100/0
100% of the continuous assessment includes: during the semester there will be approximately 4-6 assignments: focused on working with a professional text and its application in an example and interpretation of an example based on the professional text, analysis of stereotypes in the teaching texts, elaboration of the professional literature into an annotation with questions on the readings. Students will use the e-learning environment moodle for their studies.
A minimum score of 60% is required for successful completion of the course.
The grade is awarded on a scale of:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, results meet minimum criteria),
Fx (59-0%, inadequate - additional work required)
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students know the mechanisms to prevent the violation of equal opportunities for women and men (girls and boys) in education; they can identify gender stereotypes and their negative consequences in the educational process. They use methods to deepen gender democracy in school; They perceive the educational process from a gender perspective. They can name and find connections between

gender-sensitive education and the cross-cutting theme of education for marriage and parenthood (sex education); apply the gender perspective in relational sex education. They are able to link the issue to human rights and education for democratic citizenship.
Learning objectives:
Students will acquire knowledge and skills that will enable them to prevent violations of equal opportunities for women and men (girls and boys), eliminate gender stereotypes and their negative consequences in the educational process, deepen gender democracy in school, perceive the educational process from a gender perspective. They will learn to identify the topics of relational sex education with the topics of civic education

Class syllabus:
Brief outline of the course:
Definition of the terms: gender, sex, gender stereotypes, gender-sensitive education, direct and indirect discrimination. Education and training from a gender perspective - theories of gender socialization, feminist pedagogy, models of gender-sensitive pedagogy. Gender in the pedagogical process. Inequalities in school from a gender perspective. Language - gender insensitivity. Research, projects, development of study materials, methodologies - gender perspective. Gender aspects of marriage and parenthood/sexual relationship education in schools.

Recommended literature:
Compulsory readings:
BOSÁ, M., MINAROVIČOVÁ, K. (2011). Rodovo citlivá výchova, In: Kiczková, Z., Szapuová, M. Rodové štúdiá, Bratislava : Univerzita Komenského v Bratislave, s. 161-181. ISBN 978-80-223-2934-7
SMETÁČKOVÁ, I. (2016). Genderové vyjednávaní ve školních třídách. In: Genderové představy a vztahy. Praha: SLON, s. 177-216. ISBN 978-80-7419-229-6
SMETÁČKOVÁ, I., VLKOVÁ, K. (zost.). (2005). Gender ve škole I, II. Praha: Otevřená společnost, 2005.
Recommended readings:
BABANOVÁ, A., MIŠKOLCI, J. (zost.). (2007). Genderově citlivá výchova: Kde začít? Praha: Žába na prameni. ISBN 978-80-239-8798-0
BOSÁ, M., MINAROVIČOVÁ, K. (2006). Rodovo citlivá výchova. Bratislava: EsFem.
CVIKOVÁ, J., JURÁŇOVÁ, J. (ed.). (2003). Ružový a modrý svet. Bratislava: Aspekt. ISBN 0-89140-02-5.
HOPPE, H., HOPPE, S., KREBEL, J. (2001). Sociálně psychologické hry pro dospívající: Rozvoj pohlavní identity, prevence agresivity a zneužívání. Praha: Portál, ISBN 978-80-7178-434-0
JARKOVSKÁ, L. (2014). Gender před tabulí. Praha: SLON. ISBN 978-80-7419-119-0.
LUKŠÍK, I., SUPEKOVÁ, M. (2003). Sexualita a rodovosť v sociálnych a výchovných súvislostiach. Bratislava: Humanitas,. ISBN 80-89124-01-1.
RENZETTI, C.M., CURRAN, D. J. (2005). Ženy, muži a společnost. Praha: Karolinum. ISBN 80-246-0525-2
ROVŇANOVÁ, L., LUKŠÍK, I., LUKŠÍKOVÁ, Ľ. (Eds.). (2007). Príručka pre sexuálnu výchovu na druhom stupni základných škôl v rámci osnov výchovy k manželstvu a rodičovstvu. Bratislava: OKAT PLUS, ISBN 978-80-8872-010-2.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 33

A	ABS	B	C	D	E	FX
84,85	0,0	3,03	0,0	6,06	0,0	6,06

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex016/22	Gender aspects in education and training

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of teaching, 23 hours of working on assignments during the semester, 32 hours of continuous study of the literature and preparation for the seminar. Total 60 hours per semester.
Teaching methods:
Discussion, lecturing, work with text - method of analysis, interpretation, application, work with textbook, experiential methods, group work, guided self-study - moodle.uniba.sk

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final assessment 100/0
100% of the continuous assessment includes: during the semester there will be approximately 4-6 assignments: focused on working with a professional text and its application in an example and interpretation of an example based on the professional text, analysis of stereotypes in the teaching texts, elaboration of the professional literature into an annotation with questions on the readings. Students will use the e-learning environment moodle for their studies.
A minimum score of 60% is required for successful completion of the course.
The grade is awarded on a scale of:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, results meet minimum criteria),
Fx (59-0%, inadequate - additional work required)
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students know the mechanisms to prevent the violation of equal opportunities for women and men (girls and boys) in education; they can identify gender stereotypes and their negative consequences in the educational process. They use methods to deepen gender democracy in school; They perceive the educational process from a gender perspective. They can name and find connections between

gender-sensitive education and the cross-cutting theme of education for marriage and parenthood (sex education); apply the gender perspective in relational sex education. They are able to link the issue to human rights and education for democratic citizenship.
Learning objectives:
Students will acquire knowledge and skills that will enable them to prevent violations of equal opportunities for women and men (girls and boys), eliminate gender stereotypes and their negative consequences in the educational process, deepen gender democracy in school, perceive the educational process from a gender perspective. They will learn to identify the topics of relational sex education with the topics of civic education

Class syllabus:
Brief outline of the course:
Definition of the terms: gender, sex, gender stereotypes, gender-sensitive education, direct and indirect discrimination. Education and training from a gender perspective - theories of gender socialization, feminist pedagogy, models of gender-sensitive pedagogy. Gender in the pedagogical process. Inequalities in school from a gender perspective. Language - gender insensitivity. Research, projects, development of study materials, methodologies - gender perspective. Gender aspects of marriage and parenthood/sexual relationship education in schools.

Recommended literature:
Compulsory readings:
BOSÁ, M., MINAROVIČOVÁ, K. (2011). Rodovo citlivá výchova, In: Kiczková, Z., Szapuová, M. Rodové štúdiá, Bratislava : Univerzita Komenského v Bratislave, s. 161-181. ISBN 978-80-223-2934-7
SMETÁČKOVÁ, I. (2016). Genderové vyjednávaní ve školních třídách. In: Genderové představy a vztahy. Praha: SLON, s. 177-216. ISBN 978-80-7419-229-6
SMETÁČKOVÁ, I., VLKOVÁ, K. (zost.). (2005). Gender ve škole I, II. Praha: Otevřená společnost, 2005.
Recommended readings:
BABANOVÁ, A., MIŠKOLCI, J. (zost.). (2007). Genderově citlivá výchova: Kde začít? Praha: Žába na prameni. ISBN 978-80-239-8798-0
BOSÁ, M., MINAROVIČOVÁ, K. (2006). Rodovo citlivá výchova. Bratislava: EsFem.
CVIKOVÁ, J., JURÁŇOVÁ, J. (ed.). (2003). Ružový a modrý svet. Bratislava: Aspekt. ISBN 0-89140-02-5.
HOPPE, H., HOPPE, S., KREBEL, J. (2001). Sociálně psychologické hry pro dospívající: Rozvoj pohlavní identity, prevence agresivity a zneužívání. Praha: Portál, ISBN 978-80-7178-434-0
JARKOVSKÁ, L. (2014). Gender před tabulí. Praha: SLON. ISBN 978-80-7419-119-0.
LUKŠÍK, I., SUPEKOVÁ, M. (2003). Sexualita a rodovosť v sociálnych a výchovných súvislostiach. Bratislava: Humanitas,. ISBN 80-89124-01-1.
RENZETTI, C.M., CURRAN, D. J. (2005). Ženy, muži a společnost. Praha: Karolinum. ISBN 80-246-0525-2
ROVŇANOVÁ, L., LUKŠÍK, I., LUKŠÍKOVÁ, Ľ. (Eds.). (2007). Príručka pre sexuálnu výchovu na druhom stupni základných škôl v rámci osnov výchovy k manželstvu a rodičovstvu. Bratislava: OKAT PLUS, ISBN 978-80-8872-010-2.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 33

A	ABS	B	C	D	E	FX
84,85	0,0	3,03	0,0	6,06	0,0	6,06

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex018/22	Gender aspects of education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed with an assessment, weighted interim/final assessment 100/0.
100% of the continuous assessment includes: during the semester there will be approximately 6 - 8 assignments: focused on working with a professional text and its application in an example and the interpretation of the example processed on the basis of the professional text, the analysis of stereotypes in teaching texts, the processing of professional literature into an annotation with questions on the read text. Students will use the e-learning environment moodle for their studies.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes and transferable competences:
Learning objectives and outcomes:
Students know the mechanisms to prevent the violation of equal opportunities for women and men (girls and boys) in education; they can identify gender stereotypes and their negative consequences in the educational process. They use methods to deepen gender democracy in school; They perceive the educational process from a gender perspective. They can name and find connections between gender-sensitive education and the cross-cutting theme of education for marriage and parenthood (sex education); apply the gender perspective in relational sex education.
Educational Objectives:
Students will acquire knowledge and skills that will enable them to prevent violations of equal opportunities for women and men (girls and boys), eliminate gender stereotypes and their negative consequences in the educational process, deepen gender democracy at school, and perceive the educational process from a gender perspective.

Class syllabus:
Brief outline of the course:
Definition of the terms: gender, sex, gender stereotypes, gender sensitive education, direct and indirect discrimination. Education and training from a gender perspective - theories of gender socialisation, feminist pedagogy, models of gender-sensitive pedagogy. Gender in the pedagogical process. Inequalities in school from a gender perspective. Language - gender insensitivity. Research, projects, development of study materials, methodologies - gender perspective. Gender aspects of marriage and parenthood/sexual relationship education in schools.

Recommended literature:
Recommended reading:
Compulsory reading:
BOSÁ, M., MINAROVIČOVÁ, K. (2011). Rodovo citlivá výchova, In: Kiczková, Z., Szapuová, M. Rodové štúdiá, Bratislava : Univerzita Komenského v Bratislave, s. 161-181. ISBN 978-80-223-2934-7
SMETÁČKOVÁ, I. (2016). Genderové vyjednávaní ve školních třídách. In: Genderové představy a vztahy. Praha: SLON, s. 177-216. ISBN 978-80-7419-229-6
SMETÁČKOVÁ, I., VLKOVÁ, K. (zost.). (2005). Gender ve škole I, II. Praha: Otevřená společnost, 2005.
Recommended reading:
BABANOVÁ, A., MIŠKOLCI, J. (zost.). (2007). Genderově citlivá výchova: Kde začít? Praha: Žába na prameni. ISBN 978-80-239-8798-0

BOSÁ, M., MINAROVIČOVÁ, K. (2006). Rodovo citlivá výchova. Bratislava: EsFem.
CVIKOVÁ, J., JURÁŇOVÁ, J. (ed.). (2003). Ružový a modrý svet. Bratislava: Aspekt. ISBN 0-89140-02-5.
HOPPE, H., HOPPE, S., KREBEL, J. (2001). Sociálně psychologické hry pro dospívající: Rozvoj pohlavní identity, prevence agresivity a zneužívání. Praha: Portál, ISBN 978-80-7178-434-0
JARKOVSKÁ, L. (2014). Gender před tabulí. Praha: SLON. ISBN 978-80-7419-119-0.
LUKŠÍK, I., SUPEKOVÁ, M. (2003). Sexualita a rodovosť v sociálnych a výchovných súvislostiach. Bratislava: Humanitas,. ISBN 80-89124-01-1.
OSAĎAN, R. RAPOŠOVÁ, P. SMETANOVÁ, D. (v tlači). Úvod do problematiky rodovosti a sexuality detí. Vysokoškolská učebnica. Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.
RENZETTI, C.M., CURRAN, D. J. (2005). Ženy, muži a společnost. Praha: Karolinum. ISBN 80-246-0525-2
ROVŇANOVÁ, L., LUKŠÍK, I., LUKŠÍKOVÁ, Ľ. (Eds.). (2007). Príručka pre sexuálnu výchovu na druhom stupni základných škôl v rámci osnov výchovy k manželstvu a rodičovstvu. Bratislava: OKAT PLUS, ISBN 978-80-8872-010-2.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 96

A	ABS	B	C	D	E	FX
77,08	0,0	5,21	3,13	2,08	2,08	10,42

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex018/22	Gender aspects of education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed with an assessment, weighted interim/final assessment 100/0.
100% of the continuous assessment includes: during the semester there will be approximately 6 - 8 assignments: focused on working with a professional text and its application in an example and the interpretation of the example processed on the basis of the professional text, the analysis of stereotypes in teaching texts, the processing of professional literature into an annotation with questions on the read text. Students will use the e-learning environment moodle for their studies.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes and transferable competences:
Learning objectives and outcomes:
Students know the mechanisms to prevent the violation of equal opportunities for women and men (girls and boys) in education; they can identify gender stereotypes and their negative consequences in the educational process. They use methods to deepen gender democracy in school; They perceive the educational process from a gender perspective. They can name and find connections between gender-sensitive education and the cross-cutting theme of education for marriage and parenthood (sex education); apply the gender perspective in relational sex education.
Educational Objectives:
Students will acquire knowledge and skills that will enable them to prevent violations of equal opportunities for women and men (girls and boys), eliminate gender stereotypes and their negative consequences in the educational process, deepen gender democracy at school, and perceive the educational process from a gender perspective.

Class syllabus:
Brief outline of the course:
Definition of the terms: gender, sex, gender stereotypes, gender sensitive education, direct and indirect discrimination. Education and training from a gender perspective - theories of gender socialisation, feminist pedagogy, models of gender-sensitive pedagogy. Gender in the pedagogical process. Inequalities in school from a gender perspective. Language - gender insensitivity. Research, projects, development of study materials, methodologies - gender perspective. Gender aspects of marriage and parenthood/sexual relationship education in schools.

Recommended literature:
Recommended reading:
Compulsory reading:
BOSÁ, M., MINAROVIČOVÁ, K. (2011). Rodovo citlivá výchova, In: Kiczková, Z., Szapuová, M. Rodové štúdiá, Bratislava : Univerzita Komenského v Bratislave, s. 161-181. ISBN 978-80-223-2934-7
SMETÁČKOVÁ, I. (2016). Genderové vyjednávaní ve školních třídách. In: Genderové představy a vztahy. Praha: SLON, s. 177-216. ISBN 978-80-7419-229-6
SMETÁČKOVÁ, I., VLKOVÁ, K. (zost.). (2005). Gender ve škole I, II. Praha: Otevřená společnost, 2005.
Recommended reading:
BABANOVÁ, A., MIŠKOLCI, J. (zost.). (2007). Genderově citlivá výchova: Kde začít? Praha: Žába na prameni. ISBN 978-80-239-8798-0

BOSÁ, M., MINAROVIČOVÁ, K. (2006). Rodovo citlivá výchova. Bratislava: EsFem.
CVIKOVÁ, J., JURÁŇOVÁ, J. (ed.). (2003). Ružový a modrý svet. Bratislava: Aspekt. ISBN 0-89140-02-5.
HOPPE, H., HOPPE, S., KREBEL, J. (2001). Sociálně psychologické hry pro dospívající: Rozvoj pohlavní identity, prevence agresivity a zneužívání. Praha: Portál, ISBN 978-80-7178-434-0
JARKOVSKÁ, L. (2014). Gender před tabulí. Praha: SLON. ISBN 978-80-7419-119-0.
LUKŠÍK, I., SUPEKOVÁ, M. (2003). Sexualita a rodovosť v sociálnych a výchovných súvislostiach. Bratislava: Humanitas,. ISBN 80-89124-01-1.
OSAĎAN, R. RAPOŠOVÁ, P. SMETANOVÁ, D. (v tlači). Úvod do problematiky rodovosti a sexuality detí. Vysokoškolská učebnica. Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.
RENZETTI, C.M., CURRAN, D. J. (2005). Ženy, muži a společnost. Praha: Karolinum. ISBN 80-246-0525-2
ROVŇANOVÁ, L., LUKŠÍK, I., LUKŠÍKOVÁ, Ľ. (Eds.). (2007). Príručka pre sexuálnu výchovu na druhom stupni základných škôl v rámci osnov výchovy k manželstvu a rodičovstvu. Bratislava: OKAT PLUS, ISBN 978-80-8872-010-2.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 96

A	ABS	B	C	D	E	FX
77,08	0,0	5,21	3,13	2,08	2,08	10,42

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex004/22	General theory of instruction

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 8s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities:
lecture+seminar, 20 hours per semester, combined
Student workload: 20 hours of teaching, 13 hours of guided self-study; 36 hours of seminar paper preparation, 11 hours of mid-term assessment preparation, 40 hours of exam preparation. Total 120 hours of student work.
Educational methods: lecture, interpretation, problem-based interpretation, discussion methods, individual work, small group work, mind mapping, didactic games, problem-based methods, situation analysis methods, guided self-study
Number of credits: 4
Recommended semester: 3rd - 4th semester
Level of study: 1st degree
Prerequisite subjects: none

Number of credits: 4

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
The course is completed by examination, the weighting of the interim and final assessment is 50/50. Students work on continuous work during the semester (setting objectives, taxonomy of objectives, creation of material aids, creation of didactic test, ...). Intermediate works are evaluated for 20 points. At the end of the intermediate teaching they hand in the semester work - methodical preparation for the teaching unit. The semester work is evaluated for 30 points. During the examination period, they take an oral final examination. The final assessment is worth 50 points. The successful completion of the course is subject to obtaining at least 60 % of the maximum possible grade for the course.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, well - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The student will acquire knowledge of the importance of general didactics and its essence for successful functioning in the practice of the teaching profession. The student will be able to define the subject and methodological profile of didactics, develop knowledge, competences and attitudes associated with the teaching profession, knowledge and competences of planning and organizing pupils' learning activities. The student is able to define general didactics in the system of pedagogical sciences, list and characterise its functions and significance. Characterise the personality of the pupil and the teacher in educational contexts. Characterise and analyse basic school documents and explain their interrelation, compare their structure. Analyse the curriculum from a didactic point of view, defend and present their solution. Apply procedures in the processes of formulating specific objectives according to different taxonomies of objectives. Recognise the nature and importance of the application of didactic principles in the teaching process. Orient themselves in the theories and concepts of teaching. Can characterise different approaches to the classification of methods and organisational forms of the teaching process. Analyse and classify the methods and forms mentioned in school documents. Create a portfolio of own outcomes in general didactics in accordance with the acquired knowledge. Be able to critically and factually assess and evaluate the outputs of others.

Transferable competences:

By discussing, solving and presenting the results of continuously assigned tasks, students will develop their analytical and critical thinking, communication skills, interpersonal skills, organizational skills, digital skills, lecturing and metacognitive skills. Students will be able to use the acquired knowledge and competences creatively in the study of other pedagogical disciplines and in their future pedagogical practice.

Brief outline of the course:

General didactics as a basic pedagogical discipline studies the educational process in all its complexity. Didactics helps students to develop and become aware of basic pedagogical knowledge, to understand didactic interrelationships in teaching. It emphasizes the basic concepts and theories of teaching, for the formation of students' individual conceptions of teaching. Makes accessible the formation and essence of basic didactic principles, pedagogical documents and objectives in the teaching process. It leads students to confront theory with practice, to understand a concept in relation to a specific educational activity, to the specific work of the teacher, but above all in relation to the pupil. It characterises the whole process of preparing a teaching unit, through the interaction of teacher and pupils, i.e. through methods, organisational forms and material means.

Topics:

Historical and contemporary conceptions of general didactics. General didactics as a basic pedagogical discipline and its relation to other sciences. The personality of the pupil and the teacher. Basic pedagogical documents. Didactic principles. Pupils' learning styles and teachers' teaching styles. Didactical analysis of the curriculum. Educational objectives, taxonomies of objectives. Theories and concepts of education. Traditional and activating teaching methods. System of organizational forms. Teaching process, its stages and their analysis. Material teaching means - teaching aids, didactic technology and their importance. Assessment, screening, classification.

Class syllabus:

Brief outline of the course:

General didactics as a basic pedagogical discipline studies the educational process in all its complexity. Didactics helps students to develop and become aware of basic pedagogical knowledge,

to understand didactic interrelationships in teaching. It emphasizes the basic concepts and theories of teaching, for the formation of students' individual conceptions of teaching. Makes accessible the formation and essence of basic didactic principles, pedagogical documents and objectives in the teaching process. It leads students to confront theory with practice, to understand a concept in relation to a specific educational activity, to the specific work of the teacher, but above all in relation to the pupil. It characterises the whole process of preparing a teaching unit, through the interaction of teacher and pupils, i.e. through methods, organisational forms and material means.
Topics:
Historical and contemporary conceptions of general didactics. General didactics as a basic pedagogical discipline and its relation to other sciences. The personality of the pupil and the teacher. Basic pedagogical documents. Didactic principles. Pupils' learning styles and teachers' teaching styles. Didactical analysis of the curriculum. Educational objectives, taxonomies of objectives. Theories and concepts of education. Traditional and activating teaching methods. System of organizational forms. Teaching process, its stages and their analysis. Material teaching means - teaching aids, didactic technology and their importance. Assessment, screening, classification

Recommended literature:

KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. (2017). Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov: Rokus. 370 s., ISBN 978-80-8951-061-0
Recommended reading:
ČAPEK, R. (2015). Moderní didaktika. Lexikon výukových a hodnoticích metod. Praha: Grada. 624s., ISBN 978-80-247-3450-7
ČAPEK, R. (2020). Uč jako umělec. Brno: Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
KOMENSKÝ, J. A.1954. Veľká didaktika. Bratislava: SPN, 272 s. ISBN 9-3264/53
KOSTRUB, D. (2008). Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6.
KOSTRUB, D., OSTRADICKÝ, P. (2016). Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MLODZIEZY I DOROSLYCH, 2016, s. 428-438. ISBN 978-83-941235-5-0.
KOSTRUB, D., OSTRADICKÝ, P. (2014). Phenomena that determine didactic teacher thinking within the process of selecting optimal methods of teaching. In EDUKACJA KU PRZYSZLOŠCI, 2014, s.114-122. ISBN 978-83-62160-20-4.
OBDRŽÁLEK, Z. a kol. (2003). Didaktika pre študentov učiteľstva ZŠ. Bratislava: Univerzita Komenského, 2003.
OSTRADICKÝ, P. (2017). Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017. - Brno: Masarykova univerzita, 2017. ISBN 978-80-87952-22-1. - S. 843-852.
PETLÁK, E. (2016). Všeobecná didaktika. Bratislava: IRIS, 322 s. ISBN: 978-80-8153-064-7
TÓBLOVÁ, E. (2019). Aktivizujúce vyučovacie metódy. Bratislava: Univerzita Komenského. ISBN 978-80-223-4817-1
TÓBLOVÁ,, E. a kol. (2017). The analysis of educational needs of managing teaching staff in schools in the Slovak Republic. Modern Journal of Language Teaching Methods. - Vol. 7, no. 5 (2017), p. 11-17. ISSN 2251-6204
TÓBLOVÁ,, E. a kol. (2017). Inovácia pregraduálnej prípravy učiteľov v oblasti didakticko-technologických kompetencií. Innovation of the pregraduate teacher training aimed at the didactic-technological competence development. Autoevaluační kultura a kvalita vzdělávání. Praha: Extrasystem, 2017. - ISBN 978-80-87570-36-4. - S. 91-95
TUREK,I. (2014). Didaktika. Bratislava: Wolters Kluwer, 2014, ISBN 978-80-8168-004-5
ZORMANOVÁ, L. (2014). Obecná didaktika. Praha: Grada. ISBN 978-80-247-4590-9

Languages necessary to complete the course:
slovak, czech and english

Notes:
students of the Teacher Education (combined) programme do not enrol in the course

Past grade distribution
Total number of evaluated students: 107

A	ABS	B	C	D	E	FX
40,19	0,0	15,89	15,89	9,35	7,48	11,21

Lecturers: Ing. Mgr. Jozef Strakoš, PhD., prof. PaedDr. Dušan Kostrub, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex004/22	General theory of instruction

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 8s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities:
lecture+seminar, 20 hours per semester, combined
Student workload: 20 hours of teaching, 13 hours of guided self-study; 36 hours of seminar paper preparation, 11 hours of mid-term assessment preparation, 40 hours of exam preparation. Total 120 hours of student work.
Educational methods: lecture, interpretation, problem-based interpretation, discussion methods, individual work, small group work, mind mapping, didactic games, problem-based methods, situation analysis methods, guided self-study
Number of credits: 4
Recommended semester: 3rd - 4th semester
Level of study: 1st degree
Prerequisite subjects: none

Number of credits: 4

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Course requirements:
The course is completed by examination, the weighting of the interim and final assessment is 50/50. Students work on continuous work during the semester (setting objectives, taxonomy of objectives, creation of material aids, creation of didactic test, ...). Intermediate works are evaluated for 20 points. At the end of the intermediate teaching they hand in the semester work - methodical preparation for the teaching unit. The semester work is evaluated for 30 points. During the examination period, they take an oral final examination. The final assessment is worth 50 points. The successful completion of the course is subject to obtaining at least 60 % of the maximum possible grade for the course.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, well - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)

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

Learning outcomes:

Learning outcomes:

Learning objectives and outcomes:

The student will acquire knowledge of the importance of general didactics and its essence for successful functioning in the practice of the teaching profession. The student will be able to define the subject and methodological profile of didactics, develop knowledge, competences and attitudes associated with the teaching profession, knowledge and competences of planning and organizing pupils' learning activities. The student is able to define general didactics in the system of pedagogical sciences, list and characterise its functions and significance. Characterise the personality of the pupil and the teacher in educational contexts. Characterise and analyse basic school documents and explain their interrelation, compare their structure. Analyse the curriculum from a didactic point of view, defend and present their solution. Apply procedures in the processes of formulating specific objectives according to different taxonomies of objectives. Recognise the nature and importance of the application of didactic principles in the teaching process. Orient themselves in the theories and concepts of teaching. Can characterise different approaches to the classification of methods and organisational forms of the teaching process. Analyse and classify the methods and forms mentioned in school documents. Create a portfolio of own outcomes in general didactics in accordance with the acquired knowledge. Be able to critically and factually assess and evaluate the outputs of others.

Transferable competences:

By discussing, solving and presenting the results of continuously assigned tasks, students will develop their analytical and critical thinking, communication skills, interpersonal skills, organizational skills, digital skills, lecturing and metacognitive skills. Students will be able to use the acquired knowledge and competences creatively in the study of other pedagogical disciplines and in their future pedagogical practice.

Brief outline of the course:

General didactics as a basic pedagogical discipline studies the educational process in all its complexity. Didactics helps students to develop and become aware of basic pedagogical knowledge, to understand didactic interrelationships in teaching. It emphasizes the basic concepts and theories of teaching, for the formation of students' individual conceptions of teaching. Makes accessible the formation and essence of basic didactic principles, pedagogical documents and objectives in the teaching process. It leads students to confront theory with practice, to understand a concept in relation to a specific educational activity, to the specific work of the teacher, but above all in relation to the pupil. It characterises the whole process of preparing a teaching unit, through the interaction of teacher and pupils, i.e. through methods, organisational forms and material means.

Topics:

Historical and contemporary conceptions of general didactics. General didactics as a basic pedagogical discipline and its relation to other sciences. The personality of the pupil and the teacher. Basic pedagogical documents. Didactic principles. Pupils' learning styles and teachers' teaching styles. Didactical analysis of the curriculum. Educational objectives, taxonomies of objectives. Theories and concepts of education. Traditional and activating teaching methods. System of organizational forms. Teaching process, its stages and their analysis. Material teaching means - teaching aids, didactic technology and their importance. Assessment, screening, classification.

Class syllabus:

Brief outline of the course:

General didactics as a basic pedagogical discipline studies the educational process in all its complexity. Didactics helps students to develop and become aware of basic pedagogical knowledge,

to understand didactic interrelationships in teaching. It emphasizes the basic concepts and theories of teaching, for the formation of students' individual conceptions of teaching. Makes accessible the formation and essence of basic didactic principles, pedagogical documents and objectives in the teaching process. It leads students to confront theory with practice, to understand a concept in relation to a specific educational activity, to the specific work of the teacher, but above all in relation to the pupil. It characterises the whole process of preparing a teaching unit, through the interaction of teacher and pupils, i.e. through methods, organisational forms and material means.
Topics:
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Recommended literature:

KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. (2017). Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov: Rokus. 370 s., ISBN 978-80-8951-061-0
Recommended reading:
ČAPEK, R. (2015). Moderní didaktika. Lexikon výukových a hodnoticích metod. Praha: Grada. 624s., ISBN 978-80-247-3450-7
ČAPEK, R. (2020). Uč jako umělec. Brno: Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
KOMENSKÝ, J. A.1954. Veľká didaktika. Bratislava: SPN, 272 s. ISBN 9-3264/53
KOSTRUB, D. (2008). Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6.
KOSTRUB, D., OSTRADICKÝ, P. (2016). Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MLODZIEZY I DOROSLYCH, 2016, s. 428-438. ISBN 978-83-941235-5-0.
KOSTRUB, D., OSTRADICKÝ, P. (2014). Phenomena that determine didactic teacher thinking within the process of selecting optimal methods of teaching. In EDUKACJA KU PRZYSZLOŠCI, 2014, s.114-122. ISBN 978-83-62160-20-4.
OBDRŽÁLEK, Z. a kol. (2003). Didaktika pre študentov učiteľstva ZŠ. Bratislava: Univerzita Komenského, 2003.
OSTRADICKÝ, P. (2017). Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017. - Brno: Masarykova univerzita, 2017. ISBN 978-80-87952-22-1. - S. 843-852.
PETLÁK, E. (2016). Všeobecná didaktika. Bratislava: IRIS, 322 s. ISBN: 978-80-8153-064-7
TÓBLOVÁ, E. (2019). Aktivizujúce vyučovacie metódy. Bratislava: Univerzita Komenského. ISBN 978-80-223-4817-1
TÓBLOVÁ,, E. a kol. (2017). The analysis of educational needs of managing teaching staff in schools in the Slovak Republic. Modern Journal of Language Teaching Methods. - Vol. 7, no. 5 (2017), p. 11-17. ISSN 2251-6204
TÓBLOVÁ,, E. a kol. (2017). Inovácia pregraduálnej prípravy učiteľov v oblasti didakticko-technologických kompetencií. Innovation of the pregraduate teacher training aimed at the didactic-technological competence development. Autoevaluační kultura a kvalita vzdělávání. Praha: Extrasystem, 2017. - ISBN 978-80-87570-36-4. - S. 91-95
TUREK,I. (2014). Didaktika. Bratislava: Wolters Kluwer, 2014, ISBN 978-80-8168-004-5
ZORMANOVÁ, L. (2014). Obecná didaktika. Praha: Grada. ISBN 978-80-247-4590-9

Languages necessary to complete the course:
slovak, czech and english

Notes:
students of the Teacher Education (combined) programme do not enrol in the course

Past grade distribution
Total number of evaluated students: 107

A	ABS	B	C	D	E	FX
40,19	0,0	15,89	15,89	9,35	7,48	11,21

Lecturers: Mgr. Peter Ostradický, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex019/22	Global and development studies

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Seminar, 5 hours per semester, combined method
Student workload: 5 hours of direct teaching, 20 hours of midterm test preparation, 18 hours of midterm assignment preparation, 17 hours of guided self-study. Total: 60 hours.
Teaching methods: Problem-based explanation and discussion of the topics covered.

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final assessment: 100/0
The interim assessment includes an interim written assignment on global development education (40% of the mark) and an interim didactic test (60% of the mark). To pass the course, a minimum of 60% of the total mark is required
The rating is awarded on a scale:
A 100-91%, excellent -excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the score (percentage) of the intermediate task, corresponds to an A grade. Note: The score or percentage of the interim assignment reflects the degree to which the student's performance on the interim assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. Both the test and the interim written task are designed to verify the specified learning outcomes.
B 90-81%, very good -above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the score (percentage) of the intermediate task, corresponds to a B grade.
C 80-73%, good -normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to a C grade.
D 72-66%, satisfactory -acceptable results. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of

points or percentages, together with the score (percentage) of the intermediate task, corresponds to a D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to an E.
Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Global and Development Studies focuses on education for enhancing responsibility for the natural, economic, social, cultural environment of the world on both local and global scales, with an emphasis on explaining and understanding the interconnectedness of the world and the need for systemic approaches to global problems. Completion of this course will provide the student with the ability to find the global dimension in the curriculum of traditional academic disciplines, as well as the skill to implement it in context, through project and problem-based inquiry. The graduate will gain the ability to address global issues from the perspective of the individual, the local community, the nation, and the world community.

Class syllabus:
Global and development studies as a dimension of civic education. Millennium Development Goals. Media, its position and role in society. Globalization. Gender equality. Education, its need and accessibility. Environment, Health as a prerequisite for the growth of society. Fair trade. Poverty and hunger. World trade and debt. Humanitarian and development aid. Democracy and civil society. Human rights. War and terrorism. Xenophobia and discrimination; Tolerance and multiculturalism. Minorities, refugees and migration. Demographic developments in the world . Education for sustainable development.

Recommended literature:
LYSÝ, J. a kol. 2007. Globálne rozvojové vzdelávanie, Bratislava. Album, 180 s. ISBN 978-80968667-7-9.
KLINEC, I. 2010. Zelené myslenie pre zelenú budúcnosť. Alternatívne ekonomické a sociálne teórie podporujúce smerovanie k udržateľnému rozvoju. Dostupné na: http://www.akademickyrepozitar.sk/sk/repozitar/zelene-myslenie.pdf
SMITH, CH; KOCH, R. 2011. Samovražda Západu, INAQUE.SK, 2016 s. ISBN 978-80970661-5-4
LORENZ,K. 1990. Osm smrtelných hříchů, Praha: Academia. ISBN 80-200-0842-XNárodná stratégia pre globálne rozvojové vzdelávanie 2012 –2016. Dostupné na http://www.sccd-sk.org/sk/icgv/globalne-vzdelavanie/narodna-strategia-gv
Globálne vzdelávanie na Slovensku. Portál http://www.globalnevzdelavanie.sk/

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 15

A	ABS	B	C	D	E	FX
73,33	0,0	6,67	0,0	0,0	0,0	20,0

Lecturers: prof. PhDr. Jozef Lysý, CSc., prof. PaedDr. ThDr. Monika Zaviš, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex019/22	Global and development studies

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Seminar, 5 hours per semester, combined method
Student workload: 5 hours of direct teaching, 20 hours of midterm test preparation, 18 hours of midterm assignment preparation, 17 hours of guided self-study. Total: 60 hours.
Teaching methods: Problem-based explanation and discussion of the topics covered.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final assessment: 100/0
The interim assessment includes an interim written assignment on global development education (40% of the mark) and an interim didactic test (60% of the mark). To pass the course, a minimum of 60% of the total mark is required
The rating is awarded on a scale:
A 100-91%, excellent -excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the score (percentage) of the intermediate task, corresponds to an A grade. Note: The score or percentage of the interim assignment reflects the degree to which the student's performance on the interim assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. Both the test and the interim written task are designed to verify the specified learning outcomes.
B 90-81%, very good -above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the score (percentage) of the intermediate task, corresponds to a B grade.
C 80-73%, good -normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to a C grade.
D 72-66%, satisfactory -acceptable results. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of

points or percentages, together with the score (percentage) of the intermediate task, corresponds to a D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to an E.
Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Global and Development Studies focuses on education for enhancing responsibility for the natural, economic, social, cultural environment of the world on both local and global scales, with an emphasis on explaining and understanding the interconnectedness of the world and the need for systemic approaches to global problems. Completion of this course will provide the student with the ability to find the global dimension in the curriculum of traditional academic disciplines, as well as the skill to implement it in context, through project and problem-based inquiry. The graduate will gain the ability to address global issues from the perspective of the individual, the local community, the nation, and the world community.

Class syllabus:
Global and development studies as a dimension of civic education. Millennium Development Goals. Media, its position and role in society. Globalization. Gender equality. Education, its need and accessibility. Environment, Health as a prerequisite for the growth of society. Fair trade. Poverty and hunger. World trade and debt. Humanitarian and development aid. Democracy and civil society. Human rights. War and terrorism. Xenophobia and discrimination; Tolerance and multiculturalism. Minorities, refugees and migration. Demographic developments in the world . Education for sustainable development.

Recommended literature:
LYSÝ, J. a kol. 2007. Globálne rozvojové vzdelávanie, Bratislava. Album, 180 s. ISBN 978-80968667-7-9.
KLINEC, I. 2010. Zelené myslenie pre zelenú budúcnosť. Alternatívne ekonomické a sociálne teórie podporujúce smerovanie k udržateľnému rozvoju. Dostupné na: http://www.akademickyrepozitar.sk/sk/repozitar/zelene-myslenie.pdf
SMITH, CH; KOCH, R. 2011. Samovražda Západu, INAQUE.SK, 2016 s. ISBN 978-80970661-5-4
LORENZ,K. 1990. Osm smrtelných hříchů, Praha: Academia. ISBN 80-200-0842-XNárodná stratégia pre globálne rozvojové vzdelávanie 2012 –2016. Dostupné na http://www.sccd-sk.org/sk/icgv/globalne-vzdelavanie/narodna-strategia-gv
Globálne vzdelávanie na Slovensku. Portál http://www.globalnevzdelavanie.sk/

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 15

A	ABS	B	C	D	E	FX
73,33	0,0	6,67	0,0	0,0	0,0	20,0

Lecturers:

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex018/22	Grammatical Analysis of the Text

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching: 5 h (a combination of in-person and online teaching), continuous assignments continuous home preparation for the class: 26 h, written preparation of assignments and tasks: 10 h, solving tasks for the midterm test: 10 h, preparation for the midterm test: 7 h, solving tasks for the final test: 10 h, preparation for the final test: 7 h
Teaching methods:
Explanation, group work, independent work, brainstorming, guided self-study (repetition of theoretical knowledge from grammar courses, work with text), monological methods: brief repetition of grammatical rules, dialogical methods: conversation, debate, discussion, application of theoretical knowledge to practical examples

Number of credits: 3

Recommended semester: 5.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
A student is entitled to an alternative date of continuous assessment (if he/she has not attended for medical or other compelling reasons) but is not entitled to a#re-sit in-term date.
Continuous assessment (100 percent):
Assessed practical activities (tasks, exercises) focused on the grammatical phenomena and structures covered by curriculum (20 percent)
Mid-term test (40 percent)
End-of-term test (40 percent)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

A (excellent performance): The student is able to work independently with unfamiliar text, navigate grammatical structures, recognize them within a coherent text, analyse them correctly, and understand them in context without any help from the teacher. Independently and correctly identifies grammatical categories, understands the principles of word formation and independently applies grammatical rules to practical examples. Can find and correct errors in a text without teacher assistance and justify his/her claims at the appropriate C1 level.
B (very good performance): The student can work independently with an unfamiliar text, is familiar with grammatical structures, can recognise them within a coherent text with minimal assistance from the teacher or group, analyse them correctly and understand them in context. With minimal assistance, navigation by the teacher, correctly identifies grammatical categories, understands the principles of word formation, and independently applies grammatical rules to practical examples. With minimal help from the teacher, is able to find and correct errors in the text, justify his/her claims at the appropriate C1 language level, and makes only minimal errors in speech.
C (good performance): The student can work with an unfamiliar text, relying on the teacher's help and guidance, is familiar with grammatical structures, can recognise them within a coherent text with the teacher's or group's assistance, analyse them correctly and, with help, understand them in context. With the teacher's help and navigation, identifies grammatical categories, understands the principles of word formation and applies grammatical rules to practical examples. With the teacher's help, he/she can find and correct errors in the text, justify his/her claims at the appropriate language level C1, makes mistakes in speech.
D (satisfactory performance): The student can work with unfamiliar text, relies heavily on the teacher's help and guidance, is familiar with grammatical structures, can recognise them within a coherent text with the teacher's or group's assistance, makes minor errors when analysing them. With the teacher's help and guidance, identifies grammatical categories, understands the principles of word formation. Applies grammatical rules to practical examples with significant teacher assistance. Can correct errors in text.
E (satisfactory performance): The student can work with unfamiliar text, relies heavily on teacher prompting and guidance, has sufficient command of grammatical structures, can recognise them within a coherent text only with significant teacher or group help, makes errors when analysing them, identifies grammatical categories with the teacher's help and navigation, understands the basic principles of word formation. The student relies on examples from the classroom. He/she can correct errors in text, makes errors in speech that do not affect comprehension.
Scale of assessment (preliminary/final): Continuous assessment (100 percent): Assessed practical activities (tasks, exercises) focused on the grammatical phenomena and structures covered by curriculum (20 percent) Mid-term test (40 percent) End-of-term test (40 percent)

Learning outcomes:
Objectives and learning outcomes:
Based on the objectives declared in the profile of a#graduate, this course aims for a student to develop the following knowledge, skills, and competences:
Knowledge:
The student will master the linguistic terminology relevant to pedagogical grammar, systematizing the knowledge of the functioning of English grammar acquired in previous grammar courses. The student will master the basic structural-functional characteristics, develop his/her declarative and procedural knowledge of grammar. The student will acquire the strategies necessary for the correct analysis of an authentic English text.
Skills:
The student develops comparative-linguistic thinking, uses the ability to analyse and synthesize when working with an unfamiliar English text on the basis of comparing selected phenomena of Slovak and English grammar, uses argumentation and presentation skills to declare the knowledge

and understanding acquired through self-study. She/he knows and uses grammatical and lexical structures at C1 level.
Competences:
The student can use self-study strategies effectively and takes responsibility for his/her own development. The student is able to communicate his/her knowledge effectively, presenting it in front of other students. The student is able to think in broader contexts, does not understand individual grammatical phenomena in isolation, synthesises and demonstrates metacognitive skills. He/she demonstrates the ability to think abstractly.

Class syllabus:
Course contents:
Main themes of the course: Systematization of knowledge about the functioning of English grammar, definition of key grammatical phenomena, work with grammatical text, selected grammatical tenses in English texts, regularities of English syntax and their occurrence in English texts, comparison of selected phenomena of Slovak and English syntax.
The student will systematize the knowledge about the functioning of English grammar acquired in the required courses focused on grammar and linguistics. During the course, the student will acquire the skills necessary for grammatical analysis of text, which he/she will be able to apply in practice, develop presentation and argumentation skills in English. They will be able to use them not only in independent work but also in cooperation with other students. Through the above content, the student is oriented in several levels of language, learns their structural-functional characteristics and acquires ways of their application in teaching practice. At the same time, the student is able not only to critically analyse but also to modify grammatical structures in an appropriate way. In the course of teaching, the student acquires methodological recommendations for teaching the grammatical phenomena being studied.

Recommended literature:
Compulsory readings:
(selected chapters corresponding to the course syllabus)
HEWINGS, M. (2013). Advanced Grammar in Use Book with Answers. Cambridge University Press.
HEWINGS, M. and HAINES, S. (2015). Grammar and Vocabulary for Advanced. Cambridge University Press.
QUIRK, R. and GREENBAUM, S. (1990). A Student's Grammar of the English Language. Harlow: Longman.
Recommended readings:
(selected chapters corresponding to the course syllabus)
PAVEY, E. L. (2010). The Structure of Language: An Introduction to Grammatical Analysis. Cambridge University Press.

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

Notes:

Past grade distribution
Total number of evaluated students: 7

A	ABS	B	C	D	E	FX
0,0	0,0	14,29	57,14	28,57	0,0	0,0

Lecturers: Mgr. Patricia Kotlebová, PhD.

Last change: 05.10.2023
Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex018/22	Grammatical Analysis of the Text

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching: 5 h (a combination of in-person and online teaching), continuous assignments continuous home preparation for the class: 26 h, written preparation of assignments and tasks: 10 h, solving tasks for the midterm test: 10 h, preparation for the midterm test: 7 h, solving tasks for the final test: 10 h, preparation for the final test: 7 h
Teaching methods:
Explanation, group work, independent work, brainstorming, guided self-study (repetition of theoretical knowledge from grammar courses, work with text), monological methods: brief repetition of grammatical rules, dialogical methods: conversation, debate, discussion, application of theoretical knowledge to practical examples

Number of credits: 3

Recommended semester: 4.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
A student is entitled to an alternative date of continuous assessment (if he/she has not attended for medical or other compelling reasons) but is not entitled to a#re-sit in-term date.
Continuous assessment (100 percent):
Assessed practical activities (tasks, exercises) focused on the grammatical phenomena and structures covered by curriculum (20 percent)
Mid-term test (40 percent)
End-of-term test (40 percent)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

A (excellent performance): The student is able to work independently with unfamiliar text, navigate grammatical structures, recognize them within a coherent text, analyse them correctly, and understand them in context without any help from the teacher. Independently and correctly identifies grammatical categories, understands the principles of word formation and independently applies grammatical rules to practical examples. Can find and correct errors in a text without teacher assistance and justify his/her claims at the appropriate C1 level.
B (very good performance): The student can work independently with an unfamiliar text, is familiar with grammatical structures, can recognise them within a coherent text with minimal assistance from the teacher or group, analyse them correctly and understand them in context. With minimal assistance, navigation by the teacher, correctly identifies grammatical categories, understands the principles of word formation, and independently applies grammatical rules to practical examples. With minimal help from the teacher, is able to find and correct errors in the text, justify his/her claims at the appropriate C1 language level, and makes only minimal errors in speech.
C (good performance): The student can work with an unfamiliar text, relying on the teacher's help and guidance, is familiar with grammatical structures, can recognise them within a coherent text with the teacher's or group's assistance, analyse them correctly and, with help, understand them in context. With the teacher's help and navigation, identifies grammatical categories, understands the principles of word formation and applies grammatical rules to practical examples. With the teacher's help, he/she can find and correct errors in the text, justify his/her claims at the appropriate language level C1, makes mistakes in speech.
D (satisfactory performance): The student can work with unfamiliar text, relies heavily on the teacher's help and guidance, is familiar with grammatical structures, can recognise them within a coherent text with the teacher's or group's assistance, makes minor errors when analysing them. With the teacher's help and guidance, identifies grammatical categories, understands the principles of word formation. Applies grammatical rules to practical examples with significant teacher assistance. Can correct errors in text.
E (satisfactory performance): The student can work with unfamiliar text, relies heavily on teacher prompting and guidance, has sufficient command of grammatical structures, can recognise them within a coherent text only with significant teacher or group help, makes errors when analysing them, identifies grammatical categories with the teacher's help and navigation, understands the basic principles of word formation. The student relies on examples from the classroom. He/she can correct errors in text, makes errors in speech that do not affect comprehension.
Scale of assessment (preliminary/final): Continuous assessment (100 percent): Assessed practical activities (tasks, exercises) focused on the grammatical phenomena and structures covered by curriculum (20 percent) Mid-term test (40 percent) End-of-term test (40 percent)

Learning outcomes:
Objectives and learning outcomes:
Based on the objectives declared in the profile of a#graduate, this course aims for a student to develop the following knowledge, skills, and competences:
Knowledge:
The student will master the linguistic terminology relevant to pedagogical grammar, systematizing the knowledge of the functioning of English grammar acquired in previous grammar courses. The student will master the basic structural-functional characteristics, develop his/her declarative and procedural knowledge of grammar. The student will acquire the strategies necessary for the correct analysis of an authentic English text.
Skills:
The student develops comparative-linguistic thinking, uses the ability to analyse and synthesize when working with an unfamiliar English text on the basis of comparing selected phenomena of Slovak and English grammar, uses argumentation and presentation skills to declare the knowledge

and understanding acquired through self-study. She/he knows and uses grammatical and lexical structures at C1 level.
Competences:
The student can use self-study strategies effectively and takes responsibility for his/her own development. The student is able to communicate his/her knowledge effectively, presenting it in front of other students. The student is able to think in broader contexts, does not understand individual grammatical phenomena in isolation, synthesises and demonstrates metacognitive skills. He/she demonstrates the ability to think abstractly.

Class syllabus:
Course contents:
Main themes of the course: Systematization of knowledge about the functioning of English grammar, definition of key grammatical phenomena, work with grammatical text, selected grammatical tenses in English texts, regularities of English syntax and their occurrence in English texts, comparison of selected phenomena of Slovak and English syntax.
The student will systematize the knowledge about the functioning of English grammar acquired in the required courses focused on grammar and linguistics. During the course, the student will acquire the skills necessary for grammatical analysis of text, which he/she will be able to apply in practice, develop presentation and argumentation skills in English. They will be able to use them not only in independent work but also in cooperation with other students. Through the above content, the student is oriented in several levels of language, learns their structural-functional characteristics and acquires ways of their application in teaching practice. At the same time, the student is able not only to critically analyse but also to modify grammatical structures in an appropriate way. In the course of teaching, the student acquires methodological recommendations for teaching the grammatical phenomena being studied.

Recommended literature:
Compulsory readings:
(selected chapters corresponding to the course syllabus)
HEWINGS, M. (2013). Advanced Grammar in Use Book with Answers. Cambridge University Press.
HEWINGS, M. and HAINES, S. (2015). Grammar and Vocabulary for Advanced. Cambridge University Press.
QUIRK, R. and GREENBAUM, S. (1990). A Student's Grammar of the English Language. Harlow: Longman.
Recommended readings:
(selected chapters corresponding to the course syllabus)
PAVEY, E. L. (2010). The Structure of Language: An Introduction to Grammatical Analysis. Cambridge University Press.

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

Notes:

Past grade distribution
Total number of evaluated students: 7

A	ABS	B	C	D	E	FX
0,0	0,0	14,29	57,14	28,57	0,0	0,0

Lecturers: PaedDr. Peter Bojo, PhD.

Last change: 05.10.2023
Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex024/22	History of European culture

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex024/22	History of European culture

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex022/22	History of education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The students' task is to solve 10 continuously assigned problems during the semester and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated on a 3-0 point scale according to specific criteria set for each problem. The maximum number of points possible is 30.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, well - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 28 points is required for a final grade of A (excellent - outstanding results), a minimum of 25 points is required for a grade of B (very good - above average standard), a minimum of 22 points is required for a grade of C (good - normal reliable work), a minimum of 20 points is required for a grade of D (satisfactory - acceptable results), and a minimum of 18 points is required for a grade of E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students who score 17 points or less.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes and transferable competences:
Upon completion of the course, students will be able to use professional terminology, define the subject, and describe the system of the history of pedagogy. They are able to explain the context of the emergence and the main features of the historical currents of educational thought, describe and compare the systems of education and training in different historical periods, explain the views

and characterize the work of important figures in the history of education and training, critically evaluate them and identify their influence on education and training today.
Working with original historical sources and their contemporary interpretations, students will be able to critically reflect and discuss ethical issues of education and education, the position and roles of the subjects of education and education. In solving, presenting and discussing the results of ongoing assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills.
Students will be able to use the acquired knowledge and skills creatively in the study of other pedagogical disciplines and in their future pedagogical practice.

Class syllabus:
Brief outline of the course:
The subject, terminology and system of the history of pedagogy. Education and education in ancient and medieval times. Education and pedagogical ideas in the period of humanism and the Renaissance. Life, work and pedagogical views of J. A. Comenius. The development of education and pedagogical thinking in the works of selected representatives in the world (Lock. Rousseau, Pestalozzi, Herbart, Tolstoy) and in the territory of present-day Slovakia (Bel, Tešedík, Fándly, Lehocký) in the 17th-19th centuries. Pedagogical trends and schools of the 20th century in the world. Education in Slovakia in the 20th century. Contemporary trends in education.

Recommended literature:
Recommended reading:
BRŤKOVÁ, M., et al. (2000). Kapitoly z dejín pedagogiky. Bratislava: Pressent, 250 s. ISBN 80-967824-4-4
JŮVA, V, jun., JŮVA, V. sen. (2003). Stručné dějiny pedagogiky. Brno: Paido, 91 s. ISBN 80-7315-062-X
KASPER, T, KASPEROVÁ, D. (2008). Dějiny pedagogiky. Praha: Grada, 224 s. ISBN 978-80-247-2429-4
KUDLÁČOVÁ, B. (2003). Človek a výchova v dejinách európskeho myslenia. Trnava: PF TU, 168 s. ISBN 80-89074-66-9
PORUBSKÝ, Š. (2012). Úryvky z dejín pedagogického myslenia. Banská Bystrica: PF UMB, 110 s. ISBN: 978-80-557-0433-3
PŠENÁK, J. (2012). Dejiny školstva a pedagogiky. Žilina: EDIS-vydavateľstvo ŽUŽ, 167 s. ISBN 978-80-554-0596-4
ŠMAHELOVÁ, B. (2008). Nástin vývoje pedagogického myšlení. Brno: MSD, spol. s r.o., 98 s. ISBN 978-80-7392-040-1.

Languages necessary to complete the course:
: slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex022/22	History of education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The students' task is to solve 10 continuously assigned problems during the semester and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated on a 3-0 point scale according to specific criteria set for each problem. The maximum number of points possible is 30.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, well - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 28 points is required for a final grade of A (excellent - outstanding results), a minimum of 25 points is required for a grade of B (very good - above average standard), a minimum of 22 points is required for a grade of C (good - normal reliable work), a minimum of 20 points is required for a grade of D (satisfactory - acceptable results), and a minimum of 18 points is required for a grade of E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students who score 17 points or less.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes and transferable competences:
Upon completion of the course, students will be able to use professional terminology, define the subject, and describe the system of the history of pedagogy. They are able to explain the context of the emergence and the main features of the historical currents of educational thought, describe and compare the systems of education and training in different historical periods, explain the views

and characterize the work of important figures in the history of education and training, critically evaluate them and identify their influence on education and training today.
Working with original historical sources and their contemporary interpretations, students will be able to critically reflect and discuss ethical issues of education and education, the position and roles of the subjects of education and education. In solving, presenting and discussing the results of ongoing assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills.
Students will be able to use the acquired knowledge and skills creatively in the study of other pedagogical disciplines and in their future pedagogical practice.

Class syllabus:
Brief outline of the course:
The subject, terminology and system of the history of pedagogy. Education and education in ancient and medieval times. Education and pedagogical ideas in the period of humanism and the Renaissance. Life, work and pedagogical views of J. A. Comenius. The development of education and pedagogical thinking in the works of selected representatives in the world (Lock. Rousseau, Pestalozzi, Herbart, Tolstoy) and in the territory of present-day Slovakia (Bel, Tešedík, Fándly, Lehocký) in the 17th-19th centuries. Pedagogical trends and schools of the 20th century in the world. Education in Slovakia in the 20th century. Contemporary trends in education.

Recommended literature:
Recommended reading:
BRŤKOVÁ, M., et al. (2000). Kapitoly z dejín pedagogiky. Bratislava: Pressent, 250 s. ISBN 80-967824-4-4
JŮVA, V, jun., JŮVA, V. sen. (2003). Stručné dějiny pedagogiky. Brno: Paido, 91 s. ISBN 80-7315-062-X
KASPER, T, KASPEROVÁ, D. (2008). Dějiny pedagogiky. Praha: Grada, 224 s. ISBN 978-80-247-2429-4
KUDLÁČOVÁ, B. (2003). Človek a výchova v dejinách európskeho myslenia. Trnava: PF TU, 168 s. ISBN 80-89074-66-9
PORUBSKÝ, Š. (2012). Úryvky z dejín pedagogického myslenia. Banská Bystrica: PF UMB, 110 s. ISBN: 978-80-557-0433-3
PŠENÁK, J. (2012). Dejiny školstva a pedagogiky. Žilina: EDIS-vydavateľstvo ŽUŽ, 167 s. ISBN 978-80-554-0596-4
ŠMAHELOVÁ, B. (2008). Nástin vývoje pedagogického myšlení. Brno: MSD, spol. s r.o., 98 s. ISBN 978-80-7392-040-1.

Languages necessary to complete the course:
: slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex014/22	History of philosophy 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an assessment, the midterm/final assessment ratio is 100/0, which includes a final test in the assessment week of the semester (100% of the assessment). A minimum of 60% of the total mark is required to pass the course.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in class during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing assignments using a model, above-average professional knowledge and application of that knowledge in solving problem-based assignments using tutorials, above-average orientation to the problem, above-average communication skills, responsibility and timely completion of assignments, and above-average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject, good communication skills, completion of the assigned tasks, average activity in the class during the semester on the basis of the teacher's prompting.

A minimum of 66 points is required for a final grade of D. For this grade, the student should demonstrate: the ability to develop assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group or with the assistance of the instructor, average orientation to the problem, average communication skills, completion of assignments, and basic activity in class during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): The course is completed with an assessment, the midterm/final assessment ratio is 100/0, which includes a final test in the assessment week of the semester (100% of the assessment). A minimum of 60% of the total mark is required to pass the course.

Learning outcomes:

Learning outcomes and transferable competences:
Completion of the course will provide students with a certain handle on orientation in the now almost opaque tangle of diverse philosophical directions, movements, orientations and attitudes, will provide them with basic categorical-conceptual equipment and methodological instrumentation useful in other special sciences and disciplines (sociology, pedagogy, political science, psychology, etc.), which will help to bridge their particularism in favor of a global vision and solutions to the problems of the contemporary world. Knowledge of the approaches of different philosophical trends to certain problems will facilitate the students' professional and human orientation in the contemporary world, since many pedagogical, economic, social, legal and political concepts are based on these philosophical trends as their conceptual framework. The course also emphasizes the mapping of these overlaps of philosophy into other components of culture. The problem field thus delineated will help the students to reflect and specify their own position and provide arguments for the vindication of their own positions, thus contributing to better self-knowledge and self-identification. History of Philosophy provides students with the experience of encountering the "other", giving guidance and cultivating habits of coping with it, and thus teaching them tolerance and respect for other points of view. By completing the course, the student develops transferable competencies such as communication skills, analytical skills, abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.
Learning objectives:
To familiarize students with the history of European philosophical thought and to provide them with a basic conceptual and methodological apparatus that they will be able to use in other special sciences such as pedagogy, political science, psychology, or sociology.

Class syllabus:

Brief outline of the course:
History of Philosophy I focuses on the period from Antiquity to the French Enlightenment.
1. Introduction: philosophy and its importance for man; The study of the history of philosophy as an introduction to philosophy; Periodization of the history of philosophy.
2. Ancient Philosophy: the Pre-Socratics (Ionian Philosophy - School of Miletus, Xenophanes, Heracleitos; Philosophy in the West - Pythagoras, Parmenides, Zeno, Empedocles; Reaction of Ionian Philosophy - Anaxagoras, Democritus); Classical Greek Philosophy (Sophists, Socrates, Plato, Aristotle); Hellenistic Period (Stoicism, Epicureanism, Skepticism).

3. Medieval Philosophy: Patristics (Augustine); Early Scholasticism (Eriugena, Anselm of Canterbury, Abaelard); High Scholasticism (Albert the Great, Aquinas, Bonaventure, R. Bacon); Late Scholasticism (Occam, Scotus)
4. Renaissance philosophy: M. Kuzansky; Renaissance Platonism and Aristotelianism (Ficinus, Mirandola, Pompanazzi); Renaissance natural science (Copernicus, Kepler, Galilei)
Renaissance philosophy of nature (Telesio, Bruno); Renaissance social philosophy (Machiavelli, More, Campanella); Renaissance humanism (Erasmus of Rotterdam, Montaigne); Reformation (Luther, Calvin, Münzer, Zwingli)
5. Modern Philosophy: Origins of Modern Empiricism and Mechanistic Materialism (F. Bacon, Hobbes); Modern Rationalism (Descartes, Spinoza, Leibniz); Modern Empiricism (Locke, Berkley, Hume)
6. The Enlightenment in France (Montesquieu, Voltaire, Rousseau, the Encyclopedists, Materialists)

Recommended literature:

Recommended reading:
LEŠKO, V., MIHINA, F. (1993). Dejiny filozofie. Bratislava: Iris, 357 s., ISBN 80-967013-3-9
STORIG, H. J. (2007). Malé dějiny filosofie. Kostelní Vydří: KNA, 653 s. ISBN 978-80-7195-206-0 https://amper.ped.muni.cz/~jonas/umco/St%c3%b6rig-H.---Mal%c3%a9-d%c4%9bjiny-filosofie.pdf .
Dějiny filosofie zv. 1-9. Praha: Oikoymenh, 2001 – 2020.
Antológia z diel filozofov - Predsokratovci a Platón. Bratislava: IRIS, 607 s. 1998.
Antológia z diel filozofov - Od Aristotela po Plotina. Bratislava: IRIS, 600 s. 2007.
Antológia z diel filozofov - Patristika a scholastika. Bratislava: Dobrá kniha, 472 s. 2009.
Antológia z diel filozofov - Humanizmus a renesancia. Bratislava: IRIS, 560 s. 2009.
Antológia z diel filozofov V. Novoveká empirická a osvietenská filozofia. Bratislava: VPL, 539 s. 1976.
Antológia z diel filozofov VI. Novoveká racionalistická filozofia. Bratislava: Epocha, 784 s. 1970.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 61

A	ABS	B	C	D	E	FX
42,62	0,0	36,07	3,28	4,92	0,0	13,11

Lecturers: Mgr. Michal Bizoň, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex014/22	History of philosophy 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an assessment, the midterm/final assessment ratio is 100/0, which includes a final test in the assessment week of the semester (100% of the assessment). A minimum of 60% of the total mark is required to pass the course.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in class during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing assignments using a model, above-average professional knowledge and application of that knowledge in solving problem-based assignments using tutorials, above-average orientation to the problem, above-average communication skills, responsibility and timely completion of assignments, and above-average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject, good communication skills, completion of the assigned tasks, average activity in the class during the semester on the basis of the teacher's prompting.

A minimum of 66 points is required for a final grade of D. For this grade, the student should demonstrate: the ability to develop assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group or with the assistance of the instructor, average orientation to the problem, average communication skills, completion of assignments, and basic activity in class during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): The course is completed with an assessment, the midterm/final assessment ratio is 100/0, which includes a final test in the assessment week of the semester (100% of the assessment). A minimum of 60% of the total mark is required to pass the course.

Learning outcomes:

Learning outcomes and transferable competences:
Completion of the course will provide students with a certain handle on orientation in the now almost opaque tangle of diverse philosophical directions, movements, orientations and attitudes, will provide them with basic categorical-conceptual equipment and methodological instrumentation useful in other special sciences and disciplines (sociology, pedagogy, political science, psychology, etc.), which will help to bridge their particularism in favor of a global vision and solutions to the problems of the contemporary world. Knowledge of the approaches of different philosophical trends to certain problems will facilitate the students' professional and human orientation in the contemporary world, since many pedagogical, economic, social, legal and political concepts are based on these philosophical trends as their conceptual framework. The course also emphasizes the mapping of these overlaps of philosophy into other components of culture. The problem field thus delineated will help the students to reflect and specify their own position and provide arguments for the vindication of their own positions, thus contributing to better self-knowledge and self-identification. History of Philosophy provides students with the experience of encountering the "other", giving guidance and cultivating habits of coping with it, and thus teaching them tolerance and respect for other points of view. By completing the course, the student develops transferable competencies such as communication skills, analytical skills, abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.
Learning objectives:
To familiarize students with the history of European philosophical thought and to provide them with a basic conceptual and methodological apparatus that they will be able to use in other special sciences such as pedagogy, political science, psychology, or sociology.

Class syllabus:

Brief outline of the course:
History of Philosophy I focuses on the period from Antiquity to the French Enlightenment.
1. Introduction: philosophy and its importance for man; The study of the history of philosophy as an introduction to philosophy; Periodization of the history of philosophy.
2. Ancient Philosophy: the Pre-Socratics (Ionian Philosophy - School of Miletus, Xenophanes, Heracleitos; Philosophy in the West - Pythagoras, Parmenides, Zeno, Empedocles; Reaction of Ionian Philosophy - Anaxagoras, Democritus); Classical Greek Philosophy (Sophists, Socrates, Plato, Aristotle); Hellenistic Period (Stoicism, Epicureanism, Skepticism).

3. Medieval Philosophy: Patristics (Augustine); Early Scholasticism (Eriugena, Anselm of Canterbury, Abaelard); High Scholasticism (Albert the Great, Aquinas, Bonaventure, R. Bacon); Late Scholasticism (Occam, Scotus)
4. Renaissance philosophy: M. Kuzansky; Renaissance Platonism and Aristotelianism (Ficinus, Mirandola, Pompanazzi); Renaissance natural science (Copernicus, Kepler, Galilei)
Renaissance philosophy of nature (Telesio, Bruno); Renaissance social philosophy (Machiavelli, More, Campanella); Renaissance humanism (Erasmus of Rotterdam, Montaigne); Reformation (Luther, Calvin, Münzer, Zwingli)
5. Modern Philosophy: Origins of Modern Empiricism and Mechanistic Materialism (F. Bacon, Hobbes); Modern Rationalism (Descartes, Spinoza, Leibniz); Modern Empiricism (Locke, Berkley, Hume)
6. The Enlightenment in France (Montesquieu, Voltaire, Rousseau, the Encyclopedists, Materialists)

Recommended literature:

Recommended reading:
LEŠKO, V., MIHINA, F. (1993). Dejiny filozofie. Bratislava: Iris, 357 s., ISBN 80-967013-3-9
STORIG, H. J. (2007). Malé dějiny filosofie. Kostelní Vydří: KNA, 653 s. ISBN 978-80-7195-206-0 https://amper.ped.muni.cz/~jonas/umco/St%c3%b6rig-H.---Mal%c3%a9-d%c4%9bjiny-filosofie.pdf .
Dějiny filosofie zv. 1-9. Praha: Oikoymenh, 2001 – 2020.
Antológia z diel filozofov - Predsokratovci a Platón. Bratislava: IRIS, 607 s. 1998.
Antológia z diel filozofov - Od Aristotela po Plotina. Bratislava: IRIS, 600 s. 2007.
Antológia z diel filozofov - Patristika a scholastika. Bratislava: Dobrá kniha, 472 s. 2009.
Antológia z diel filozofov - Humanizmus a renesancia. Bratislava: IRIS, 560 s. 2009.
Antológia z diel filozofov V. Novoveká empirická a osvietenská filozofia. Bratislava: VPL, 539 s. 1976.
Antológia z diel filozofov VI. Novoveká racionalistická filozofia. Bratislava: Epocha, 784 s. 1970.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 61

A	ABS	B	C	D	E	FX
42,62	0,0	36,07	3,28	4,92	0,0	13,11

Lecturers: Mgr. Michal Bizoň, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex015/16	History of philosophy 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 07.09.2016

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex015/16	History of philosophy 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 07.09.2016

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex005/22	History of philosophy I.

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Lecture+seminar, 5 hours per semester, combined method
Student workload:
5 hours teaching; 33 hours individual class preparation (including written); 30 hours final test preparation; 35 hours exam preparation, 17 hours guided self-study. 120 hours in total.
Learning methods:
In the framework of individual preparation it is mainly work with the text (selected passages from the works of prominent philosophers, which are relevant to the subject under discussion); during joint lessons it is mainly monological methods of lecturing, interpretation and explanation, which are suitably supplemented by dialogical methods such as conversation, discussion, the Socratic method, and also work with the text, guided self-study.

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBex004/22 - Philosophical propedeutics

Recommended prerequisites:
B-VOBex004 Philosophical propedeutics

Course requirements:
The course ends with an oral examination. Weighting of interim and final marks: 50/50
Interim assessment includes: preparation of summaries for assigned texts; final test.
To pass the course, a minimum of 60% marks in the outlines, 60% in the test and 60% in the oral examination is required.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet the minimum criteria),
Fx (59-0%, inadequate - extra work required).
The assessment conditions in each assessment area will be specified in the course syllabus.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Completion of the course will provide students with a certain handle on orientation in the nowadays almost opaque tangle of diverse philosophical directions, movements, orientations and attitudes, will provide them with basic categorical-conceptual equipment and methodological instrumentation useful in other special sciences and disciplines (sociology, pedagogy, political science, psychology, etc.), which will help to bridge their particularism in favour of a global vision and solutions to the problems of the contemporary world. Knowledge of the approaches of different philosophical trends to certain problems will facilitate the students' professional and human orientation in the contemporary world, since many pedagogical, economic, social, legal and political concepts are also based on these philosophical trends as their conceptual framework. The course also emphasizes the mapping of these overlaps of philosophy into other components of culture. The problem field thus delineated will help the students to reflect and specify their own position and provide arguments for the vindication of their own positions, thus contributing to better self-knowledge and self-identification. History of Philosophy provides students with the experience of encountering the "other", giving guidance and cultivating habits of coping with it, and thus teaching them tolerance and respect for other points of view. By completing the course, the student develops transferable competencies such as communication skills, analytical skills, abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.
Learning objectives:
To familiarize students with the history of European philosophical thought and to provide them with a basic conceptual and methodological apparatus that they will be able to use in other special sciences such as pedagogy, political science, psychology, or sociology.

Class syllabus:

Introduction: philosophy and its importance for man; The study of the history of philosophy as an introduction to philosophy; Periodization of the history of philosophy.
2. Ancient Philosophy: Pre-Socratics (Ionian philosophy - School of Miletus, Xenophanes, Heracleitos; Philosophy in the West - Pythagoras, Parmenides, Zeno, Empedocles; Reaction of Ionian philosophy - Anaxagoras, Democritus); Classical Greek Philosophy (Sophists, Socrates, Plato, Aristotle); Hellenistic period (Stoicism, Epicureanism, Skepticism).
3. Medieval Philosophy: Patristics (Augustine); Early Scholasticism (Eriugena, Anselm of Canterbury, Abélard); High Scholasticism (Albert the Great, Aquinas, Bonaventure, R. Bacon); Late Scholasticism (Occam, Scotus)
Renaissance philosophy: M. Kuzansky; Renaissance Platonism and Aristotelianism (Ficinus, Mirandola, Pompanazzi); Renaissance natural science (Copernicus, Kepler, Galileo)
Renaissance philosophy of nature (Telesio, Bruno); Renaissance social philosophy (Machiavelli, More, Campanella); Renaissance humanism (Erasmus of Rotterdam, Montaigne); Reformation (Luther, Calvin, Münzer, Zwingli)
5. Modern Philosophy: Origins of Modern Empiricism and Mechanistic Materialism (F. Bacon, Hobbes); Modern Rationalism (Descartes, Spinoza, Leibniz); Modern Empiricism (Locke, Berkley, Hume)
6. Enlightenment in France (Montesquieu, Voltaire, Rousseau, Encyclopedists, Materialists)
7. Enlightenment in Germany (Kant)

Recommended literature:

Compulsory readings:
Selected passages from the works:
Antológia z diel filozofov - Predsokratovci a Platón. Bratislava: IRIS, 1998.
Antológia z diel filozofov - Od Aristotela po Plotina. Bratislava: IRIS, 2007.
Antológia z diel filozofov III. - Patristika a scholastika. Bratislava: Pravda, 1975.

Antológia z diel filozofov - Humanizmus a renesancia. Bratislava: IRIS, 2009.
Antológia z diel filozofov V. Novoveká empirická a osvietenská filozofia. Bratislava: VPL, 1976.
Antológia z diel filozofov VI. Novoveká racionalistická filozofia. Bratislava: Epocha, 1970.
Recommended readings:
Antológia z diel filozofov - Patristika a scholastika. Bratislava: Dobrá kniha, 2009.
Leško, V. – Mihina, F.: Dejiny filozofie. Bratislava: Iris, 1993.
Scruton, R.: Krátké dějiny novověké filosofie. Od Descarta k Wittgesteinovi. Brno: Barrister & Principal, 2005.
Storig, H. J.: Malé dějiny filosofie. Kostelní Vydří: KNA, 2007.
Dějiny filosofie zv. 1-9. Praha: Oikoymenh, 2001 – 2020.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 106

A	ABS	B	C	D	E	FX
33,02	0,0	27,36	7,55	9,43	4,72	17,92

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex005/22	History of philosophy I.

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Lecture+seminar, 5 hours per semester, combined method
Student workload:
5 hours teaching; 33 hours individual class preparation (including written); 30 hours final test preparation; 35 hours exam preparation, 17 hours guided self-study. 120 hours in total.
Learning methods:
In the framework of individual preparation it is mainly work with the text (selected passages from the works of prominent philosophers, which are relevant to the subject under discussion); during joint lessons it is mainly monological methods of lecturing, interpretation and explanation, which are suitably supplemented by dialogical methods such as conversation, discussion, the Socratic method, and also work with the text, guided self-study.

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBex004/22 - Philosophical propedeutics

Recommended prerequisites:
B-VOBex004 Philosophical propedeutics

Course requirements:
The course ends with an oral examination. Weighting of interim and final marks: 50/50
Interim assessment includes: preparation of summaries for assigned texts; final test.
To pass the course, a minimum of 60% marks in the outlines, 60% in the test and 60% in the oral examination is required.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet the minimum criteria),
Fx (59-0%, inadequate - extra work required).
The assessment conditions in each assessment area will be specified in the course syllabus.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Completion of the course will provide students with a certain handle on orientation in the nowadays almost opaque tangle of diverse philosophical directions, movements, orientations and attitudes, will provide them with basic categorical-conceptual equipment and methodological instrumentation useful in other special sciences and disciplines (sociology, pedagogy, political science, psychology, etc.), which will help to bridge their particularism in favour of a global vision and solutions to the problems of the contemporary world. Knowledge of the approaches of different philosophical trends to certain problems will facilitate the students' professional and human orientation in the contemporary world, since many pedagogical, economic, social, legal and political concepts are also based on these philosophical trends as their conceptual framework. The course also emphasizes the mapping of these overlaps of philosophy into other components of culture. The problem field thus delineated will help the students to reflect and specify their own position and provide arguments for the vindication of their own positions, thus contributing to better self-knowledge and self-identification. History of Philosophy provides students with the experience of encountering the "other", giving guidance and cultivating habits of coping with it, and thus teaching them tolerance and respect for other points of view. By completing the course, the student develops transferable competencies such as communication skills, analytical skills, abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.
Learning objectives:
To familiarize students with the history of European philosophical thought and to provide them with a basic conceptual and methodological apparatus that they will be able to use in other special sciences such as pedagogy, political science, psychology, or sociology.

Class syllabus:

Introduction: philosophy and its importance for man; The study of the history of philosophy as an introduction to philosophy; Periodization of the history of philosophy.
2. Ancient Philosophy: Pre-Socratics (Ionian philosophy - School of Miletus, Xenophanes, Heracleitos; Philosophy in the West - Pythagoras, Parmenides, Zeno, Empedocles; Reaction of Ionian philosophy - Anaxagoras, Democritus); Classical Greek Philosophy (Sophists, Socrates, Plato, Aristotle); Hellenistic period (Stoicism, Epicureanism, Skepticism).
3. Medieval Philosophy: Patristics (Augustine); Early Scholasticism (Eriugena, Anselm of Canterbury, Abélard); High Scholasticism (Albert the Great, Aquinas, Bonaventure, R. Bacon); Late Scholasticism (Occam, Scotus)
Renaissance philosophy: M. Kuzansky; Renaissance Platonism and Aristotelianism (Ficinus, Mirandola, Pompanazzi); Renaissance natural science (Copernicus, Kepler, Galileo)
Renaissance philosophy of nature (Telesio, Bruno); Renaissance social philosophy (Machiavelli, More, Campanella); Renaissance humanism (Erasmus of Rotterdam, Montaigne); Reformation (Luther, Calvin, Münzer, Zwingli)
5. Modern Philosophy: Origins of Modern Empiricism and Mechanistic Materialism (F. Bacon, Hobbes); Modern Rationalism (Descartes, Spinoza, Leibniz); Modern Empiricism (Locke, Berkley, Hume)
6. Enlightenment in France (Montesquieu, Voltaire, Rousseau, Encyclopedists, Materialists)
7. Enlightenment in Germany (Kant)

Recommended literature:

Compulsory readings:
Selected passages from the works:
Antológia z diel filozofov - Predsokratovci a Platón. Bratislava: IRIS, 1998.
Antológia z diel filozofov - Od Aristotela po Plotina. Bratislava: IRIS, 2007.
Antológia z diel filozofov III. - Patristika a scholastika. Bratislava: Pravda, 1975.

Antológia z diel filozofov - Humanizmus a renesancia. Bratislava: IRIS, 2009.
Antológia z diel filozofov V. Novoveká empirická a osvietenská filozofia. Bratislava: VPL, 1976.
Antológia z diel filozofov VI. Novoveká racionalistická filozofia. Bratislava: Epocha, 1970.
Recommended readings:
Antológia z diel filozofov - Patristika a scholastika. Bratislava: Dobrá kniha, 2009.
Leško, V. – Mihina, F.: Dejiny filozofie. Bratislava: Iris, 1993.
Scruton, R.: Krátké dějiny novověké filosofie. Od Descarta k Wittgesteinovi. Brno: Barrister & Principal, 2005.
Storig, H. J.: Malé dějiny filosofie. Kostelní Vydří: KNA, 2007.
Dějiny filosofie zv. 1-9. Praha: Oikoymenh, 2001 – 2020.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 106

A	ABS	B	C	D	E	FX
33,02	0,0	27,36	7,55	9,43	4,72	17,92

Lecturers: Mgr. Michal Bizoň, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex006/22	History of philosophy II.

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Lecture + seminar, 5 hours per semester, blended learning
Student workload:
5 hours teaching, 28 hours to work on written assignment, 50 hours to prepare for final test, 20 hours to prepare for oral examination, 17 hours for guided self-study. Total 120 hours.
Teaching methods:
- Lectures: problem-based learning.
- In seminars: Discussion of the topics covered, work with academic texts

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBex005/22 - History of philosophy I.

Recommended prerequisites:
B-VOBex005 – History of philosophy I.

Course requirements:
Weighting of continuous/final evaluation: 50/50 (the course is completed with an examination)
The continuous evaluation includes the written assignment - a structured interpretation of a specific philosophical text related to the period in the history of philosophy in question (30% of the grade)
The final evaluation includes a final didactic test (50% of the grade) and an oral examination focused on the understanding of the material (20% of the grade).
To pass the course, a minimum of 60% of the total score is required.
Grading Scale:
A 100-91%, well done - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to an A grade.
Note: The mark or percentage of the written assignment reflects the extent to which the assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so that it stratifies students not only according to the extent of knowledge acquired. Both the test and the written assignment are designed to verify the specified learning outcomes. The oral examination is aimed at verifying understanding of the material.
B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of acquired knowledge and mobilised cognitive abilities) which, in

terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to a B grade.
C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to a C.
D 72-66%, satisfactory - acceptable performance. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to a D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the written assignment mark and the oral examination results, corresponds to an E.
Fx 59-0%, inadequate. The student has not met the required thresholds for passing the course
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The aim of the History of Philosophy II course is to present philosophy and its history as a kind of laboratory of human thought and the intellectual achievements of individual philosophers as an inspiring demonstration of how human thought was born, changed over time, and refined and qualitatively developed in the encounter with other points of view. History will be presented as a dialogue in which different, often contradictory views and ideological positions not only clash but also converge. The course will also aim, by comparing philosophical thought in different historical periods, to highlight the basic thematic shifts and changes in the logic of philosophical reasoning and methods of philosophical engagement with the world that have taken place during its history (with a particular focus on contemporary philosophical thought). The student will know the extra-philosophical (cultural-historical) and intra-philosophical preconditions of these changes. The student knows the preconditions for the emergence and formation of selected philosophical trends and orientations and can identify their overlaps with relevant disciplines and other components of culture. The student will also acquire the conceptual and methodological tools related to the profile directions of contemporary philosophical thought. Knowledge of the different approaches of different philosophical trends and their key representatives of certain problems and themes will facilitate students' professional and human orientation in the contemporary world, since many contemporary pedagogical, economic, social, legal and political concepts are based on their conceptual framework. The problem field defined in this way will help students reflect and refine their own position and provide them with arguments for defending their own views and attitudes on certain professional and social topics. The history of philosophy will be presented in a way that allows students to experience the encounter with the "other", thus exposing them to the necessity of coming to terms with plurality and heterogeneity of opinion to teach them tolerance and respect for other opinions and their bearers. It is also an expected goal of a course in the history of philosophy that the discussions that the issues raised by contemporary philosophical thought naturally evoke will cultivate in students the ability to think critically and abstractly and hone their argumentation and communication skills.

Class syllabus:
History of Philosophy II focuses on the period from the end of the German Enlightenment to the present. Criterial features that phrase the thought of that period into certain more ideologically compact sections and formations (paradigms). General characteristics of the philosophical thought developed in that period and the key ideological and thematic shifts that philosophical thought has undergone in comparison with its previous historical forms (literary turn, linguistic turn, pictorial

turn, turn to the everyday, departure from metaphysics, questioning of rationalist attitudes and historical optimism, departure from anthropocentrism, etc.). Representative philosophical trends and orientations developed within contemporary philosophical thought with a closer focus on their cultural-historical and socio-political background, their symptomatic features, methods and their own conceptual maps. The influence of contemporary philosophical thought on selected disciplines, the arts (literature, film and visual arts) and socio-political thought.

Recommended literature:

STORIG, H. J. 2007. Malé dějiny filosofie. Praha: Karmelitánské nakladatelství. ISBN 978-80-7195-206-0.

Recommended readings:

LEŠKO, V., MIHINA, F. 1993. Dejiny filozofie. Bratislava: Iris, 2. vyd. ISBN 80-967013-8-X.

PETŘÍČEK, M. 1999. Úvod do (současné) filosofie. Praha: Herrmann & synové. ISBN 978-80-8003-305-7.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 28

A	ABS	B	C	D	E	FX
25,0	0,0	14,29	25,0	28,57	7,14	0,0

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex006/22	History of philosophy II.

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Lecture + seminar, 5 hours per semester, blended learning
Student workload:
5 hours teaching, 28 hours to work on written assignment, 50 hours to prepare for final test, 20 hours to prepare for oral examination, 17 hours for guided self-study. Total 120 hours.
Teaching methods:
- Lectures: problem-based learning.
- In seminars: Discussion of the topics covered, work with academic texts

Number of credits: 4

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBex005/22 - History of philosophy I.

Recommended prerequisites:
B-VOBex005 – History of philosophy I.

Course requirements:
Weighting of continuous/final evaluation: 50/50 (the course is completed with an examination)
The continuous evaluation includes the written assignment - a structured interpretation of a specific philosophical text related to the period in the history of philosophy in question (30% of the grade)
The final evaluation includes a final didactic test (50% of the grade) and an oral examination focused on the understanding of the material (20% of the grade).
To pass the course, a minimum of 60% of the total score is required.
Grading Scale:
A 100-91%, well done - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to an A grade.
Note: The mark or percentage of the written assignment reflects the extent to which the assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so that it stratifies students not only according to the extent of knowledge acquired. Both the test and the written assignment are designed to verify the specified learning outcomes. The oral examination is aimed at verifying understanding of the material.
B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of acquired knowledge and mobilised cognitive abilities) which, in

terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to a B grade.
C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to a C.
D 72-66%, satisfactory - acceptable performance. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to a D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the written assignment mark and the oral examination results, corresponds to an E.
Fx 59-0%, inadequate. The student has not met the required thresholds for passing the course
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The aim of the History of Philosophy II course is to present philosophy and its history as a kind of laboratory of human thought and the intellectual achievements of individual philosophers as an inspiring demonstration of how human thought was born, changed over time, and refined and qualitatively developed in the encounter with other points of view. History will be presented as a dialogue in which different, often contradictory views and ideological positions not only clash but also converge. The course will also aim, by comparing philosophical thought in different historical periods, to highlight the basic thematic shifts and changes in the logic of philosophical reasoning and methods of philosophical engagement with the world that have taken place during its history (with a particular focus on contemporary philosophical thought). The student will know the extra-philosophical (cultural-historical) and intra-philosophical preconditions of these changes. The student knows the preconditions for the emergence and formation of selected philosophical trends and orientations and can identify their overlaps with relevant disciplines and other components of culture. The student will also acquire the conceptual and methodological tools related to the profile directions of contemporary philosophical thought. Knowledge of the different approaches of different philosophical trends and their key representatives of certain problems and themes will facilitate students' professional and human orientation in the contemporary world, since many contemporary pedagogical, economic, social, legal and political concepts are based on their conceptual framework. The problem field defined in this way will help students reflect and refine their own position and provide them with arguments for defending their own views and attitudes on certain professional and social topics. The history of philosophy will be presented in a way that allows students to experience the encounter with the "other", thus exposing them to the necessity of coming to terms with plurality and heterogeneity of opinion to teach them tolerance and respect for other opinions and their bearers. It is also an expected goal of a course in the history of philosophy that the discussions that the issues raised by contemporary philosophical thought naturally evoke will cultivate in students the ability to think critically and abstractly and hone their argumentation and communication skills.

Class syllabus:
History of Philosophy II focuses on the period from the end of the German Enlightenment to the present. Criterial features that phrase the thought of that period into certain more ideologically compact sections and formations (paradigms). General characteristics of the philosophical thought developed in that period and the key ideological and thematic shifts that philosophical thought has undergone in comparison with its previous historical forms (literary turn, linguistic turn, pictorial

turn, turn to the everyday, departure from metaphysics, questioning of rationalist attitudes and historical optimism, departure from anthropocentrism, etc.). Representative philosophical trends and orientations developed within contemporary philosophical thought with a closer focus on their cultural-historical and socio-political background, their symptomatic features, methods and their own conceptual maps. The influence of contemporary philosophical thought on selected disciplines, the arts (literature, film and visual arts) and socio-political thought.

Recommended literature:

STORIG, H. J. 2007. Malé dějiny filosofie. Praha: Karmelitánské nakladatelství. ISBN 978-80-7195-206-0.

Recommended readings:

LEŠKO, V., MIHINA, F. 1993. Dejiny filozofie. Bratislava: Iris, 2. vyd. ISBN 80-967013-8-X.

PETŘÍČEK, M. 1999. Úvod do (současné) filosofie. Praha: Herrmann & synové. ISBN 978-80-8003-305-7.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 28

A	ABS	B	C	D	E	FX
25,0	0,0	14,29	25,0	28,57	7,14	0,0

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KAJL/B-ANGex003/22	**Course title:** History, Life and Culture of Great Britain and the USA
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** **per level/semester:** 8s **Form of the course:** combined	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 8(L+S) Teaching mode: combined, distance learning Scope (number of hours): 8 hours per semester Student workload: 100 hours in total Teaching = 8 hours (combination of in-person and distant teaching), preparation for class (recapitulation, self-study, home assignments) = 39 hours, preparation for the final exam = 25 hours, writing an essay on a chosen topic = 14 hours, preparing a presentation on the topic of the essay = 10 hours, preparing a quiz or a didactic game on the topic of the presentation = 4 hours Type of activities: Brief presentation of lecture material, dialogic methods (debates, discussions), brainstorming, idea mapping, didactic games (quizzes, competitions), guided study (work with text, analysis and comprehension assignments)	
Number of credits: 4	
Recommended semester: 1.	
Educational level: I.	
Prerequisites:	
Recommended prerequisites: none	
Course requirements: Course completion requirements Continuous assessment (40 points/percent): Essay on the chosen topic (20 points) Presentation of the chosen topic (10 points) Quiz or didactic game related to the chosen topic (10 points) Obtaining a minimum of 60% of the seminar (24 points) is a pre-requisite for the completion of the course. Final assessment (60 points/percent): Written exam (60 points) Grading 100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX	

A (excellent performance): The student is able to independently write an essay on the chosen topic, makes excellent use of terminology, explains relevant theoretical knowledge, the work is written with no serious stylistic, spelling and grammatical mistake. The student is able to prepare and deliver a presentation on the chosen topic with maximal clarity and precision of language. The student can independently create and moderate meaningful quizzes for the purposes of education.
B (very good performance): The student is able to write an essay on the chosen topic, makes excellent use of terminology, explains relevant theoretical knowledge. The essay is written with no major (and with a#few minor) mistakes of language and contents. The student is able to prepare and deliver a presentation on the chosen topic with minor errors in clarity and language. The student is able to create and moderate meaningful quizzes with minor intervention of the teacher.
C (good, reliable performance): The student is able to write an essay on the chosen topic with maximum two major mistakes, uses correct terminology with minimal inaccuracies. The essay is written in appropriate style and language with few errors in argument. The student is able to prepare and deliver a presentation on the chosen topic with a#few errors of language (that do not disturb meaning). The student is able to create and moderate quizzes with the help of the teacher.
D (satisfactory performance): The student is able to write an essay on the chosen topic with 2-4 major mistakes, explains some fundamental theoretical context. The essay is written in an acceptable style and quality of language containing numerous mistakes. The student is able to create and deliver a presentation on the chosen topic with numerous errors of language and argument; the teacher needs to intervene often. The student is able to create and moderate quizzes only with significant intervention of the teacher.
E (sufficient performance): The student can write an essay on the chosen topic with minimal use of terminology and a#large number of major mistakes in language use. The essay is written with minimal clarity and many errors of language use. The student is able to create and deliver a presentation on the chosen topic with numerous mistakes of language and minimal indication of cohesion. The student is able to create and moderate quizzes only with substantial help of the teacher.
FX (insufficient performance): The student cannot achieve the essay, is not aware of basic terminology. The paper is not comprehensible. The student is unable to create and present a presentation on the chosen topic, his/her oral delivery is not comprehensible and lacks sense and unity. The student fails to create quizzes.
Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Essay on the chosen topic (20 points) Presentation of the chosen topic (10 points) Quiz or didactic game related to the chosen topic (10 points) Obtaining a minimum of 60% of the seminar (24 points) is a pre-requisite for the completion of the course. Final assessment (60 points/percent): Written exam (60 points)

Learning outcomes:
Objectives and learning outcomes
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge
- Upon completion of this course, the student will have a clear understanding of the history, geography, and culture of the United Kingdom and the United States, as well as an understanding of how particular events in history have influenced the formation of Anglophone societies and cultures.
- Students will understand how realia can be implemented in the teaching of the English language (through the creation of a#quiz) and how intercultural awareness can be developed through such implementation.
Skills

- Students will develop and improve their foreign language skills at B2–C1 levels (CEFR) in all language skills by working with authentic texts in English, by writing an essay and presenting their work.
- Students will be able to use digital technologies in their presentation with the implementation of audio-visual devices.

Competences

- Students will be able to plan and organise their own learning, which will improve their ability to cope with authentic texts, to find relevant literature, to select relevant information, and to process this information into an essay and presentation.
- Students will be able to defend their opinions and positions as well as to support them with arguments based on scholarly literature, historical sources and the interpretation of the knowledge transmitted in the course.

Class syllabus:

Course contents

Geography of the UK and the USA: outline map exercises will deepen students' knowledge of geography and topography. The comparison of geographical and demographic data will help students to work with different types of information, scholarly texts and digital technologies.

UK and US history: the reading and discussion of historical sources will help students to learn online search strategies and the analysis of historical sources. The discussion of related scholarly studies will enhance students' analytical skills and understanding the impact of historical events and transformations on societies and culture.

Holidays in the UK and the USA: by means of authentic textual and video materials, students will learn about traditional holidays in the UK and the USA, their history and related social and cultural practices and institutions; they will compare traditions with Slovak ones and explain the difference in terms of history and culture. Through the method of drama, they will illustrate certain holidays.

The educational system in the UK and the USA: students will brainstorm and discuss their own understanding of the current educational system in the UK and the USA, pointing out the differences between the Slovak and Anglo-American educational systems, discussing the positive and negative aspects of these educational systems.

Government in the UK and the USA: students will brainstorm and discuss their own understanding of the system of government in the UK and the USA. Based on the knowledge they have gained about the history of the UK and the USA, they will draw conclusions about how the system of government developed. Through selected speeches of British and US politicians, they will learn about the rhetoric of political speeches, and discuss them in terms of similarities and differences of language and argument. Students will create their own political speech.

Through the above course content and methods of education, students will acquire knowledge, develop their pedagogical skills and competences corresponding to the profile of a graduate of the bachelor's degree in the study programme Teaching of English Language and Literature in Combination.

Recommended literature:

Compulsory readings

MAUK, D., TONNESSEN, A. T., OAKLAND, J. (2022). American Civilization: An Introduction. 9th ed. London and New York: Routledge.

OAKLAND, J. (2011). British Civilization: An Introduction. 7th ed. London and New York: Routledge.

Recommended readings

BRENNER, G., FORD, M., and SULLIVAN, P. (2007). Celebrate! Holidays in the U.S.A. 2nd edition. https://americanenglish.state.gov/resources/celebrate-holidays-usa

MCDOWALL, D. (1989). An Illustrated History of Britain. Harlow: Longman.
O'CALLAGHAN, B. (2007). An Illustrated History of the USA. Harlow: Pearson Education.
O'DRISCOLL, J. (2009). Britain for Learners of English. Oxford: Oxford University Press.
National archives (America's founding documents): https://www.archives.gov/founding-docs
U.S. Department of Education: https://www.ed.gov/
Department of Education (UK): https://www.gov.uk/government/organisations/department-for-education
These resources are available in Slovak libraries and bookstores, as well as on the free internet.

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

Notes:

Past grade distribution
Total number of evaluated students: 66

A	ABS	B	C	D	E	FX
34,85	0,0	7,58	7,58	4,55	10,61	34,85

Lecturers: Mgr. Kristína Hankerová, PhD., Dr. habil. Tamás Karáth, PhD.

Last change: 02.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex024/22	ICT in Language Education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Scope (number of hours): 5 per semester
Student workload:
Direct teaching = 5 hours (combination of direct teaching and internet communication), continuous home preparation = 26 hours, creation of 3 games in PowerPoint = 9 hours, creation of a story in web applications = 17 hours, writing an essay = 9 hours, presentation of the latest trends in education = 5 hours, creation of a digital portfolio = 4 hours.
Teaching methods:
Brief explanation of the subject matter, dialogic methods (debate, discussion, colloquium), brainstorming, mind maps, working with a text, an introspective analysis of own experience, working with digital technologies

Number of credits: 3

Recommended semester: 5.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (100%):
Creation of 3 PowerPoint games, each of the game focusing on a#different age group of learners and a methodological description of these activities (25 points/percent)
Creation and presentation of a story in the chosen web portal/application (25 points/percent)
An essay on the topic of own student's experience of using ICT when learning English and their opinions about the impact of technology on learning English (25 points/percent)
Presentation of the latest trends in education and a review of recent research on the effectiveness of ICT use in education (14 points)
Creation and presentation of a digital portfolio (11 points/percent)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

A (excellent performance): The student can independently create three different types of games in PowerPoint focusing on three different age groups of learners, the student can independently create his/her own story for a selected age group, present the story as "storytelling", can independently write an essay about his/her experience of using ICT when learning English, can make a presentation about the latest trends in the use of technology in education in presentation tools (e.g., PowerPoint) using a variety of advanced options. The student can independently create a digital portfolio.
B (very good performance): The student can create three different types of games in PowerPoint with minimal teacher's assistance, focusing on different age groups of learners, can create his/her own story for a selected age group with minimal teacher's assistance and present it as "storytelling" with minimal faults, can write an essay about his/her experience of using ICT when learning English, can make a presentation about the latest trends in the use of technology in education in presentation tools using a variety of advanced options, can create a digital portfolio with minimal teacher's support.
C (good performance): The student can, with the teacher's help, create three different types of games in PowerPoint focusing on three different age groups of learners, but with minor faults, the student can create his own story for a selected group of pupils and present it as a "storytelling", but with several faults, can write an essay with minor errors about his experience in using ICT when learning English, can make a presentation about the latest trends in the use of technology in education in presentation tools (e.g., PowerPoint) using basic options, he/she can create a digital portfolio with the help of the teacher.
D (satisfactory performance): The student is able to create three different types of games in PowerPoint with intensive help from the teacher, focusing on three different age groups of learners, the student is able to create his/her own story for a selected group of learners, and is able to present it as "storytelling", but with major faults, can write an essay about his/her experience of using ICT when learning English, but with major errors, can produce a#presentation about the latest trends in the use of technology in education in presentation tools (e.g., PowerPoint) using basic options, but with minor faults, can create a digital portfolio in a basic form with intensive teacher's support.
E (sufficient performance): The student can create three different types of games in PowerPoint with intensive help and support from the teacher, focusing on three different age groups of pupils, can create his/her own story for a selected group of pupils and present it, but without interaction with the audience, without elements of drama. The student can write an essay about his/her experience of using ICT when learning English, but with major errors, can make a presentation about the latest trends in the use of ICT in education in presentation tools (e.g., PowerPoint) using very basic options, can create a digital portfolio with intensive help and support from the teacher and only in a very basic form.
FX (insufficient performance): The student fails to create three different types of games in PowerPoint focusing on three different age groups of learners, fails to create a story or present it, fails to write an essay about his/her experience of using ICT when learning English, fails to make a presentation in presentation tools (e.g., PowerPoint), not even in the basic form and fails to create a digital portfolio.
Scale of assessment (preliminary/final): Continuous assessment (100%): Creation of 3 PowerPoint games, each of the game focusing on a#different age group of learners and a methodological description of these activities (25 points/percent) Creation and presentation of a story in the chosen web portal/application (25 points/percent) An essay on the topic of own student's experience of using ICT when learning English and their opinions about the impact of technology on learning English (25 points/percent) Presentation of the latest trends in education and a review of recent research on the effectiveness of ICT use in education (14 points) Creation and presentation of a digital portfolio (11 points/percent)

Learning outcomes:

Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
- The student will expand the knowledge acquired in the courses "Fundamentals of English language didactics" and "Learner-centred approach in teaching English".
- The student will become aware of the development of cognitive, affective and personality characteristics of pupils in different stages of development and will be able to use ICT adequately in particular age groups.
- The student expands his/her knowledge of ICT, the principles and importance of its use in foreign language education.
Skills:
- The student is able to apply the knowledge of developmental psychology in the preparation of activities using ICT as well as digital technologies and expands his/her skills on how to use ICT in education.
Competences:
- The student is able to work with professional and scientific literature, to select relevant information, interpret it, to express his/her own opinions and attitudes, which he/she can justify and present.
- The student is able to implement elements of personalisation in the teaching process and thus contribute to the humanisation of teaching English at different levels of education.

Class syllabus:
Course contents:
(1) Basic terminology, history of the use of ICT in education, how to implement ICT into teaching of English, theories of education and the use of ICT; Learning styles and individualization of education - through a brief explanation of the subject matter and videos, students will learn about the basic terminology and history of the use of ICT in education, through brainstorming and mind mapping, they will present their views on how to incorporate ICT in the classroom. In discussion, they will draw out what learning styles they distinguish and what possibilities ICT presents for individualising learning and, through their own introspection, they will evaluate their own learning styles and use of ICT when learning English.
(2) Communication through ICT, educational portals, working with information, blended learning, eTwinning - through a brief explanation of the subject matter and working with a professional text with the essence of blended learning and eTwinning, they will discuss the positive and negative aspects of this form of teaching, then they will suggest how they could use blended learning and eTwinning in teaching of English.
(3) ICT in English language teaching with a focus on teaching language means and developing language skills using the different tools available - through a short explanation of the subject matter, they will become familiar with the use of different tools in teaching different language means and skills and will try out selected tools when creating tasks for learners

Recommended literature:
Compulsory readings:
CIMERMANOVÁ, I. et al. (2014). CALL and Foreign Language Education: e-textbook for Foreign Language Teachers. Nitra: UKF. Available online.
GILLERAN, A. et al. (2017). Building a Culture of Inclusion through eTwinning. Belgium: Central Support Service for eTwinning. Available online.
MIŠÚT, M. (2013). IKT vo vzdelávaní (elektronická učebnica). Trnava: Pedagogická fakulta Trnavskej univerzity v#Trnave. Available online

Recommended readings:
BOBOT, V., JAKUBEKOVÁ, M., and RURÁK, R. (2012). Využívanie informačno-komunikačných technológií vo vyučovaní. Bratislava: Metodicko-pedagogické centrum v#Bratislave. Available online.
LOJOVÁ, G. (2019). Učme cudzí jazyk efektívnejšie. Prístup zameraný na žiaka. Bratislava: Univerzita Komenského v#Bratislave.
LOJOVÁ, G. and VLČKOVÁ, K. (2011). Styly a#strategie učené ve výuce cizích jazyků. Praha: Portál.
These resources are available in Slovak libraries and bookstores.

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

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers:

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex024/22	ICT in Language Education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Scope (number of hours): 5 per semester
Student workload:
Direct teaching = 5 hours (combination of direct teaching and internet communication), continuous home preparation = 26 hours, creation of 3 games in PowerPoint = 9 hours, creation of a story in web applications = 17 hours, writing an essay = 9 hours, presentation of the latest trends in education = 5 hours, creation of a digital portfolio = 4 hours.
Teaching methods:
Brief explanation of the subject matter, dialogic methods (debate, discussion, colloquium), brainstorming, mind maps, working with a text, an introspective analysis of own experience, working with digital technologies

Number of credits: 3

Recommended semester: 4., 6.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (100%):
Creation of 3 PowerPoint games, each of the game focusing on a#different age group of learners and a methodological description of these activities (25 points/percent)
Creation and presentation of a story in the chosen web portal/application (25 points/percent)
An essay on the topic of own student's experience of using ICT when learning English and their opinions about the impact of technology on learning English (25 points/percent)
Presentation of the latest trends in education and a review of recent research on the effectiveness of ICT use in education (14 points)
Creation and presentation of a digital portfolio (11 points/percent)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

A (excellent performance): The student can independently create three different types of games in PowerPoint focusing on three different age groups of learners, the student can independently create his/her own story for a selected age group, present the story as "storytelling", can independently write an essay about his/her experience of using ICT when learning English, can make a presentation about the latest trends in the use of technology in education in presentation tools (e.g., PowerPoint) using a variety of advanced options. The student can independently create a digital portfolio.
B (very good performance): The student can create three different types of games in PowerPoint with minimal teacher's assistance, focusing on different age groups of learners, can create his/her own story for a selected age group with minimal teacher's assistance and present it as "storytelling" with minimal faults, can write an essay about his/her experience of using ICT when learning English, can make a presentation about the latest trends in the use of technology in education in presentation tools using a variety of advanced options, can create a digital portfolio with minimal teacher's support.
C (good performance): The student can, with the teacher's help, create three different types of games in PowerPoint focusing on three different age groups of learners, but with minor faults, the student can create his own story for a selected group of pupils and present it as a "storytelling", but with several faults, can write an essay with minor errors about his experience in using ICT when learning English, can make a presentation about the latest trends in the use of technology in education in presentation tools (e.g., PowerPoint) using basic options, he/she can create a digital portfolio with the help of the teacher.
D (satisfactory performance): The student is able to create three different types of games in PowerPoint with intensive help from the teacher, focusing on three different age groups of learners, the student is able to create his/her own story for a selected group of learners, and is able to present it as "storytelling", but with major faults, can write an essay about his/her experience of using ICT when learning English, but with major errors, can produce a#presentation about the latest trends in the use of technology in education in presentation tools (e.g., PowerPoint) using basic options, but with minor faults, can create a digital portfolio in a basic form with intensive teacher's support.
E (sufficient performance): The student can create three different types of games in PowerPoint with intensive help and support from the teacher, focusing on three different age groups of pupils, can create his/her own story for a selected group of pupils and present it, but without interaction with the audience, without elements of drama. The student can write an essay about his/her experience of using ICT when learning English, but with major errors, can make a presentation about the latest trends in the use of ICT in education in presentation tools (e.g., PowerPoint) using very basic options, can create a digital portfolio with intensive help and support from the teacher and only in a very basic form.
FX (insufficient performance): The student fails to create three different types of games in PowerPoint focusing on three different age groups of learners, fails to create a story or present it, fails to write an essay about his/her experience of using ICT when learning English, fails to make a presentation in presentation tools (e.g., PowerPoint), not even in the basic form and fails to create a digital portfolio.
Scale of assessment (preliminary/final): Continuous assessment (100%): Creation of 3 PowerPoint games, each of the game focusing on a#different age group of learners and a methodological description of these activities (25 points/percent) Creation and presentation of a story in the chosen web portal/application (25 points/percent) An essay on the topic of own student's experience of using ICT when learning English and their opinions about the impact of technology on learning English (25 points/percent) Presentation of the latest trends in education and a review of recent research on the effectiveness of ICT use in education (14 points) Creation and presentation of a digital portfolio (11 points/percent)

Learning outcomes:

Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
- The student will expand the knowledge acquired in the courses "Fundamentals of English language didactics" and "Learner-centred approach in teaching English".
- The student will become aware of the development of cognitive, affective and personality characteristics of pupils in different stages of development and will be able to use ICT adequately in particular age groups.
- The student expands his/her knowledge of ICT, the principles and importance of its use in foreign language education.
Skills:
- The student is able to apply the knowledge of developmental psychology in the preparation of activities using ICT as well as digital technologies and expands his/her skills on how to use ICT in education.
Competences:
- The student is able to work with professional and scientific literature, to select relevant information, interpret it, to express his/her own opinions and attitudes, which he/she can justify and present.
- The student is able to implement elements of personalisation in the teaching process and thus contribute to the humanisation of teaching English at different levels of education.

Class syllabus:
Course contents:
(1) Basic terminology, history of the use of ICT in education, how to implement ICT into teaching of English, theories of education and the use of ICT; Learning styles and individualization of education - through a brief explanation of the subject matter and videos, students will learn about the basic terminology and history of the use of ICT in education, through brainstorming and mind mapping, they will present their views on how to incorporate ICT in the classroom. In discussion, they will draw out what learning styles they distinguish and what possibilities ICT presents for individualising learning and, through their own introspection, they will evaluate their own learning styles and use of ICT when learning English.
(2) Communication through ICT, educational portals, working with information, blended learning, eTwinning - through a brief explanation of the subject matter and working with a professional text with the essence of blended learning and eTwinning, they will discuss the positive and negative aspects of this form of teaching, then they will suggest how they could use blended learning and eTwinning in teaching of English.
(3) ICT in English language teaching with a focus on teaching language means and developing language skills using the different tools available - through a short explanation of the subject matter, they will become familiar with the use of different tools in teaching different language means and skills and will try out selected tools when creating tasks for learners

Recommended literature:
Compulsory readings:
CIMERMANOVÁ, I. et al. (2014). CALL and Foreign Language Education: e-textbook for Foreign Language Teachers. Nitra: UKF. Available online.
GILLERAN, A. et al. (2017). Building a Culture of Inclusion through eTwinning. Belgium: Central Support Service for eTwinning. Available online.
MIŠÚT, M. (2013). IKT vo vzdelávaní (elektronická učebnica). Trnava: Pedagogická fakulta Trnavskej univerzity v#Trnave. Available online

Recommended readings:
BOBOT, V., JAKUBEKOVÁ, M., and RURÁK, R. (2012). Využívanie informačno-komunikačných technológií vo vyučovaní. Bratislava: Metodicko-pedagogické centrum v#Bratislave. Available online.
LOJOVÁ, G. (2019). Učme cudzí jazyk efektívnejšie. Prístup zameraný na žiaka. Bratislava: Univerzita Komenského v#Bratislave.
LOJOVÁ, G. and VLČKOVÁ, K. (2011). Styly a#strategie učené ve výuce cizích jazyků. Praha: Portál.
These resources are available in Slovak libraries and bookstores.

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

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers:

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex027/22	Intercultural Communication

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 hours per semester
Student's workload: 75 hours in total
Direct teaching = 5 h (a combination of direct teacher-student contact and communication via the Internet), home preparation for class = 10 h, creating a presentation of a specific intercultural topic in the context = 30 h, written analysis of an intercultural topic= 30 h
Teaching methods:
Media presentations of intercultural topics, analyses of selected journalistic articles and theoretical works, dialogical methods (debate, discussion, colloquium), case studies, situation analysis method, role-playing method, project-based learning, critical evaluation of presentations

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course requirements:
Continuous assessment (100 points/percent):
Presentation of a specific intercultural issue in context (30 points/percent)
Active participation in discussions on the assigned issues during class (10 points/percent)
Creation of a project/play on an intercultural topic (60 points/percent)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student has an in-depth knowledge of the basic issues of contemporary intercultural research, is able to critically analyse social and cultural topics presented in the media independently, is able to argue convincingly for his/her humanistic position in a discussion, is able to present his/her media analysis and reflections on a specific intercultural topic in a group and in front of the class, is able to apply his/her insight and the current scientific background

independently to the teaching of the English language through the creation of a project for a certain age group.
B (very good performance): The student knows the basic issues of contemporary intercultural research, can critically analyse social and cultural issues presented in the media with minimal assistance, and is able to argue well for his/her humanistic position in a debate, is able to present his/her media analysis and reflections on a particular intercultural topic in a group and in front of the class, using the creation of a project for a certain age group, is able, after a very short consultation with the teacher, to apply his/her insight and contemporary scientific background to the teaching of English.
C (good performance): The student is familiar with partial issues in contemporary intercultural research, can critically analyse social and cultural themes presented in the media with little help, and is able to argue for his/her humanistic position in a discussion, with a little help, can present his/her media analysis and reflections on a specific intercultural topic in a group and in front of the class, by creating a project for a certain age group, can, after a short consultation with the teacher, apply his/her insight and the current scientific background to the teaching of English language.
D (satisfactory performance): The student is only familiar with certain topics in contemporary intercultural research, can critically analyse social and cultural issues presented in the media with great help, is able to argue for his/her humanistic position in a discussion, although less convincingly, with more help, he/she can present his/her media analysis and reflections on a particular intercultural topic in a group and in front of the class, by creating a project for a certain age group, he/she is able, after a longer consultation with the teacher, to apply his/her insight and current scientific background to the teaching of the English language.
E (sufficient performance): The student is familiar with only peripheral issues in contemporary intercultural research, can critically analyse social and cultural themes presented in the media only partially, is able to argue for his/her humanistic point of view in a discussion, although not convincingly, can present his/her media analysis and reflections on a particular intercultural topic to the group and to the class with great help, by creating a project for a certain age group, can, after extensive consultation with the teacher, apply his/her insight and current scientific background to the teaching of English.
Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Presentation of a specific intercultural issue in context (30 points/percent) Active participation in discussions on the assigned issues during class (10 points/percent) Creation of a project/play on an intercultural topic (60 points/percent)

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students are able to perceive and think critically about issues related to concepts of identity, intercultural thinking and globalised society, are able to think interculturally, think critically about the problems of contemporary society and present them through the prism of a specific situation that also concerns their lives.
Skills:
Students are proficient in finding and selecting relevant sources for an intercultural approach, are able to analyse media presentations and media materials in relation to instructional objectives, are able to apply an intercultural approach to the teaching of English in elementary and secondary schools, are able to discuss intercultural issues in depth and argue persuasively in pairs and large groups, are able to apply critical analysis in evaluating selected cultural, social, and political phenomena.

Competences:
Students are able to present their own, theoretically grounded position and to think critically about opposing views (also using the method of situation analysis), they are able to use the method of case studies in the teaching of English for different levels to become more familiar with a particular intercultural issue, they are able to develop a creative project on an intercultural topic and at the same time to apply it to the teaching of English, they have mastered strategies of self-knowledge leading to a deepening of metacognitive awareness.

Class syllabus:
Course contents:
Main themes of the course: Introduction to intercultural communication, what is culture, communication, individuality vs. collectivity, technology, economics, globalism, science, gender, race, encounters of intercultural thinking, use of intercultural thinking in the classroom.
Through the above-mentioned course content and using the mentioned methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Bachelor's degree in the study programme of Teaching English Language and Literature in Combination.

Recommended literature:
Compulsory readings:
GOODMAN, L. and de GAY, J. eds.. (2000). The Routledge Reader in Politics and Performance. London and New York: Routledge. Available online: https://monoskop.org/log/?p=755.
HUSÁROVÁ, Z. and ULKUNIEMI, S. (2015). Making collaborative visual poems about identities: an interdisciplinary and international art educational project. In: Conversations on Finnish Art Education. Helsinki: Aalto University, pp. 318–329.
JAVORČÍKOVÁ, J. and ZELENKOVÁ, A. (2019). Cultural studies in the brexit era: In-service teachers' and students' views. In: Proceedings of Academics World International Conference. Bhubaneswar: Institute of Research and Journals, pp. 35–39.
Recommended readings:
BABAEV, D. et al. (2020). Information and Communicative Competence Development in Prospective Teachers. In: Creative Education vol. 11, no. 12. Available online: https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/journal/paperinformation.aspx?paperid=106264.
BORELLO, E. et al. (2016). Web 2.0, Language Learning and Intercultural Competence. In: Open Access Library Journal vol. 3, no. 2. Available online: https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/journal/paperinformation.aspx?paperid=68252.

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

Notes:

Past grade distribution
Total number of evaluated students: 8

A	ABS	B	C	D	E	FX
25,0	0,0	0,0	0,0	25,0	12,5	37,5

Lecturers:

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex027/22	Intercultural Communication

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 hours per semester
Student's workload: 75 hours in total
Direct teaching = 5 h (a combination of direct teacher-student contact and communication via the Internet), home preparation for class = 10 h, creating a presentation of a specific intercultural topic in the context = 30 h, written analysis of an intercultural topic= 30 h
Teaching methods:
Media presentations of intercultural topics, analyses of selected journalistic articles and theoretical works, dialogical methods (debate, discussion, colloquium), case studies, situation analysis method, role-playing method, project-based learning, critical evaluation of presentations

Number of credits: 3

Recommended semester: 4.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course requirements:
Continuous assessment (100 points/percent):
Presentation of a specific intercultural issue in context (30 points/percent)
Active participation in discussions on the assigned issues during class (10 points/percent)
Creation of a project/play on an intercultural topic (60 points/percent)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student has an in-depth knowledge of the basic issues of contemporary intercultural research, is able to critically analyse social and cultural topics presented in the media independently, is able to argue convincingly for his/her humanistic position in a discussion, is able to present his/her media analysis and reflections on a specific intercultural topic in a group and in front of the class, is able to apply his/her insight and the current scientific background

independently to the teaching of the English language through the creation of a project for a certain age group.
B (very good performance): The student knows the basic issues of contemporary intercultural research, can critically analyse social and cultural issues presented in the media with minimal assistance, and is able to argue well for his/her humanistic position in a debate, is able to present his/her media analysis and reflections on a particular intercultural topic in a group and in front of the class, using the creation of a project for a certain age group, is able, after a very short consultation with the teacher, to apply his/her insight and contemporary scientific background to the teaching of English.
C (good performance): The student is familiar with partial issues in contemporary intercultural research, can critically analyse social and cultural themes presented in the media with little help, and is able to argue for his/her humanistic position in a discussion, with a little help, can present his/her media analysis and reflections on a specific intercultural topic in a group and in front of the class, by creating a project for a certain age group, can, after a short consultation with the teacher, apply his/her insight and the current scientific background to the teaching of English language.
D (satisfactory performance): The student is only familiar with certain topics in contemporary intercultural research, can critically analyse social and cultural issues presented in the media with great help, is able to argue for his/her humanistic position in a discussion, although less convincingly, with more help, he/she can present his/her media analysis and reflections on a particular intercultural topic in a group and in front of the class, by creating a project for a certain age group, he/she is able, after a longer consultation with the teacher, to apply his/her insight and current scientific background to the teaching of the English language.
E (sufficient performance): The student is familiar with only peripheral issues in contemporary intercultural research, can critically analyse social and cultural themes presented in the media only partially, is able to argue for his/her humanistic point of view in a discussion, although not convincingly, can present his/her media analysis and reflections on a particular intercultural topic to the group and to the class with great help, by creating a project for a certain age group, can, after extensive consultation with the teacher, apply his/her insight and current scientific background to the teaching of English.
Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Presentation of a specific intercultural issue in context (30 points/percent) Active participation in discussions on the assigned issues during class (10 points/percent) Creation of a project/play on an intercultural topic (60 points/percent)

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students are able to perceive and think critically about issues related to concepts of identity, intercultural thinking and globalised society, are able to think interculturally, think critically about the problems of contemporary society and present them through the prism of a specific situation that also concerns their lives.
Skills:
Students are proficient in finding and selecting relevant sources for an intercultural approach, are able to analyse media presentations and media materials in relation to instructional objectives, are able to apply an intercultural approach to the teaching of English in elementary and secondary schools, are able to discuss intercultural issues in depth and argue persuasively in pairs and large groups, are able to apply critical analysis in evaluating selected cultural, social, and political phenomena.

Competences:
Students are able to present their own, theoretically grounded position and to think critically about opposing views (also using the method of situation analysis), they are able to use the method of case studies in the teaching of English for different levels to become more familiar with a particular intercultural issue, they are able to develop a creative project on an intercultural topic and at the same time to apply it to the teaching of English, they have mastered strategies of self-knowledge leading to a deepening of metacognitive awareness.

Class syllabus:
Course contents:
Main themes of the course: Introduction to intercultural communication, what is culture, communication, individuality vs. collectivity, technology, economics, globalism, science, gender, race, encounters of intercultural thinking, use of intercultural thinking in the classroom.
Through the above-mentioned course content and using the mentioned methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Bachelor's degree in the study programme of Teaching English Language and Literature in Combination.

Recommended literature:
Compulsory readings:
GOODMAN, L. and de GAY, J. eds.. (2000). The Routledge Reader in Politics and Performance. London and New York: Routledge. Available online: https://monoskop.org/log/?p=755.
HUSÁROVÁ, Z. and ULKUNIEMI, S. (2015). Making collaborative visual poems about identities: an interdisciplinary and international art educational project. In: Conversations on Finnish Art Education. Helsinki: Aalto University, pp. 318–329.
JAVORČÍKOVÁ, J. and ZELENKOVÁ, A. (2019). Cultural studies in the brexit era: In-service teachers' and students' views. In: Proceedings of Academics World International Conference. Bhubaneswar: Institute of Research and Journals, pp. 35–39.
Recommended readings:
BABAEV, D. et al. (2020). Information and Communicative Competence Development in Prospective Teachers. In: Creative Education vol. 11, no. 12. Available online: https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/journal/paperinformation.aspx?paperid=106264.
BORELLO, E. et al. (2016). Web 2.0, Language Learning and Intercultural Competence. In: Open Access Library Journal vol. 3, no. 2. Available online: https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/journal/paperinformation.aspx?paperid=68252.

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

Notes:

Past grade distribution
Total number of evaluated students: 8

A	ABS	B	C	D	E	FX
25,0	0,0	0,0	0,0	25,0	12,5	37,5

Lecturers:

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex027/22	Internship I.

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 32s
Form of the course: combined

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex027/22	Internship I.

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 32s
Form of the course: combined

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex017/16	Introduction to gender studies

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Katarína Minarovičová, PhD., Mgr. Veronika Valkovičová, PhD.

Last change: 07.09.2016

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex017/16	Introduction to gender studies

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Katarína Minarovičová, PhD., Mgr. Veronika Valkovičová, PhD.

Last change: 07.09.2016

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex001/22	Introduction to the Study of the English Language

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5(L+S)
Teaching mode: combined, distance elarning
Number of hours: 5 per semester
Student workload: 75 hours in total
classes: 5 h (as a combination of in-person and online teaching), continuous home preparation for class (revision, study of terminology, homework) = 30 h, preparation for the mid-term test =15 h, theoretical and practical preparation for the final test = 25 h
Teaching methods:
Explanation of the material linked to discussion of the topic, interview method, students working in groups depending on the topic (smaller, larger groups), use of practical examples to apply the theoretical knowledge acquired during lessons and self-study, students searching for practical examples and using them in lessons - discussions, analyses

Number of credits: 3

Recommended semester: 1.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
The student is entitled to an alternative date for the midterm assessment (if he/she has not attended the assessment for health or other serious reasons), but is not entitled to a#re-sit in-term assessment date.
Passing the in-term assessment with a minimum of 60% pass rate is a#prerequisite for passing the exam.
Continuous assessment (40 percent):
In-term test focused on theoretical knowledge, solving practical tasks
Final assessment (60 percent):
Final test focused on theoretical knowledge, practical problem solving, simple grammatical analysis
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

A (excellent performance): The student has a rich theoretical knowledge of the introduction to the individual linguistic disciplines, can analyse a simple English sentence independently and without error, identify the individual grammatical categories, correctly uses specialist terminology, is familiar with the history of English, can make connections correctly and without the teacher's assistance, correctly understands the relationships between the linguistic disciplines and can name them using the newly learned terminology.
B (excellent performance): The student has a rich theoretical knowledge in the field of introduction to individual linguistic disciplines, can analyse a simple English sentence independently and without serious errors, identify individual grammatical categories, correctly uses specialist terminology, is familiar with the history of English, can correctly state connections, correctly understands the relationships between linguistic disciplines and can name them, using the newly learned terminology.
C (good performance): The student can demonstrate theoretical knowledge of the area of introduction to individual linguistic disciplines, can analyse a simple English sentence independently, makes minor errors in identifying grammatical categories that do not have a major impact on the overall analysis, is familiar with the history of English, makes errors in terminology - expresses himself more in descriptive terms, understands the relationships between individual linguistic disciplines with the help of the teacher.
D (satisfactory performance): The student has sufficient theoretical knowledge in the field of introduction to individual linguistic disciplines, with the help of the teacher can analyse a simple English sentence, identify individual grammatical categories, has mastered professional terminology, can define the basic milestones in the history of English, understands the relationships between linguistic disciplines, can name them and use the basic terminology learnt in the process.
E (sufficient performance): The student has sufficient basic theoretical knowledge in the field of introduction to individual linguistic disciplines, with the active help of the teacher can analyse a simple English sentence, identify basic grammatical categories, is familiar with the basics of the history of English, knows the basic terminology but only with the help of the teacher can find connections, understands the relationships between linguistic disciplines at a sufficient level.
Scale of assessment (preliminary/final): Continuous assessment (40 percent): In-term test focused on theoretical knowledge, solving practical tasks Final assessment (60 percent): Final test focused on theoretical knowledge, practical problem solving, simple grammatical analysis

Learning outcomes:
Objectives and learning outcomes:
Based on the objectives declared in the profile of a#graduate, this course aims for a student to develop the following knowledge, skills, and competences:
Knowledge:
During the course, the student will acquire new linguistic terminology, gain an overview of the different linguistic disciplines, plans and sub-plans of language and their characteristics. The student will understand the interplay and nature of relevant linguistic sub-disciplines, gain an overview of the different periods in the development of the English language and understand the focus and orientation of the various linguistic schools, and recognize trends in the development of the English language.
Skills:
The student will learn to work independently with a professional linguistic text. The student will be able to analyse individual linguistic units, using theoretical knowledge, he/she will be able to analyse a simple English sentence independently, he/she will be able to determine grammatical categories of nouns and verbs, he/she will learn how to work with words using examples from everyday communication - morphemic analysis, basic lexical characterisation, determination of

word types and sentence articles. They develop analytical-critical thinking as one of the basic characteristics of a future teacher.
Competences:
The student is able to work independently and in a group on grammatical analysis, at the same time he/she is able to present it to colleagues at the required linguistic level, he/she is able to defend and argue his/her claims, he/she develops argumentative competence. The students use interpersonal skills and develop communication skills when presenting their work. They think within the context of the subject, can correlate different linguistic systems and subsystems, do not understand them in a bounded way. They perceive language globally and demonstrate the overall view needed to its understanding.

Class syllabus:
Course outcomes of subject (content):
Main thematic threads of the course: Definition of general linguistics, definition of language and linguistic sign, functional styles of language, history of English language, structure of English and American studies, standard and non-standard English, geographical varieties of English, phonetics and phonology, lexicology, semantics, pragmatics, grammar, grammatical categories, morphological processes, syntax
Through the above content, the student will become familiar with the supporting linguistic theories and concepts (system, naming unit, communication, sign), grammatical categories (gender, case, tense, aspect, etc.), and grammatical processes (morphological, syntactic). At the same time, the student will acquire basic facts about the different planes and sub-plans of the language and gain a basic understanding of the development of the English language. The student will deepen his/her ability to work with specialized text and to critically analyse information.
The student develops the ability to critically assess the information obtained with regard to its relevance and applicability in practice. The acquired theoretical knowledge is subsequently used in practical activities and by using the stated methods, the student actively works on improving and refining his/her argumentation skills with a view to future pedagogical practice. The student develops the skills of correlating theoretical knowledge, acquires argumentation skills.

Recommended literature:
Compulsory readings:
LANČARIČ, D. (2012). Elements of Linguistics. Bratislava: Z-F LINGUA.
REPKA, R. (2008). A#Student´s Introduction to the Study of the English Language. Bratislava: Z-F LINGUA.
Recommended readings:
AITCHINSON, J. (1995). Linguistics: An Introduction. Hodder and Stoughton.
LANČARIČ, D. (2012). Selected Chapters from English Linguistics. Bratislava: Z-F LINGUA.
ŠTEKAUER, P. (1993). Essentials of English Linguistics. Prešov: Slovacontact.
VACHEK, J. (1975). Introduction to the Study of English. Praha: SPN.
WIDDOWSON, H. G. (1996). Linguistics. Bristol: Oxford University Press.

Languages necessary to complete the course:
English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 79

A	ABS	B	C	D	E	FX
2,53	0,0	1,27	6,33	11,39	26,58	51,9

Lecturers: Mgr. Patricia Kotlebová, PhD.
Last change: 02.10.2023
Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBex001/22	**Course title:** Introduction to the citizenship education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Seminar, 5 hours per semester, combined method
Student workload: teaching = 5 hours per semester, 17 hours guided self-study, 20 hours preparation of mid-term paper, 30 hours preparation of final paper, 28 hours preparation for seminar, total 100 hours per semester.
Teaching methods: discussion of the topic, small group work, solving model situations, analysis and interpretation of literary sources, analysis of educational documents, guided self-study.

Number of credits: 4

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0
Quality of the interim and final work. The topic of the thesis. The student identifies a selected situation in which a public interest is manifested, and the participants must exercise their civic competence. He/she names the situation, interprets its main layers, and identifies the civic competencies that are manifested in it.
In the case of combined and e-learning teaching, successfully solving sub-tasks given in e-learning (moodle.uniba.sk) on the same topic as in face-to-face teaching.
The ability to orient oneself in the basics of education for citizenship in Slovak education, to search and analyze educational documents of Slovak education, to solve model situations of civic life and the ability to apply the acquired knowledge to them, to construct logical arguments, the ability to orient oneself in the theoretical sources for education for citizenship is evaluated.
Evaluation:
A (100-91%, excellent - outstanding results), students originally, in detail, adequately and accurately name a current problem in society that concerns public life, originally interpret its layers,
B (90-81%, very good - above average standard), students adequately name a current problem in society that relates to public life, creatively interpret its layers,
C (80-73%, good - normal reliable work), students name a problem in society that relates to public life, interpret its layers,
D (72-66%, satisfactory - acceptable performance), students name a problem in society that relates to public life and fail to distinguish its major layers,

E (65-60%, satisfactory - results meet the minimum criteria), students only simply name a problem in society that relates to public life,
Fx (59-0%, insufficient - extra work required), students cannot adequately name a problem in society that relates to public life and cannot distinguish between its different layers.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student knows the structure and goals of citizenship education, knows, and identifies the manifestations of citizenship in reality. The student is able to analyze different situations where citizenship is realized and manifested. The student distinguishes the main civic virtues, rights and responsibilities He/she develops the ability of argumentation and independent critical thinking in the issues of civic life and in its theoretical reflection. Understands the position and basic structure of civics in the National Curriculum.

Class syllabus:
Targeting citizenship education. The structure and layers of citizenship. Civic virtues, duties, rights, responsibilities, competences of a citizen. Manifestations of citizenship in real life. Exercise of rights and duties of a citizen. National Curriculum, the subject “Civic Education.” Principles of its teaching, principles of extracurricular education for citizenship. The main institutions dealing with citizenship education in the Slovak Republic.

Recommended literature:
Kde sme? Mentálne mapy Slovenska. 2010. M. Bútora, M. Kollár, G. Mesežnikov, Z. Bútorová (ed.) Bratislava : Kalligram. ISBN 978-80-8934-519-9
MISTRÍK, E. – GAŽOVIČ, O. – BOLEČEKOVÁ, M. – PROFANT, T. – GODOVIČOVÁ, E. – KURČÍKOVÁ, K – KAMARÁŠOVÁ, L. – ČERNOTA, M. – CENKER, M. 2014: Rozvojové vzdelávanie. Témy a metódy. J. Cenker (ed.). Bratislava : Pontis. ISBN 978-8-971310-2-9. s. 6-34
MISTRÍK, E. – ČUCHRANOVÁ, D. – DÚBRAVOVÁ, V. – LYSÝ, J. – MALÍK, B. 2001: Občan a občianstvo. Bratislava : Pope Print. ISBN 80-968626-6-9
Občianstvo, participácia a deliberácia na Slovensku. Teória a realita. 2010. J. Plichtová (ed.) Bratislava : Veda. ISBN 978-80-224117-3-8
Existing textbooks for civic education in primary and secondary schools.
Students independently search for additional literature as needed for their final coursework, as the analysis of various civic issues requires special resources.

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 85

A	ABS	B	C	D	E	FX
35,29	0,0	15,29	21,18	3,53	1,18	23,53

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex001/22	Introduction to the citizenship education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Seminar, 5 hours per semester, combined method
Student workload: teaching = 5 hours per semester, 17 hours guided self-study, 20 hours preparation of mid-term paper, 30 hours preparation of final paper, 28 hours preparation for seminar, total 100 hours per semester.
Teaching methods: discussion of the topic, small group work, solving model situations, analysis and interpretation of literary sources, analysis of educational documents, guided self-study.

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0
Quality of the interim and final work. The topic of the thesis. The student identifies a selected situation in which a public interest is manifested, and the participants must exercise their civic competence. He/she names the situation, interprets its main layers, and identifies the civic competencies that are manifested in it.
In the case of combined and e-learning teaching, successfully solving sub-tasks given in e-learning (moodle.uniba.sk) on the same topic as in face-to-face teaching.
The ability to orient oneself in the basics of education for citizenship in Slovak education, to search and analyze educational documents of Slovak education, to solve model situations of civic life and the ability to apply the acquired knowledge to them, to construct logical arguments, the ability to orient oneself in the theoretical sources for education for citizenship is evaluated.
Evaluation:
A (100-91%, excellent - outstanding results), students originally, in detail, adequately and accurately name a current problem in society that concerns public life, originally interpret its layers,
B (90-81%, very good - above average standard), students adequately name a current problem in society that relates to public life, creatively interpret its layers,
C (80-73%, good - normal reliable work), students name a problem in society that relates to public life, interpret its layers,
D (72-66%, satisfactory - acceptable performance), students name a problem in society that relates to public life and fail to distinguish its major layers,

E (65-60%, satisfactory - results meet the minimum criteria), students only simply name a problem in society that relates to public life,
Fx (59-0%, insufficient - extra work required), students cannot adequately name a problem in society that relates to public life and cannot distinguish between its different layers.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student knows the structure and goals of citizenship education, knows, and identifies the manifestations of citizenship in reality. The student is able to analyze different situations where citizenship is realized and manifested. The student distinguishes the main civic virtues, rights and responsibilities He/she develops the ability of argumentation and independent critical thinking in the issues of civic life and in its theoretical reflection. Understands the position and basic structure of civics in the National Curriculum.

Class syllabus:
Targeting citizenship education. The structure and layers of citizenship. Civic virtues, duties, rights, responsibilities, competences of a citizen. Manifestations of citizenship in real life. Exercise of rights and duties of a citizen. National Curriculum, the subject “Civic Education.” Principles of its teaching, principles of extracurricular education for citizenship. The main institutions dealing with citizenship education in the Slovak Republic.

Recommended literature:
Kde sme? Mentálne mapy Slovenska. 2010. M. Bútora, M. Kollár, G. Mesežnikov, Z. Bútorová (ed.) Bratislava : Kalligram. ISBN 978-80-8934-519-9
MISTRÍK, E. – GAŽOVIČ, O. – BOLEČEKOVÁ, M. – PROFANT, T. – GODOVIČOVÁ, E. – KURČÍKOVÁ, K – KAMARÁŠOVÁ, L. – ČERNOTA, M. – CENKER, M. 2014: Rozvojové vzdelávanie. Témy a metódy. J. Cenker (ed.). Bratislava : Pontis. ISBN 978-8-971310-2-9. s. 6-34
MISTRÍK, E. – ČUCHRANOVÁ, D. – DÚBRAVOVÁ, V. – LYSÝ, J. – MALÍK, B. 2001: Občan a občianstvo. Bratislava : Pope Print. ISBN 80-968626-6-9
Občianstvo, participácia a deliberácia na Slovensku. Teória a realita. 2010. J. Plichtová (ed.) Bratislava : Veda. ISBN 978-80-224117-3-8
Existing textbooks for civic education in primary and secondary schools.
Students independently search for additional literature as needed for their final coursework, as the analysis of various civic issues requires special resources.

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 85

A	ABS	B	C	D	E	FX
35,29	0,0	15,29	21,18	3,53	1,18	23,53

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KAJL/B-ANGex002/22	**Course title:** Introduction to the study of anglophone literature
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week: per level/semester:** 8s **Form of the course:** combined	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: Form: 8(L+S) Teaching mode: combined, distance learning Number of hours: 8 per semester Student workload: 100 hours in total Direct teaching = 8 hours (direct teaching), home assignments = 50 hours (studying terminology, preparing homework), reading excerpts from literary works = 5 hours, preparation and participation in a discussion = 7 hours, preparation for the final written test = 30 hours Teaching methods: Lecture, dialogic methods (debate, discussion, colloquium), analysis of video recordings (film extracts or relevant social events), heuristic method, students´ presentation of their own conclusions, guided self-study.	
Number of credits: 4	
Recommended semester: 1.	
Educational level: I.	
Prerequisites:	
Recommended prerequisites: none	
Course requirements: Course completion requirements: (100 points/ percent): Continuous assessment (40 points/percent): Participation in the literary-cultural discussion and elaboration of the assigned questions (10 points/10%) Progress test (30 points/30%) Participating in a literary-cultural discussion cultivates students' relationship to literature and reading, as well as critical reflection on specific topics, or literature in general, which they present in written form. Progress tests 1 and 2 during the semester are aimed at determining the level of students´ theoretical knowledge and the ability to apply it practically to a text/literary work, as well as their ability to systematically analyse a literary text, evaluate it critically and form an attitude towards the topic. Alternatively, their ability to process the text creatively for pedagogical application is monitored. Final assessment (60 points/percent):	

Written exam (60 points/60%) measures the level of students´ theoretical knowledge of the subject (such as their awareness of literary terminology and its practical application to a literary text/work, for example).
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent results): The student masters the core knowledge of Anglophone literature and literary theory, as well as the relevant terminology. He/she can identify literary notions in a new text, is aware of the origin and development of literary trends, genres, representative works, the principles of literary criticism and the social and pedagogical contexts of Anglophone literature. He/she understands the context of the origin and development of literary movements and genres and is able to apply all studied terms to a new literary work and text).
B (very good): The student masters the core knowledge of Anglophone literature and literary theory, listed in (A) with less serious errors and inaccuracies, understands the substantial majority of contexts of the origin and development of literary movements and genres, can apply several terms to a new literary work and text).
C (good, reliable work): The student masters a substantial part of the cross-sectional key knowledge of the sub-discipline Anglophone literature and literary theory, with some errors and inaccuracies, understands most of the contexts of the origin and development of literary movements and genres, can apply some terms to a specific new literary work and text).
D (satisfactory results): The student masters a substantial part of core knowledge of Anglophone literature and literary theory, with several errors and inaccuracies, understands some of the contexts of the emergence and development of literary movements and genres. He/she cannot apply some terms to a familiar literary work and text.
E (sufficient performance): The student masters only some core knowledge of Anglophone literature and literary theory, with numerous errors and inaccuracies and partially understands the context of the origin and development of literary movements and genres. He/she can only apply some terms to a familiar literary work and text.
FX (insufficient performance; additional work is required): The student is not aware of the core knowledge of Anglophone literature and literary theory, or his/her knowledge is contextless, with excessive errors and inaccuracies, he/she does not understand the context of the origin and development of literary movements and genres, he/she cannot apply studied terms to a new or familiar literary work and text).
Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Participation in the literary-cultural discussion and elaboration of the assigned questions (10 points/10%) Progress test (30 points/30%) Participating in a literary-cultural discussion cultivates students' relationship to literature and reading, as well as critical reflection on specific topics, or literature in general, which they present in written form. Progress tests 1 and 2 during the semester are aimed at determining the level of students´ theoretical knowledge and the ability to apply it practically to a text/literary work, as well as their ability to systematically analyse a literary text, evaluate it critically and form an attitude towards the topic. Alternatively, their ability to process the text creatively for pedagogical application is monitored. Final assessment (60 points/percent): Written exam (60 points/60%) measures the level of students´ theoretical knowledge of the subject (such as their awareness of literary terminology and its practical application to a literary text/work, for example).

Learning outcomes:
Objectives and learning outcomes:
This course focuses on the acquisition of the following knowledge, skills and competences, as stipulated in the graduate profile (part: goals of education):
Knowledge:

The student…
- is aware of the core knowledge of the sub-discipline "Anglophone literature and literary theory", i.e. understands literary terminology and the context of the subject,
- has acquired overview of the history, literature, culture and cultural studies of countries where English is used as a mother tongue and is aware of their application in developing his/her intercultural literacy,
- understands the principles upon which the development of basic literary trends in Anglophone and world literature started, knows the cultural and ethnic diversity of Anglophone provenance,
- is aware of the attributes of literary and non-literary texts,
- recognizes the rhetorical characteristics of literary texts, artistic devices, tropes and figures,
- is aware of the development of literary genres of poetry, prose and drama in Anglophone literatures, and understands the diachronic and synchronic relations of genres,
- recognizes representative works of Anglophone literature,
- recognizes the principles of literary criticism,
- is aware of the pedagogical context of literature and implementation of literature to EFL teaching.
Skills:
The student…
- is able to use artistic (primary) and academic (secondary) literary sources,
- is able to apply critical analysis when evaluating selected cultural-social and political phenomena depicted in literary works,
- can analyse the latest knowledge of the discipline, can apply analytical-critical and linguistic thinking, leading to creativity and empathy,
- is cultivating skills to communicate fluently on professional aspects of literature and culture in English at B2 level,
- has acquired digital skills, can search for relevant information in the digital space and work in the digital learning environment Moodle.
Competences:
The student…
- can read and interpret literature (fiction and academic sources) in English,
- is able to argue, present and defend his/her opinions and positions, can communicate effectively in a group and solve professional problems as a part of team,
- knows how to plan and organize his/her education and how to use self-study strategies,
- is aware of self-knowledge strategies leading to deepening of his/her metacognitive awareness.
- has acquired literary and intercultural competences,
- has gained prerequisites for his/her active involvement in professional life.

Class syllabus:
Course contents:
Epistemology and gnoseology of literature - attributes of the literary text. Linguistic, cultural, social and pedagogical effects of reading fiction. Characteristics of literature and formation of literary genres. Poetry (genre variants, analysis of poetic works). Acoustic attributes of the text – metric system. Tropes. Prose (novel and short story, its structure, characters, narrator, etc.). Drama (genre variants - comedy, tragedy, drama, etc., analysis of dramatic works). Analysis (explication, close reading) and interpretation of literary texts. Methods of writing about literature. Pedagogical implications of the discipline.
Through the aforementioned subject contents and via the aforementioned educational methods, students acquire knowledge, develop their didactic skills and competences corresponding to the bachelor profile of a graduate in the study program English language and literature teaching (combination).

Recommended literature:

Compulsory readings:

JAVORČÍKOVÁ, J. and ŠIPOŠOVÁ, M. (2017). Thinking About Literature: Language, Pedagogical Contexts and Cultural Identity of Literature. Bratislava: Z-F Lingua.
FRANKO, Š. (1994). Theory of Anglophonic Literatures. Prešov: Slovacontact.

Recommended readings:

CUDDON, J. A. (1998; re-edition 2000, 2008) The Penguin Dictionary of Literary Terms and Literary Theory. London: Penguin.
EAGLETON, T. (1994; re-edition 2000). Literary Theory. Minneapolis: University of Minnesota.
JAVORČÍKOVÁ, J. (2009). "K problémom teórie literárnych žánrov: štúdia z komparatívnej genológie". In Conversatoria Litteraria: miedzynarodowy rocznik naukowy. Roč. 2. Siedlce: Instytut Filologii Polskiej, Akademia Podlaska.
JAVORČÍKOVÁ, J. (2009). "Postmoderný text ako médium významu". In Mladá veda 2009: humanitné vedy - literárna veda. Banská Bystrica: UMB.

The aforementioned sources are available in Slovak libraries and bookstores.

Languages necessary to complete the course:

Languages necessary to complete the course: English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 74

A	ABS	B	C	D	E	FX
13,51	0,0	12,16	17,57	5,41	14,86	36,49

Lecturers: Mgr. Andrea Demovičová, PhD., Dr. habil. Tamás Karáth, PhD.

Last change: 02.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex013/22	Language in Use – B2-C1

Educational activities:
Type of activities: seminar
Number of hours:
per week: per level/semester: 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Total number of hours: 75 hours in total
Direct teaching = 5 hrs (combination of direct teaching and internet communication), continuous homework (revision + solving homework tasks) = 27 hrs, retelling of video content = 11 hrs , reading and use of English = 11 hrs, vocabulary test based on video clips = 3.5 hrs, reading and Use of English test, parts 1–4 = 14 hrs, listening comprehension, part 1 = 3.5 hrs
Teaching methods:
Monologic methods (to a minimum extent); explaining mainly lexical structures at the B2-C1 level (CEFR), dialogic teaching (conversation on a pre-defined topic; it thematically and lexically corresponds to the B2-C1 level, the English profile is used as a guide to the language level); methods of inscenation (guided role-playing aimed at practising lexical and grammatical structures at the B2-C1 level); guided self-study (home preparation, working with a text and video recordings)

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Continuous assessment (100%):
Retelling the content of the video and explaining unfamiliar vocabulary (20%)
Reading and Use of English part 1, multiple choice (20%)
Vocabulary Test, based on vocabulary from video clips (10%)
Reading and Use of English parts 1–4 (multiple choice, filling in the correct expression in the text, word formation, paraphrasing by using the given word) (40%)
Listening, part 1 (multiple choice) (10%)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
The student is entitled to an alternative date for the final assessment (if he/she has not attended the assessment for medical or other serious reasons), but is not entitled to an alternative date for

the Continuous assessment. Attendance in class (maximum of 3 excused absences or, depending on the seriousness of the situation) as well as passing the midterm assessment with any result is a prerequisite for taking the examination.
A (excellent performance): The student can independently and correctly perform the assigned tasks and solve assignments. The student can independently and correctly explain English vocabulary without hesitation and can fluently retell a listened or read text using B2-C1 level vocabulary. The student can respond quickly and accurately in the format of the Cambridge First/Advanced exam, can complete information correctly in the time allowed, select the correct information and paraphrase using the given word.
B (very good performance): The student is able to correctly perform the assigned tasks and solve assignments with minimal assistance from the teacher and schoolmates. The student can, with minimal help from the teacher and schoolmates, explain English vocabulary correctly with little hesitation and can fluently retell a listened to or read text using B2-C1 level vocabulary. The student can respond quickly and correctly in the format of the Cambridge First/Advanced exam, can fill in the information correctly in the time allowed, select the correct information and paraphrase using the given word.
C (good performance): The student is able, with the help of the teacher and the schoolmates, to carry out the assigned tasks and solve assignments with minor errors. With the help of the teacher and the schoolmates, the student is able to explain English vocabulary correctly with minor hesitations and is able to retell a listened or read text fluently but with excessive use of compensatory strategies (e.g. fillers) using vocabulary at B2-C1 level. The student can respond with hesitation but largely correctly in the Cambridge First/Advanced exam format, can fill in information in the time allowed with fewer errors, select the correct information and paraphrase using the given word.
D (satisfactory performance): The student can, with intensive help from the teacher and the schoolmates, correctly or with minor errors, perform the assigned tasks and solve assignments. The student can, with intensive help from the teacher and schoolmates, explain English vocabulary with minor errors and considerable hesitation, and can retell a listened to or read text using vocabulary at B2-C1 level with minor errors. The student can respond in the Cambridge First/Advanced exam format with intensive help and minor errors. In the time allowed, the student can fill in the information, select the correct information and paraphrase using the given word, but with making minor errors.
E (sufficient performance): The student can only partially perform the assigned tasks and solve assignments with the support and intensive help of the teacher and the schoolmates. With support and intensive help from the teacher and schoolmates, the student can partially and with considerable hesitation explain vocabulary in English and can retell a listened to or read text using B2-C1 level vocabulary with minor errors. The student can partially respond in the Cambridge First/Advanced exam format and only with support and intensive help can partially fill in the information, select the correct information and paraphrase using the given word in the time allowed.
Scale of assessment (preliminary/final): Continuous assessment (100%): Retelling the content of the video and explaining unfamiliar vocabulary (20%) Reading and Use of English part 1, multiple choice (20%) Vocabulary Test, based on vocabulary from video clips (10%) Reading and Use of English parts 1–4 (multiple choice, filling in the correct expression in the text, word formation, paraphrasing by using the given word) (40%) Listening, part 1 (multiple choice) (10%)

Learning outcomes:
Objectives and learning outcomes:
Based on the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:

The student expands his/her vocabulary, will know grammatical and lexical structures at B2-C1 level. The student will know the differences and similarities in the structure and functions of the language means of the mother tongue (Slovak) and the target language (English). The student knows the structural and contextual differences between written and spoken discourse. The student knows language skills and compensatory strategies. The student knows the format of Cambridge examinations

Skills:

The student will be proficient in grammatical and lexical structures at B2-C1 level in spoken and written communication. The student will gain confidence and improve all key (receptive and productive) language skills. The student will be able to analyse an English text in terms of basic phonological, lexical and grammatical language means. The student will be able to describe and compare the main differences and similarities between the linguistic systems of the mother tongue (Slovak) and English. The student will be able to apply the above mentioned aspects in communication. The student will acquire the strategies necessary to pass the Cambridge First and Cambridge Advanced examinations.

Competences:

The student acquires communicative competence in English. The student is able to argue, present and defend his/her opinions and points of view. The student is able to understand a wide range of difficult long sentences and fully recognize their meaning. The student can express ideas in a coherent and spontaneous manner without much obvious searching for expressions. The student is able to use language effectively and flexibly for social, academic and professional purposes, and has developed metacognitive awareness. The student can produce clear, well-structured and detailed oral discourse on complex topics.

Class syllabus:

Course contents:

Main themes of the course: Complete Advanced, Lessons 1–7: Our People, Mastering Languages, All in the Mind, Just the job!, Dramatic events, Picture yourself, Leisure and entertainment. Cambridge Advanced Listening papers 1–4, Reading and Use of English papers 1–7, Speaking part 1–4.

Through the above content, the student is linguistically prepared to continue his/her studies in the field at Master's degree, having developed foreign language communication skills at the B2-C1 level. As a result of the applied activities in the course, the student is familiar with the complex theoretical background of traditional, activating, innovative and alternative methods of foreign language teaching. The student knows the individual levels of the English language system (phonetics, phonology, grammar, lexicology, stylistics), their structural-functional characteristics. The student is able to argue, present and defend his/her views and opinions.

Recommended literature:

Compulsory readings:

BROOK-HART, G. and HAINES, S. (2014). Complete Advanced. Cambridge University Press.
O'DELL, F. and BLACK, M. (2015). Advanced Trainer. Cambridge University Press.
O'DELL, F. and BLACK, M. (2020). Advanced Trainer 2. Cambridge University Press.

Recommended readings:

McCARTHY, M. and O'DELL, F. (2017). English Vocabulary in Use Advanced. Cambridge University Press.
McCARTHY, M. and O'DELL, F. (2017) English Collocations in Use Advanced. Cambridge University Press.
McCARTHY, M. and O'DELL, F. (2017). English Phrasal Verbs in Use Advanced. Cambridge University Press.

McCARTHY, M. and O'DELL, F. (2017). English Idioms in Use Advanced. Cambridge University Press.
These resources are available in Slovak libraries and bookstores.

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

Notes:

Past grade distribution
Total number of evaluated students: 15

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

Lecturers: M. A. Paul Vincent McCullough

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KAJL/B-ANGex013/22	**Course title:** Language in Use – B2-C1
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** **per level/semester:** 5s **Form of the course:** combined	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: combined, distance learning Total number of hours: 75 hours in total Direct teaching = 5 hrs (combination of direct teaching and internet communication), continuous homework (revision + solving homework tasks) = 27 hrs, retelling of video content = 11 hrs , reading and use of English = 11 hrs, vocabulary test based on video clips = 3.5 hrs, reading and Use of English test, parts 1–4 = 14 hrs, listening comprehension, part 1 = 3.5 hrs Teaching methods: Monologic methods (to a minimum extent); explaining mainly lexical structures at the B2-C1 level (CEFR), dialogic teaching (conversation on a pre-defined topic; it thematically and lexically corresponds to the B2-C1 level, the English profile is used as a guide to the language level); methods of inscenation (guided role-playing aimed at practising lexical and grammatical structures at the B2-C1 level); guided self-study (home preparation, working with a text and video recordings)	
Number of credits: 3	
Recommended semester: 4.	
Educational level: I.	
Prerequisites:	
Recommended prerequisites: none	
Course requirements: Continuous assessment (100%): Retelling the content of the video and explaining unfamiliar vocabulary (20%) Reading and Use of English part 1, multiple choice (20%) Vocabulary Test, based on vocabulary from video clips (10%) Reading and Use of English parts 1–4 (multiple choice, filling in the correct expression in the text, word formation, paraphrasing by using the given word) (40%) Listening, part 1 (multiple choice) (10%) Grading: 100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX The student is entitled to an alternative date for the final assessment (if he/she has not attended the assessment for medical or other serious reasons), but is not entitled to an alternative date for	

the Continuous assessment. Attendance in class (maximum of 3 excused absences or, depending on the seriousness of the situation) as well as passing the midterm assessment with any result is a prerequisite for taking the examination.
A (excellent performance): The student can independently and correctly perform the assigned tasks and solve assignments. The student can independently and correctly explain English vocabulary without hesitation and can fluently retell a listened or read text using B2-C1 level vocabulary. The student can respond quickly and accurately in the format of the Cambridge First/Advanced exam, can complete information correctly in the time allowed, select the correct information and paraphrase using the given word.
B (very good performance): The student is able to correctly perform the assigned tasks and solve assignments with minimal assistance from the teacher and schoolmates. The student can, with minimal help from the teacher and schoolmates, explain English vocabulary correctly with little hesitation and can fluently retell a listened to or read text using B2-C1 level vocabulary. The student can respond quickly and correctly in the format of the Cambridge First/Advanced exam, can fill in the information correctly in the time allowed, select the correct information and paraphrase using the given word.
C (good performance): The student is able, with the help of the teacher and the schoolmates, to carry out the assigned tasks and solve assignments with minor errors. With the help of the teacher and the schoolmates, the student is able to explain English vocabulary correctly with minor hesitations and is able to retell a listened or read text fluently but with excessive use of compensatory strategies (e.g. fillers) using vocabulary at B2-C1 level. The student can respond with hesitation but largely correctly in the Cambridge First/Advanced exam format, can fill in information in the time allowed with fewer errors, select the correct information and paraphrase using the given word.
D (satisfactory performance): The student can, with intensive help from the teacher and the schoolmates, correctly or with minor errors, perform the assigned tasks and solve assignments. The student can, with intensive help from the teacher and schoolmates, explain English vocabulary with minor errors and considerable hesitation, and can retell a listened to or read text using vocabulary at B2-C1 level with minor errors. The student can respond in the Cambridge First/Advanced exam format with intensive help and minor errors. In the time allowed, the student can fill in the information, select the correct information and paraphrase using the given word, but with making minor errors.
E (sufficient performance): The student can only partially perform the assigned tasks and solve assignments with the support and intensive help of the teacher and the schoolmates. With support and intensive help from the teacher and schoolmates, the student can partially and with considerable hesitation explain vocabulary in English and can retell a listened to or read text using B2-C1 level vocabulary with minor errors. The student can partially respond in the Cambridge First/Advanced exam format and only with support and intensive help can partially fill in the information, select the correct information and paraphrase using the given word in the time allowed.
Scale of assessment (preliminary/final): Continuous assessment (100%): Retelling the content of the video and explaining unfamiliar vocabulary (20%) Reading and Use of English part 1, multiple choice (20%) Vocabulary Test, based on vocabulary from video clips (10%) Reading and Use of English parts 1–4 (multiple choice, filling in the correct expression in the text, word formation, paraphrasing by using the given word) (40%) Listening, part 1 (multiple choice) (10%)

Learning outcomes:
Objectives and learning outcomes:
Based on the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:

The student expands his/her vocabulary, will know grammatical and lexical structures at B2-C1 level. The student will know the differences and similarities in the structure and functions of the language means of the mother tongue (Slovak) and the target language (English). The student knows the structural and contextual differences between written and spoken discourse. The student knows language skills and compensatory strategies. The student knows the format of Cambridge examinations

Skills:

The student will be proficient in grammatical and lexical structures at B2-C1 level in spoken and written communication. The student will gain confidence and improve all key (receptive and productive) language skills. The student will be able to analyse an English text in terms of basic phonological, lexical and grammatical language means. The student will be able to describe and compare the main differences and similarities between the linguistic systems of the mother tongue (Slovak) and English. The student will be able to apply the above mentioned aspects in communication. The student will acquire the strategies necessary to pass the Cambridge First and Cambridge Advanced examinations.

Competences:

The student acquires communicative competence in English. The student is able to argue, present and defend his/her opinions and points of view. The student is able to understand a wide range of difficult long sentences and fully recognize their meaning. The student can express ideas in a coherent and spontaneous manner without much obvious searching for expressions. The student is able to use language effectively and flexibly for social, academic and professional purposes, and has developed metacognitive awareness. The student can produce clear, well-structured and detailed oral discourse on complex topics.

Class syllabus:

Course contents:

Main themes of the course: Complete Advanced, Lessons 1–7: Our People, Mastering Languages, All in the Mind, Just the job!, Dramatic events, Picture yourself, Leisure and entertainment. Cambridge Advanced Listening papers 1–4, Reading and Use of English papers 1–7, Speaking part 1–4.

Through the above content, the student is linguistically prepared to continue his/her studies in the field at Master's degree, having developed foreign language communication skills at the B2-C1 level. As a result of the applied activities in the course, the student is familiar with the complex theoretical background of traditional, activating, innovative and alternative methods of foreign language teaching. The student knows the individual levels of the English language system (phonetics, phonology, grammar, lexicology, stylistics), their structural-functional characteristics. The student is able to argue, present and defend his/her views and opinions.

Recommended literature:

Compulsory readings:

BROOK-HART, G. and HAINES, S. (2014). Complete Advanced. Cambridge University Press.
O'DELL, F. and BLACK, M. (2015). Advanced Trainer. Cambridge University Press.
O'DELL, F. and BLACK, M. (2020). Advanced Trainer 2. Cambridge University Press.

Recommended readings:

McCARTHY, M. and O'DELL, F. (2017). English Vocabulary in Use Advanced. Cambridge University Press.
McCARTHY, M. and O'DELL, F. (2017) English Collocations in Use Advanced. Cambridge University Press.
McCARTHY, M. and O'DELL, F. (2017). English Phrasal Verbs in Use Advanced. Cambridge University Press.

McCARTHY, M. and O'DELL, F. (2017). English Idioms in Use Advanced. Cambridge University Press.
These resources are available in Slovak libraries and bookstores.

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

Notes:

Past grade distribution
Total number of evaluated students: 15

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

Lecturers: M. A. Paul Vincent McCullough

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex028/22	Language in Use – Reading Comprehension

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching = 5 hours (a combination of in-person teaching and on-line consultations), home preparation (revision + assignments + work with texts) = 35 hours, Reading and use of English part 5 = 5 hours, Reading and use of English part 6 = 5 hours, Reading and use of English part 7 = 5 hours, preparation for the whole section Reading and Use of English parts 1–7 = 20 hours
Teaching methods:
Guided self-study method (homework with the text and related assignments), frontal method (the teacher raises a topic contradictory to the topic of the text and then through guided discussion reaches a consensus with the students), monological methods (explanation of reading comprehension strategies - identification of key information, reading techniques, etc.), practical methods - solving tasks for the development of reading comprehension according to the model of the Cambridge B2-C1 exam

Number of credits: 3

Recommended semester: 2.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
The student is entitled to an alternative date of final assessment (in case of medical or other compelling reasons); Continuous assignments cannot be resat.
Attendance and passing the midterm assessment with any result are prerequisites for passing the exam.
Continuous assessment (100%):
Reading and use of English part 5, multiple choice (15%)
Reading and use of English part 6, search for a correct missing paragraph (15%)
Reading and use of English part 7, association of a paragraph with a speaker (15%)

Reading and use of English parts 1–7, (55%)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student is able to work with the text independently and without errors at the level B2-C1, can apply the skills of speed reading to identify content, speed reading to obtain information, close reading to thoroughly understand the text, close reading to identify specific information The student can correctly understand the text independently and within the time limit, and correctly perform the Cambridge exam format tasks without assistance. The student can retell a text using vocabulary at B2-C1 level independently and fluently.
B (very good performance): The student is able to work with the text at B2-C1 level with minimal help from the teacher without errors, can apply the skills of speed reading to identify content, speed reading to obtain information, close reading to thoroughly understand the text, close reading to identify specific information, and can correctly understand the text with minimal teacher/team assistance in the time allowed. The student is able to retell a text using vocabulary at B2-C1 level with minimal help and with minor hesitations.
C (good performance): The student is able to work with the text at B2-C1 level with the help of the teacher, minor errors are present. The student can apply the skills of speed reading to find out content, speed reading to get information, close reading to understand the text thoroughly, close reading to identify specific information and can, with the help of the teacher/team, understand the read text correctly or with minor errors in the time allowed. The student is able to retell a text using vocabulary at B2-C1 level with help and minor hesitations.
D (satisfactory performance): The student can work with the text at B2-C1 level with intensive help from the teacher, major errors are present. With intensive teacher/team support, the student can apply the skills of speed reading to identify content, speed reading to obtain information, close reading to thoroughly understand the text, close reading to identify specific information, and can, with intensive teacher/team support, comprehend the text read in the time allowed but with more significant errors. The student is able to retell a text using vocabulary at B2-C1 level with help and with some hesitation.
E (sufficient performance): The student is able to work with the text at B2-C1 level with intensive help from the teacher. With intensive teacher/team support, the student can partially apply the skills of speed reading to identify content, speed reading to obtain information, close reading to thoroughly understand the text, close reading to identify specific information and can partially understand the text read with intensive teacher/team support in the time allowed. The student can retell a text using B2-C1 level vocabulary with intensive help and with little hesitation.
Scale of assessment (preliminary/final): Continuous assessment (100%): Reading and use of English part 5, multiple choice (15%) Reading and use of English part 6, search for a correct missing paragraph (15%) Reading and use of English part 7, association of a paragraph with a speaker (15%) Reading and use of English parts 1–7, (55%)

Learning outcomes:
Objectives and learning outcomes:
Based on the objectives declared in the profile of a#graduate, this course aims for the student to develop the following knowledge, skills, and competences:
Knowledge:
Upon successful completion of this course, the student:
- will be acquainted with the principles of working with text, will have mastered reading techniques (scanning, skimming, reading for gist, reading for detail), will have mastered vocabulary from texts; - will have mastered the vocabulary necessary to successfully complete tasks to develop and test reading skills (means of cohesion, use of reference and linking expressions, etc.); will be acquainted - with the basics of individual linguistic disciplines and will be able to further use

or deepen this knowledge in the second stage of higher education; knows the individual levels of the English language system (phonetics, phonology, grammar, lexicology, stylistics), understands their structural-functional characteristics, knows the ways of their application in English language teaching - specifically in reading comprehension.
Skills:
Upon successful completion of this course, the student will have developed the skill of reading a variety of texts, understanding them in both formal and informal styles; will be able to apply strategies for developing tasks to test reading comprehension skills according to the Cambridge format. In Cambridge format test tasks, the learner can select the correct one from the options, fill in the correct missing paragraph in a text and associate the part of the text to the speaker; will be able to understand more complex texts at B2-C1 level with the help of reading development strategies; will have developed foreign language communication skills at the B2-C1 level; will be able to analyse an English text in terms of basic phonological, lexical and grammatical linguistic resources, describe and compare the language systems of Slovak and English, and use digital technologies to support foreign language education - specifically in reading comprehension.
Competences:
Upon successful completion of this course, the student will have developed a high level of communicative competence and performance, will be able to understand, mentally process, retain and retell the content of the text; will be able to navigate in professional texts, can independently acquire and correlate knowledge; will be able to read and interpret literature (both fiction and non-fiction) in English; will have acquired competence in planning activities for the development of reading comprehension (including activation of mental schemata), carrying out tasks and evaluating activities for the development and testing of reading comprehension skills.

Class syllabus:
Course contents:
Main themes of the course: Reading comprehension, formal and informal style, vocabulary from texts, vocabulary - cohesion and linking expressions, identifying information from the context of a text, skills associated with the Reading Paper from the Cambridge Advanced Examination and from the Compact Advanced textbook, chapters 1 - 8. Latest news, travel and traditions, behaviour and social contact, selling and buying, health and sport, old and new culture, ecology, study and work
Through the above content, the student is prepared to continue their studies in this field at the 2nd cycle of higher education, has developed foreign language communication skills at the B2-C1 level, is oriented in the basics of individual linguistic disciplines and is able to further use or deepen this knowledge as needed in the 2nd cycle of higher education, is able to argue, present and defend his/her views and opinions. The student is acquainted with professional texts (linguistic, linguodidactic and other, as well as in ordinary texts), is able to independently acquire and interpret knowledge. The student acquires the ability to work practically with a text, applying reading techniques and is able to search for information and use it correctly.

Recommended literature:
Compulsory readings:
MAY, P. (2014). Compact Advanced. Cambridge University Press.
O'DELL, F. and BLACK, M. (2015). Advanced Trainer. Cambridge University Press.
O'DELL, F. and BLACK, M. (2020). Advanced Trainer 2. Cambridge University Press.
Recommended readings:
McCARTHY, M. and O'DELL, F. (2017). English Vocabulary in Use Advanced. Cambridge University Press.
McCARTHY, M. and O'DELL, F. (2017). English Collocations in Use Advanced. Cambridge University Press.

McCARTHY, M. and O'DELL, F. (2017). English Phrasal Verbs in Use Advanced. Cambridge University Press.
McCARTHY, M. and O'DELL, F. (2017). English Idioms in Use Advanced. Cambridge University Press.
The sources are available in Slovak bookstores and libraries.

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

Notes:

Past grade distribution
Total number of evaluated students: 76

A	ABS	B	C	D	E	FX
14,47	0,0	10,53	11,84	10,53	27,63	25,0

Lecturers: doc. PaedDr. Martina Šipošová, PhD.

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KAJL/B-ANGex028/22	**Course title:** Language in Use – Reading Comprehension

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching = 5 hours (a combination of in-person teaching and on-line consultations), home preparation (revision + assignments + work with texts) = 35 hours, Reading and use of English part 5 = 5 hours, Reading and use of English part 6 = 5 hours, Reading and use of English part 7 = 5 hours, preparation for the whole section Reading and Use of English parts 1–7 = 20 hours
Teaching methods:
Guided self-study method (homework with the text and related assignments), frontal method (the teacher raises a topic contradictory to the topic of the text and then through guided discussion reaches a consensus with the students), monological methods (explanation of reading comprehension strategies - identification of key information, reading techniques, etc.), practical methods - solving tasks for the development of reading comprehension according to the model of the Cambridge B2-C1 exam

Number of credits: 3

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
The student is entitled to an alternative date of final assessment (in case of medical or other compelling reasons); Continuous assignments cannot be resat.
Attendance and passing the midterm assessment with any result are prerequisites for passing the exam.
Continuous assessment (100%):
Reading and use of English part 5, multiple choice (15%)
Reading and use of English part 6, search for a correct missing paragraph (15%)
Reading and use of English part 7, association of a paragraph with a speaker (15%)

Reading and use of English parts 1–7, (55%)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student is able to work with the text independently and without errors at the level B2-C1, can apply the skills of speed reading to identify content, speed reading to obtain information, close reading to thoroughly understand the text, close reading to identify specific information The student can correctly understand the text independently and within the time limit, and correctly perform the Cambridge exam format tasks without assistance. The student can retell a text using vocabulary at B2-C1 level independently and fluently.
B (very good performance): The student is able to work with the text at B2-C1 level with minimal help from the teacher without errors, can apply the skills of speed reading to identify content, speed reading to obtain information, close reading to thoroughly understand the text, close reading to identify specific information, and can correctly understand the text with minimal teacher/team assistance in the time allowed. The student is able to retell a text using vocabulary at B2-C1 level with minimal help and with minor hesitations.
C (good performance): The student is able to work with the text at B2-C1 level with the help of the teacher, minor errors are present. The student can apply the skills of speed reading to find out content, speed reading to get information, close reading to understand the text thoroughly, close reading to identify specific information and can, with the help of the teacher/team, understand the read text correctly or with minor errors in the time allowed. The student is able to retell a text using vocabulary at B2-C1 level with help and minor hesitations.
D (satisfactory performance): The student can work with the text at B2-C1 level with intensive help from the teacher, major errors are present. With intensive teacher/team support, the student can apply the skills of speed reading to identify content, speed reading to obtain information, close reading to thoroughly understand the text, close reading to identify specific information, and can, with intensive teacher/team support, comprehend the text read in the time allowed but with more significant errors. The student is able to retell a text using vocabulary at B2-C1 level with help and with some hesitation.
E (sufficient performance): The student is able to work with the text at B2-C1 level with intensive help from the teacher. With intensive teacher/team support, the student can partially apply the skills of speed reading to identify content, speed reading to obtain information, close reading to thoroughly understand the text, close reading to identify specific information and can partially understand the text read with intensive teacher/team support in the time allowed. The student can retell a text using B2-C1 level vocabulary with intensive help and with little hesitation.
Scale of assessment (preliminary/final): Continuous assessment (100%): Reading and use of English part 5, multiple choice (15%) Reading and use of English part 6, search for a correct missing paragraph (15%) Reading and use of English part 7, association of a paragraph with a speaker (15%) Reading and use of English parts 1–7, (55%)

Learning outcomes:
Objectives and learning outcomes:
Based on the objectives declared in the profile of a#graduate, this course aims for the student to develop the following knowledge, skills, and competences:
Knowledge:
Upon successful completion of this course, the student:
- will be acquainted with the principles of working with text, will have mastered reading techniques (scanning, skimming, reading for gist, reading for detail), will have mastered vocabulary from texts; - will have mastered the vocabulary necessary to successfully complete tasks to develop and test reading skills (means of cohesion, use of reference and linking expressions, etc.); will be acquainted - with the basics of individual linguistic disciplines and will be able to further use

or deepen this knowledge in the second stage of higher education; knows the individual levels of the English language system (phonetics, phonology, grammar, lexicology, stylistics), understands their structural-functional characteristics, knows the ways of their application in English language teaching - specifically in reading comprehension.
Skills:
Upon successful completion of this course, the student will have developed the skill of reading a variety of texts, understanding them in both formal and informal styles; will be able to apply strategies for developing tasks to test reading comprehension skills according to the Cambridge format. In Cambridge format test tasks, the learner can select the correct one from the options, fill in the correct missing paragraph in a text and associate the part of the text to the speaker; will be able to understand more complex texts at B2-C1 level with the help of reading development strategies; will have developed foreign language communication skills at the B2-C1 level; will be able to analyse an English text in terms of basic phonological, lexical and grammatical linguistic resources, describe and compare the language systems of Slovak and English, and use digital technologies to support foreign language education - specifically in reading comprehension.
Competences:
Upon successful completion of this course, the student will have developed a high level of communicative competence and performance, will be able to understand, mentally process, retain and retell the content of the text; will be able to navigate in professional texts, can independently acquire and correlate knowledge; will be able to read and interpret literature (both fiction and non-fiction) in English; will have acquired competence in planning activities for the development of reading comprehension (including activation of mental schemata), carrying out tasks and evaluating activities for the development and testing of reading comprehension skills.

Class syllabus:
Course contents:
Main themes of the course: Reading comprehension, formal and informal style, vocabulary from texts, vocabulary - cohesion and linking expressions, identifying information from the context of a text, skills associated with the Reading Paper from the Cambridge Advanced Examination and from the Compact Advanced textbook, chapters 1 - 8. Latest news, travel and traditions, behaviour and social contact, selling and buying, health and sport, old and new culture, ecology, study and work
Through the above content, the student is prepared to continue their studies in this field at the 2nd cycle of higher education, has developed foreign language communication skills at the B2-C1 level, is oriented in the basics of individual linguistic disciplines and is able to further use or deepen this knowledge as needed in the 2nd cycle of higher education, is able to argue, present and defend his/her views and opinions. The student is acquainted with professional texts (linguistic, linguodidactic and other, as well as in ordinary texts), is able to independently acquire and interpret knowledge. The student acquires the ability to work practically with a text, applying reading techniques and is able to search for information and use it correctly.

Recommended literature:
Compulsory readings:
MAY, P. (2014). Compact Advanced. Cambridge University Press.
O'DELL, F. and BLACK, M. (2015). Advanced Trainer. Cambridge University Press.
O'DELL, F. and BLACK, M. (2020). Advanced Trainer 2. Cambridge University Press.
Recommended readings:
McCARTHY, M. and O'DELL, F. (2017). English Vocabulary in Use Advanced. Cambridge University Press.
McCARTHY, M. and O'DELL, F. (2017). English Collocations in Use Advanced. Cambridge University Press.

McCARTHY, M. and O'DELL, F. (2017). English Phrasal Verbs in Use Advanced. Cambridge University Press.
McCARTHY, M. and O'DELL, F. (2017). English Idioms in Use Advanced. Cambridge University Press.
The sources are available in Slovak bookstores and libraries.

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

Notes:

Past grade distribution
Total number of evaluated students: 76

A	ABS	B	C	D	E	FX
14,47	0,0	10,53	11,84	10,53	27,63	25,0

Lecturers: doc. PaedDr. Martina Šipošová, PhD.

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex030/22	Language in use - Speaking

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching = 5 hours (a combination of in-person and online teaching), home preparation (revision + homework) = 30 hours, preparation for Assignment 1 = 8 hours, preparation for Assignment 2 = 8 hours, preparation for Assignment 3 = 8 hours, preparation for Assignment 4 = 8 hours, preparation for Assignment 5 = 8 hours
Teaching methods:
Dialogic methods (conversation/polemic/discussion on a predetermined topic always with the aim of learning and practising C1 vocabulary), problem-based methods (brainstorming mostly as an introduction to the topic), practical methods - simulating the format of the Cambridge Advanced exam (parts 1–4). Note: C1 level will be measured by the level of textbooks/materials used, English Profile and the Cambridge Advanced Learner's Dictionary

Number of credits: 3

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
The student is entitled to an alternative date for the final assessment (if he/she has not attended the assessment for medical or other serious reasons), but is not entitled to a re-sit date for the Continuous assessment.
Class attendance and passing the in-term assessment with any result are prerequisites for taking the examination.
Continuous assessment (100%):
Assignment 1 - Explain vocabulary and retell the video using the vocabulary (20%)
Assignment 2 - Short conversational debate activity (20%)

Assignment 3 - Cambridge Advanced, speaking, part 1 (introduction, introductory interview, answering examiner's questions) (20%)
Assignment 4 - Cambridge Advanced, speaking, part 2 (talking about a picture, answering questions in a partner's picture) (20%)
Assignment 5 - Cambridge Advanced, speaking, part 3 (3-minute paired interview) (20%)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student is able to work independently and without errors with a spoken text. He/she can independently prepare for the task (information gathering, data). The student can independently create an appropriate argument, comparison, express an opinion in spoken form (according to the type of monologue / dialogue). The student can work independently with grammatical and lexical structures at B2-C1 level. The student can synthesise ideas appropriately and use the correct means of cohesion in a spoken text.
B (very good performance): The student is able to work with spoken text with minimal assistance and without errors. With minimal assistance from the teacher and/or team, the student can prepare for the task (information gathering, data collection). With minimal help, the student can make an appropriate argument, comparison, express an opinion in spoken form (depending on the type of monologue/dialogue). The student works with grammatical and lexical structures at B2-C1 level with only minimal errors. The student can synthesise ideas appropriately and use the correct means of cohesion in a spoken text.
C (good performance): The student is able to work with spoken text with the help of the teacher and with only minor errors. He/she is able to prepare for the task (information gathering, data) with the help of the teacher and/or the team. The student can, with help, make an appropriate argument, comparison, express an opinion in spoken form (according to the type of monologue/dialogue). The student works with grammatical and lexical structures at B2-C1 level with only minimal errors. The student can synthesise ideas appropriately and mostly use correct means of cohesion in a spoken text.
D (satisfactory performance): The student can work with written and spoken text with intensive help from the teacher but with only minor errors. With intensive help from the teacher and/or team, the student can prepare for the task (information gathering, data collection). With intensive help, the student is able to make a mostly appropriate argument, comparison, express an opinion in spoken form (according to the type of monologue / dialogue). The student works with grammatical and lexical structures at the B2-C1 level, making even more serious errors. The student can mostly synthesise ideas appropriately and mostly use correct means of cohesion in spoken text.
E (sufficient performance): The student is able to work with spoken text with intensive help from the teacher but with more serious errors. He/she is able to prepare for the task (information gathering, data collection) with support and intensive help from the teacher and/or the team. The student can, with support and intensive help, make a mostly appropriate argument, comparison, express an opinion in spoken form (according to the type of monologue / dialogue). The student works with grammatical and lexical structures at the B2-C1 level, while making more serious errors. The student can mostly synthesise ideas appropriately, but makes more serious errors in the use of cohesion devices and phrases.
Scale of assessment (preliminary/final): Continuous assessment (100%): Assignment 1 - Explain vocabulary and retell the video using the vocabulary (20%) Assignment 2 - Short conversational debate activity (20%) Assignment 3 - Cambridge Advanced, speaking, part 1 (introduction, introductory interview, answering examiner's questions) (20%) Assignment 4 - Cambridge Advanced, speaking, part 2 (talking about a picture, answering questions in a partner's picture) (20%) Assignment 5 - Cambridge Advanced, speaking, part 3 (3-minute paired interview) (20%)

Learning outcomes:

Objectives and learning outcomes:
The general objective is to ensure the attainment of C1 level of communication according to the Common European Framework of Reference for Languages (CEFR).
Knowledge:
The student is oriented in the basics of individual linguistic disciplines and is able to further use or deepen this knowledge as needed in the second cycle of higher education, knows the individual levels of the English language system (phonetics, phonology, grammar lexicology, stylistics), understands their structural-functional characteristics, knows the ways of their application in learning and teaching the English language. The student learns the principles of successful conversation. The student will acquire knowledge of compensatory strategies, the student will acquire the vocabulary necessary to express even more difficult and complex topics in a formal and informal style. The student will expand his/her vocabulary, learn the correct pronunciation of individual words and groups of words in a sentence, learn the principles of linking consonant pronunciation and reduced pronunciation.
Skills:
The student has developed foreign language communication skills at the B2-C1 level, can analyse an English text in terms of basic sound, lexical and grammatical linguistic resources, can describe and compare the main differences and similarities between the language systems of the native (Slovak) and English languages, The student can retell the content of an authentic video recording using the vocabulary contained in the video recording. The student will develop the ability to understand authentic and adapted spoken text. The student will be able to apply compensatory mechanisms in communication. The student will be able to hold a fluent conversation using adequate vocabulary, even on more complex technical topics. The student can describe a picture, ask and answer questions using pictorial material in the format of the Cambridge Advanced exam. The student can lead a discussion that leads to a meaningful conclusion (debate type), and can actively use digital technologies to support foreign language education.
Competences:
The student is able to navigate in professional texts (linguistic, linguodidactic and others), is able to independently acquire and correlate knowledge, is able to argue, present and defend his/her views and opinions, is able to plan and organize his/her own learning, The student is able to understand a wide range of difficult, longer texts and to recognize their implicit meanings. Can express themselves fluently and spontaneously without too much overt search for expressions. Can use language flexibly and effectively for social, academic or professional purposes. Can produce clear, well-organised and detailed spoken text on complex topics, demonstrating command of compositional techniques, connective expressions and means of cohesion. The student has mastered strategies of self-discovery leading to deepening metacognitive awareness.

Class syllabus:
Course contents:
Main themes of the course: Speaking - formal and informal style, vocabulary from written and spoken texts, vocabulary - cohesive expressions, skills associated with the Speaking Paper from the Cambridge Advanced Examination and from the Compact Advanced textbook, Units 1–8. Latest news, travel and traditions, manners and social contact, selling and buying, health and sport, old and new culture, ecology, study and work.
Through the above content, the student is prepared to continue studying this subject at the 2nd degree of the study programme. The student knows the different levels of the English language system (phonetics, phonology, grammar, lexicology, stylistics), their structural-functional characteristics, and the ways of their application in communication and in teaching practice. The student has developed foreign language communication skills at the B2-C1 level, is able to

argue, present and defend his/her views and opinions. The student has developed communication strategies, including compensatory mechanisms.

Recommended literature:

Compulsory readings:

MAY, P. (2014). Compact Advanced. Cambridge University Press.

McCARTHY, M. and O'DELL, F. (2017). English Vocabulary in Use Advanced. Cambridge University Press.

Recommended readings:

McCARTHY, M. and O'DELL, F. (2017). English Collocations in Use Advanced. Cambridge University Press.

McCARTHY, M. and O'DELL, F. (2017). English Phrasal Verbs in Use Advanced. Cambridge University Press.

McCARTHY, M. and O'DELL, F. (2017). English Idioms in Use Advanced. Cambridge University Press.

O'DELL, F. and BLACK, M. (2015). Advanced Trainer. Cambridge University Press.

O'DELL, F. and BLACK, M. (2020). Advanced Trainer 2. Cambridge University Press.

UR, P. (2012). Discussions that Work. Cambridge University Press.

All the above mentioned readings are available in Slovak libraries and bookstores.

Languages necessary to complete the course:

Languages necessary to complete the course: English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 35

A	ABS	B	C	D	E	FX
42,86	0,0	34,29	8,57	2,86	0,0	11,43

Lecturers: M. A. Paul Vincent McCullough

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex030/22	Language in use - Speaking

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching = 5 hours (a combination of in-person and online teaching), home preparation (revision + homework) = 30 hours, preparation for Assignment 1 = 8 hours, preparation for Assignment 2 = 8 hours, preparation for Assignment 3 = 8 hours, preparation for Assignment 4 = 8 hours, preparation for Assignment 5 = 8 hours
Teaching methods:
Dialogic methods (conversation/polemic/discussion on a predetermined topic always with the aim of learning and practising C1 vocabulary), problem-based methods (brainstorming mostly as an introduction to the topic), practical methods - simulating the format of the Cambridge Advanced exam (parts 1–4). Note: C1 level will be measured by the level of textbooks/materials used, English Profile and the Cambridge Advanced Learner's Dictionary

Number of credits: 3

Recommended semester: 2.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
The student is entitled to an alternative date for the final assessment (if he/she has not attended the assessment for medical or other serious reasons), but is not entitled to a re-sit date for the Continuous assessment.
Class attendance and passing the in-term assessment with any result are prerequisites for taking the examination.
Continuous assessment (100%):
Assignment 1 - Explain vocabulary and retell the video using the vocabulary (20%)
Assignment 2 - Short conversational debate activity (20%)

Assignment 3 - Cambridge Advanced, speaking, part 1 (introduction, introductory interview, answering examiner's questions) (20%)
Assignment 4 - Cambridge Advanced, speaking, part 2 (talking about a picture, answering questions in a partner's picture) (20%)
Assignment 5 - Cambridge Advanced, speaking, part 3 (3-minute paired interview) (20%)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student is able to work independently and without errors with a spoken text. He/she can independently prepare for the task (information gathering, data). The student can independently create an appropriate argument, comparison, express an opinion in spoken form (according to the type of monologue / dialogue). The student can work independently with grammatical and lexical structures at B2-C1 level. The student can synthesise ideas appropriately and use the correct means of cohesion in a spoken text.
B (very good performance): The student is able to work with spoken text with minimal assistance and without errors. With minimal assistance from the teacher and/or team, the student can prepare for the task (information gathering, data collection). With minimal help, the student can make an appropriate argument, comparison, express an opinion in spoken form (depending on the type of monologue/dialogue). The student works with grammatical and lexical structures at B2-C1 level with only minimal errors. The student can synthesise ideas appropriately and use the correct means of cohesion in a spoken text.
C (good performance): The student is able to work with spoken text with the help of the teacher and with only minor errors. He/she is able to prepare for the task (information gathering, data) with the help of the teacher and/or the team. The student can, with help, make an appropriate argument, comparison, express an opinion in spoken form (according to the type of monologue/dialogue). The student works with grammatical and lexical structures at B2-C1 level with only minimal errors. The student can synthesise ideas appropriately and mostly use correct means of cohesion in a spoken text.
D (satisfactory performance): The student can work with written and spoken text with intensive help from the teacher but with only minor errors. With intensive help from the teacher and/or team, the student can prepare for the task (information gathering, data collection). With intensive help, the student is able to make a mostly appropriate argument, comparison, express an opinion in spoken form (according to the type of monologue / dialogue). The student works with grammatical and lexical structures at the B2-C1 level, making even more serious errors. The student can mostly synthesise ideas appropriately and mostly use correct means of cohesion in spoken text.
E (sufficient performance): The student is able to work with spoken text with intensive help from the teacher but with more serious errors. He/she is able to prepare for the task (information gathering, data collection) with support and intensive help from the teacher and/or the team. The student can, with support and intensive help, make a mostly appropriate argument, comparison, express an opinion in spoken form (according to the type of monologue / dialogue). The student works with grammatical and lexical structures at the B2-C1 level, while making more serious errors. The student can mostly synthesise ideas appropriately, but makes more serious errors in the use of cohesion devices and phrases.
Scale of assessment (preliminary/final): Continuous assessment (100%): Assignment 1 - Explain vocabulary and retell the video using the vocabulary (20%) Assignment 2 - Short conversational debate activity (20%) Assignment 3 - Cambridge Advanced, speaking, part 1 (introduction, introductory interview, answering examiner's questions) (20%) Assignment 4 - Cambridge Advanced, speaking, part 2 (talking about a picture, answering questions in a partner's picture) (20%) Assignment 5 - Cambridge Advanced, speaking, part 3 (3-minute paired interview) (20%)

Learning outcomes:

Objectives and learning outcomes:
The general objective is to ensure the attainment of C1 level of communication according to the Common European Framework of Reference for Languages (CEFR).
Knowledge:
The student is oriented in the basics of individual linguistic disciplines and is able to further use or deepen this knowledge as needed in the second cycle of higher education, knows the individual levels of the English language system (phonetics, phonology, grammar lexicology, stylistics), understands their structural-functional characteristics, knows the ways of their application in learning and teaching the English language. The student learns the principles of successful conversation. The student will acquire knowledge of compensatory strategies, the student will acquire the vocabulary necessary to express even more difficult and complex topics in a formal and informal style. The student will expand his/her vocabulary, learn the correct pronunciation of individual words and groups of words in a sentence, learn the principles of linking consonant pronunciation and reduced pronunciation.
Skills:
The student has developed foreign language communication skills at the B2-C1 level, can analyse an English text in terms of basic sound, lexical and grammatical linguistic resources, can describe and compare the main differences and similarities between the language systems of the native (Slovak) and English languages, The student can retell the content of an authentic video recording using the vocabulary contained in the video recording. The student will develop the ability to understand authentic and adapted spoken text. The student will be able to apply compensatory mechanisms in communication. The student will be able to hold a fluent conversation using adequate vocabulary, even on more complex technical topics. The student can describe a picture, ask and answer questions using pictorial material in the format of the Cambridge Advanced exam. The student can lead a discussion that leads to a meaningful conclusion (debate type), and can actively use digital technologies to support foreign language education.
Competences:
The student is able to navigate in professional texts (linguistic, linguodidactic and others), is able to independently acquire and correlate knowledge, is able to argue, present and defend his/her views and opinions, is able to plan and organize his/her own learning, The student is able to understand a wide range of difficult, longer texts and to recognize their implicit meanings. Can express themselves fluently and spontaneously without too much overt search for expressions. Can use language flexibly and effectively for social, academic or professional purposes. Can produce clear, well-organised and detailed spoken text on complex topics, demonstrating command of compositional techniques, connective expressions and means of cohesion. The student has mastered strategies of self-discovery leading to deepening metacognitive awareness.

Class syllabus:
Course contents:
Main themes of the course: Speaking - formal and informal style, vocabulary from written and spoken texts, vocabulary - cohesive expressions, skills associated with the Speaking Paper from the Cambridge Advanced Examination and from the Compact Advanced textbook, Units 1–8. Latest news, travel and traditions, manners and social contact, selling and buying, health and sport, old and new culture, ecology, study and work.
Through the above content, the student is prepared to continue studying this subject at the 2nd degree of the study programme. The student knows the different levels of the English language system (phonetics, phonology, grammar, lexicology, stylistics), their structural-functional characteristics, and the ways of their application in communication and in teaching practice. The student has developed foreign language communication skills at the B2-C1 level, is able to

argue, present and defend his/her views and opinions. The student has developed communication strategies, including compensatory mechanisms.

Recommended literature:

Compulsory readings:

MAY, P. (2014). Compact Advanced. Cambridge University Press.

McCARTHY, M. and O'DELL, F. (2017). English Vocabulary in Use Advanced. Cambridge University Press.

Recommended readings:

McCARTHY, M. and O'DELL, F. (2017). English Collocations in Use Advanced. Cambridge University Press.

McCARTHY, M. and O'DELL, F. (2017). English Phrasal Verbs in Use Advanced. Cambridge University Press.

McCARTHY, M. and O'DELL, F. (2017). English Idioms in Use Advanced. Cambridge University Press.

O'DELL, F. and BLACK, M. (2015). Advanced Trainer. Cambridge University Press.

O'DELL, F. and BLACK, M. (2020). Advanced Trainer 2. Cambridge University Press.

UR, P. (2012). Discussions that Work. Cambridge University Press.

All the above mentioned readings are available in Slovak libraries and bookstores.

Languages necessary to complete the course:

Languages necessary to complete the course: English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 35

A	ABS	B	C	D	E	FX
42,86	0,0	34,29	8,57	2,86	0,0	11,43

Lecturers: M. A. Paul Vincent McCullough

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KAJL/B-ANGex029/22	**Course title:** Language in use - Writing

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type, of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours): 5 per semester
Student's workload: 75 hours in total
Direct teaching = 5 h, theory = 17 h, self-study of materials and sample papers = 13 h, preparation for Assignment 1 = 6 h, preparation for Assignment 2 = 10 h, preparation for Assignment = 24 h
Teaching methods:
Guided self-study (working with the text and related assignments), frontal method (the teacher invites students to evaluate a randomly selected work and discuss the correct, less correct, or incorrectly formulated parts of the written text), monological methods (explanation of strategies and procedures applied in academic or essay writing - paragraph structure, essay structure, topic sentence, thesis statement, central part of the paper, conclusion.) practical methods - own creative assignment-based writing

Number of credits: 3

Recommended semester: 2.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (100%):
Assignment 1: correct formulation of topic sentence a#thesis statement (15%)
Assignment 2: writing a paragraph (25%)
Assignment 3: writing an essay on a#given topic (60%)
Class attendance and completion of the continuous assessment tests with any score are prerequisites for the final continuous assessment. The student is allowed to ask for an extra date for the interim assessment tests (if he/she has not attended the assessment for medical or other serious reasons) but is not allowed to re-sit any of the tests.
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

A (excellent performance): The student is able to work independently and without errors with the text (draft) and can independently prepare for the task (collecting information, data). The student can independently and without help create the individual parts of academic and essay writing (introduction, core, conclusion, topic sentence / thesis statement). The student can independently create an appropriate argument, comparison, express an opinion in writing (according to the type of essay). The student works independently with grammatical and lexical structures at the B2-C1 level. The student can appropriately synthesize ideas and use the correct means of cohesion in a written text.
B (very good performance): The student is able to work with the text (draft) with minimal help and without errors and can prepare for the assignment (gathering information, data) with minimal help from the teacher and/or team. With minimal help, the student produces the essentials of academic and essay writing (introduction, core, conclusion, topic sentence / thesis statement). The student can, with minimal help, create an appropriate argument, comparison, express an opinion in writing (depending on the type of essay). The student works with grammatical and lexical structures at the B2-C1 level with only minimal errors. The student is able to synthesize ideas appropriately and use the correct means of cohesion in a written text.
C (good performance): The student is able to work with the text (draft) with the help of the teacher and with only minor errors. With the help of the teacher and / or the team the student can prepare for the task (information gathering, data). The student can, with help, produce the essentials of academic and essay writing (introduction, core, conclusion, topic sentence / thesis statement with minor inaccuracies). The student is able to make an appropriate argument, comparison, express an opinion in writing with help (according to the type of essay). The student works with grammatical and lexical structures at the B2-C1 level with only minimal errors. The student can synthesise ideas appropriately and mostly use correct means of cohesion in a written text.
D (satisfactory performance): The student is able to work with the text (draft) with intensive help from the teacher but with only minor errors. With the intensive help of the teacher and/or the team, the student can prepare for the task (gathering information, data). With intensive help, the student can produce the elements of academic and essay writing (introduction, core, conclusion, topic sentence / thesis statement with minor inaccuracies). With intensive help, the student is able to produce a mostly appropriate argument, comparison, opinion in written form (according to the type of essay). The student works with grammatical and lexical structures at the B2-C1 level, while committing more serious errors. The student can mostly synthesise ideas appropriately and mostly use correct means of cohesion in written text.
E (sufficient performance): The student is able to work with the text (draft) with intensive help from the teacher but with more serious errors. With support and intensive help from the teacher and/or the team, the student is able to prepare for the task (information gathering, data collection). With the support and intensive help, he/she is able to produce the elements of academic and essay writing (introduction, core, conclusion, topic sentence / thesis statement with more serious inaccuracies). With support and intensive help, the student is able to produce a mostly appropriate argument, comparison, and opinion in writing (according to the type of essay). The student works with grammatical and lexical structures at B2-C1 level, making more serious errors. The student can mostly synthesise ideas appropriately but makes more serious errors in the use of cohesion devices and phrases.
Scale of assessment (preliminary/final): Continuous assessment (100%): Assignment 1: correct formulation of topic sentence a#thesis statement (15%) Assignment 2: writing a paragraph (25%) Assignment 3: writing an essay on a#given topic (60%)

Learning outcomes:
Learning objectives and outcomes:

From the learning objectives declared in the graduate's profile, this course aims to acquire the following knowledge, skills, and competences:
Knowledge:
The student is familiar with the basics of linguistic disciplines and is able to further use or deepen this knowledge in the 2nd level of higher education. The student knows the levels of the English language system (phonetics, phonology, grammar, lexicology, stylistics), understands their structural-functional characteristics, and knows how to apply them in English language teaching, specifically in writing. The student becomes familiar with the structure of the written text according to the Anglophone criteria of academic and essay writing. The student will acquire knowledge of the correct formation of the topic sentence and thesis statement, the core of the paragraph and the essay, as well as knowledge of the correct writing of the conclusion. The student will learn how to organize and work with ideas, how to express thought, opinion, compare and contrast in a written text (essay). The student will learn the correct linguistic devices for producing a text. In general, the student will become familiar with language structures at B2-C1 level.
Skills:
The student has developed foreign language communication skills at the B2-C1 level, can analyse an English text in terms of basic phonological, lexical and grammatical linguistic devices, can describe and compare the linguistic systems of the English and Slovak languages. The student is able to create a paragraph and an essay applying the English language rules for academic and essay writing. The student is able to correctly create the individual parts of a paragraph and essay (introduction, body, conclusion, topic sentence, thesis statement), The student is able to organize ideas, is able to express an opinion in the required form, is able to compare and contrast ideas and opinions. The student is able to produce a paragraph and a longer form of written text (essay) at B2-C1 level with the application of grammatical and lexical structures and with the correct use of cohesive expressions. The student will be able to produce a text with a high degree of synthesis. The student is able to actively use digital technologies to support foreign language education.
Competences:
The student is able to navigate in professional texts, is able to independently acquire and correlate knowledge, is able to read and interpret literature (both fiction and professional) in English, is able to argue, present and defend his/her opinions and points of view. The student will learn to produce a coherent text of a required length, applying the rules of English writing. The student will learn to critically evaluate a text and use self-correction. The student will be able to plan and organize his/her own learning. The student will learn to plan writing development tasks with an emphasis on information gathering. The student's digital literacy skills will be developed while gathering information. The student will be able to carry out high-level synthesis of text using the tools of cohesion. The student will independently make correct use of grammatical and lexical structures at the B2-C1 level, recognizing the more formal structures that are appropriate in written text. The student will be able to creatively apply the acquired information in pedagogical practice.

Class syllabus:
Course contents:
Main themes of the course: Task (writing) planning, selection and specification of the topic, paragraph structure, writing a descriptive paragraph, opinion paragraph, comparative paragraph, problem-solving paragraph, essay structure, coherence and cohesion, essay parts.
Using the above knowledge, students will significantly develop the skill of writing a foreign language (English-language) text which will also prepare them for higher, master's level studies. The student will become familiar with the different levels of the English language, especially those relevant to academic or creative writing. The student has developed foreign language communication skills at the B2-C1 level. The student knows how to use digital technologies appropriately in data collection and in the evaluation of writing tasks. The student is able to argue,

present and defend his/her views and opinions in an essay, and is able to independently gather and interpret knowledge. The student has developed elementary didactic skills, can analyse pedagogical situations and propose solutions with regard to teaching writing skills.

Recommended literature:

Compulsory reading:

ZEMACH, E. D. and RUMISEK, L. A. (2005). Academic Writing from Paragraph to Essay. Oxford: Macmillan.

Recommended readings:

BANKS, T. (2013). Writing for Impact. Cambridge University Press.

LEKI, I. (2012) Academic Writing, Exploring Processes and Strategies. Cambridge University Press.

PALMER, G., GOWER, R. and HAINES, S. (2008). Cambridge English Skills: Real Writing. Cambridge University Press.

These resources are available in Slovak libraries and/or bookstores.

Languages necessary to complete the course:

The language required for the course: English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 56

A	ABS	B	C	D	E	FX
32,14	0,0	23,21	25,0	5,36	3,57	10,71

Lecturers: PaedDr. Peter Bojo, PhD.

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex029/22	Language in use - Writing

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type, of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours): 5 per semester
Student's workload: 75 hours in total
Direct teaching = 5 h, theory = 17 h, self-study of materials and sample papers = 13 h, preparation for Assignment 1 = 6 h, preparation for Assignment 2 = 10 h, preparation for Assignment = 24 h
Teaching methods:
Guided self-study (working with the text and related assignments), frontal method (the teacher invites students to evaluate a randomly selected work and discuss the correct, less correct, or incorrectly formulated parts of the written text), monological methods (explanation of strategies and procedures applied in academic or essay writing - paragraph structure, essay structure, topic sentence, thesis statement, central part of the paper, conclusion.) practical methods - own creative assignment-based writing

Number of credits: 3

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (100%):
Assignment 1: correct formulation of topic sentence a#thesis statement (15%)
Assignment 2: writing a paragraph (25%)
Assignment 3: writing an essay on a#given topic (60%)
Class attendance and completion of the continuous assessment tests with any score are prerequisites for the final continuous assessment. The student is allowed to ask for an extra date for the interim assessment tests (if he/she has not attended the assessment for medical or other serious reasons) but is not allowed to re-sit any of the tests.
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

A (excellent performance): The student is able to work independently and without errors with the text (draft) and can independently prepare for the task (collecting information, data). The student can independently and without help create the individual parts of academic and essay writing (introduction, core, conclusion, topic sentence / thesis statement). The student can independently create an appropriate argument, comparison, express an opinion in writing (according to the type of essay). The student works independently with grammatical and lexical structures at the B2-C1 level. The student can appropriately synthesize ideas and use the correct means of cohesion in a written text.
B (very good performance): The student is able to work with the text (draft) with minimal help and without errors and can prepare for the assignment (gathering information, data) with minimal help from the teacher and/or team. With minimal help, the student produces the essentials of academic and essay writing (introduction, core, conclusion, topic sentence / thesis statement). The student can, with minimal help, create an appropriate argument, comparison, express an opinion in writing (depending on the type of essay). The student works with grammatical and lexical structures at the B2-C1 level with only minimal errors. The student is able to synthesize ideas appropriately and use the correct means of cohesion in a written text.
C (good performance): The student is able to work with the text (draft) with the help of the teacher and with only minor errors. With the help of the teacher and / or the team the student can prepare for the task (information gathering, data). The student can, with help, produce the essentials of academic and essay writing (introduction, core, conclusion, topic sentence / thesis statement with minor inaccuracies). The student is able to make an appropriate argument, comparison, express an opinion in writing with help (according to the type of essay). The student works with grammatical and lexical structures at the B2-C1 level with only minimal errors. The student can synthesise ideas appropriately and mostly use correct means of cohesion in a written text.
D (satisfactory performance): The student is able to work with the text (draft) with intensive help from the teacher but with only minor errors. With the intensive help of the teacher and/or the team, the student can prepare for the task (gathering information, data). With intensive help, the student can produce the elements of academic and essay writing (introduction, core, conclusion, topic sentence / thesis statement with minor inaccuracies). With intensive help, the student is able to produce a mostly appropriate argument, comparison, opinion in written form (according to the type of essay). The student works with grammatical and lexical structures at the B2-C1 level, while committing more serious errors. The student can mostly synthesise ideas appropriately and mostly use correct means of cohesion in written text.
E (sufficient performance): The student is able to work with the text (draft) with intensive help from the teacher but with more serious errors. With support and intensive help from the teacher and/or the team, the student is able to prepare for the task (information gathering, data collection). With the support and intensive help, he/she is able to produce the elements of academic and essay writing (introduction, core, conclusion, topic sentence / thesis statement with more serious inaccuracies). With support and intensive help, the student is able to produce a mostly appropriate argument, comparison, and opinion in writing (according to the type of essay). The student works with grammatical and lexical structures at B2-C1 level, making more serious errors. The student can mostly synthesise ideas appropriately but makes more serious errors in the use of cohesion devices and phrases.
Scale of assessment (preliminary/final): Continuous assessment (100%): Assignment 1: correct formulation of topic sentence a#thesis statement (15%) Assignment 2: writing a paragraph (25%) Assignment 3: writing an essay on a#given topic (60%)

Learning outcomes:
Learning objectives and outcomes:

From the learning objectives declared in the graduate's profile, this course aims to acquire the following knowledge, skills, and competences:
Knowledge:
The student is familiar with the basics of linguistic disciplines and is able to further use or deepen this knowledge in the 2nd level of higher education. The student knows the levels of the English language system (phonetics, phonology, grammar, lexicology, stylistics), understands their structural-functional characteristics, and knows how to apply them in English language teaching, specifically in writing. The student becomes familiar with the structure of the written text according to the Anglophone criteria of academic and essay writing. The student will acquire knowledge of the correct formation of the topic sentence and thesis statement, the core of the paragraph and the essay, as well as knowledge of the correct writing of the conclusion. The student will learn how to organize and work with ideas, how to express thought, opinion, compare and contrast in a written text (essay). The student will learn the correct linguistic devices for producing a text. In general, the student will become familiar with language structures at B2-C1 level.
Skills:
The student has developed foreign language communication skills at the B2-C1 level, can analyse an English text in terms of basic phonological, lexical and grammatical linguistic devices, can describe and compare the linguistic systems of the English and Slovak languages. The student is able to create a paragraph and an essay applying the English language rules for academic and essay writing. The student is able to correctly create the individual parts of a paragraph and essay (introduction, body, conclusion, topic sentence, thesis statement), The student is able to organize ideas, is able to express an opinion in the required form, is able to compare and contrast ideas and opinions. The student is able to produce a paragraph and a longer form of written text (essay) at B2-C1 level with the application of grammatical and lexical structures and with the correct use of cohesive expressions. The student will be able to produce a text with a high degree of synthesis. The student is able to actively use digital technologies to support foreign language education.
Competences:
The student is able to navigate in professional texts, is able to independently acquire and correlate knowledge, is able to read and interpret literature (both fiction and professional) in English, is able to argue, present and defend his/her opinions and points of view. The student will learn to produce a coherent text of a required length, applying the rules of English writing. The student will learn to critically evaluate a text and use self-correction. The student will be able to plan and organize his/her own learning. The student will learn to plan writing development tasks with an emphasis on information gathering. The student's digital literacy skills will be developed while gathering information. The student will be able to carry out high-level synthesis of text using the tools of cohesion. The student will independently make correct use of grammatical and lexical structures at the B2-C1 level, recognizing the more formal structures that are appropriate in written text. The student will be able to creatively apply the acquired information in pedagogical practice.

Class syllabus:
Course contents:
Main themes of the course: Task (writing) planning, selection and specification of the topic, paragraph structure, writing a descriptive paragraph, opinion paragraph, comparative paragraph, problem-solving paragraph, essay structure, coherence and cohesion, essay parts.
Using the above knowledge, students will significantly develop the skill of writing a foreign language (English-language) text which will also prepare them for higher, master's level studies. The student will become familiar with the different levels of the English language, especially those relevant to academic or creative writing. The student has developed foreign language communication skills at the B2-C1 level. The student knows how to use digital technologies appropriately in data collection and in the evaluation of writing tasks. The student is able to argue,

present and defend his/her views and opinions in an essay, and is able to independently gather and interpret knowledge. The student has developed elementary didactic skills, can analyse pedagogical situations and propose solutions with regard to teaching writing skills.

Recommended literature:

Compulsory reading:

ZEMACH, E. D. and RUMISEK, L. A. (2005). Academic Writing from Paragraph to Essay. Oxford: Macmillan.

Recommended readings:

BANKS, T. (2013). Writing for Impact. Cambridge University Press.

LEKI, I. (2012) Academic Writing, Exploring Processes and Strategies. Cambridge University Press.

PALMER, G., GOWER, R. and HAINES, S. (2008). Cambridge English Skills: Real Writing. Cambridge University Press.

These resources are available in Slovak libraries and/or bookstores.

Languages necessary to complete the course:

The language required for the course: English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 56

A	ABS	B	C	D	E	FX
32,14	0,0	23,21	25,0	5,36	3,57	10,71

Lecturers: PaedDr. Peter Bojo, PhD.

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex053/22	Language in use – Conversation B2-C1

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change: 14.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex053/22	Language in use – Conversation B2-C1

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change: 14.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex014/22	Learner-centred Approach to English Language Teaching

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5(L+S)
Teaching mode: combined, distance learning
Number of hours: 5 hours
Student workload: 75 hours in total
Direct teaching = 5 hours, continuous home preparation (self-study, homework solving) = 30 hours; preparation of 3 seminar papers = 24 hours, preparation for the final test = 16 hours
Teaching methods:
Explanation, guided discussion, group work, brainstorming, heuristic methods, problem-solving tasks, application of theoretical knowledge in practice, introspective analysis of experiences, critical analysis of experienced teaching approaches

Number of credits: 3

Recommended semester: 4.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (60%):
2 seminar papers: topics adapted to the group and their level of educational-psychological thinking (2 x 20%)
Final seminar paper: “My opinions on learner-centred English language teaching (possibilities and constraints in the Slovak educational context)” (20%)
In the seminar papers learners present and justify their opinions underpinned by acquired theoretical knowledge and stimuli from guided discussions in the classroom, the critical analysis of experienced teaching approaches and the introspective analysis of their impact on the effectiveness of language learning. In addition, some suggestions for effective interventions are provided.
To be allowed to write a final test, students have to achieve min 60% of the continuous assessment (=36%).
Final assessment (40%):

The final test is focused on acquired theoretical knowledge and its application to English language learning and teaching.
The final assessment reflects the level of students' comprehension of Learner-centred principles; level of their pedagogical-psychological-linguistic and analytical-critical thinking; skills to apply theoretical knowledge to the practice of foreign language teaching, to analyse and solve problems and suggest appropriate intervention.
Grading:
100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX
Scale of assessment (preliminary/final): Continuous assessment (60%): 2 seminar papers: topics adapted to the group and their level of educational-psychological thinking (2 x 20%) Final seminar paper: "My opinions on learner-centred English language teaching (possibilities and constraints in the Slovak educational context)" (20%) In the seminar papers learners present and justify their opinions underpinned by acquired theoretical knowledge and stimuli from guided discussions in the classroom, the critical analysis of experienced teaching approaches and the introspective analysis of their impact on the effectiveness of language learning. In addition, some suggestions for effective interventions are provided. To be allowed to write a final test, students have to achieve min 60% of the continuous assessment (=36%). Final assessment (40%): The final test is focused on acquired theoretical knowledge and its application to English language learning and teaching. The final assessment reflects the level of students' comprehension of Learner-centred principles; level of their pedagogical-psychological-linguistic and analytical-critical thinking; skills to apply theoretical knowledge to the practice of foreign language teaching, to analyse and solve problems and suggest appropriate intervention.

Learning outcomes:
Objectives and learning outcomes:
Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students acquire knowledge of the theoretical foundations of traditional, humanistic, and activating methods of foreign language teaching.
They know the principles of the Learner-centred approach, understand their impact on effective English language learning and teaching.
They understand the determining effect of various intra psychical and social factors on language learning and the possibilities of their modification in an educational environment.
Skills:
Students develop basic methodological skills, can analyse pedagogical situations reflecting learners ´ emotions and behaviours, from the perspective of the effectiveness of language learning.
They can analyse everyday problems in English language teaching, suggest solutions and appropriate interventions.
Competences:
Students can present, justify, and defend their opinions and attitudes.
They can work with professional texts, select, consolidate, and interpret knowledge autonomously.
They develop metacognitive strategies and awareness.

Class syllabus:
Course contents:
1. Humanisation of English language teaching, traditional and activating approaches – synthesizing and deepening knowledge students create the theoretical foundations of pedagogical skills and competences.
2. Principles of the Learner-centred approach:

2a. Active learning; meaningful, relevant, and personalized learning content – students activate and widen their knowledge; they introspectively analyse their learning experiences as well as the impact of (in)appropriate interventions; they discuss possible application of activating and motivating methods, tasks, and activities. They consider the determining impact of intra psychical components on language learning.
2b. Cognitive and affective domains, teacher – learners' relations, classroom atmosphere, social climate - students activate and widen their knowledge; they introspectively analyse their learning experiences as well as the impact of (in)appropriate interventions. They consider the determining impact of social components on language learning as well as the need to respect learners' individual and developmental differences.
2c. Teacher's and learners' roles – students acquire knowledge about humanistic teacher's roles as a facilitator, partner, and coach as well as learners' role of autonomous human beings responsible for their own learning. The critical analysis and comparison with traditional roles enable them to understand these roles as a base for the development of relevant skills and competences.
3. Possibilities and constraints on the applications of the Learner-centred approach in English language teaching in Slovakia – based on the synthesis of acquired knowledge, critical analysis, and comparison, students will contemplate the ways of effective application of the approach in English language teaching and of overcoming possible problems and constraints.
Teaching these topics using the methods above significantly contributes to achieving the set goals and learning outcomes listed in the profile of a graduate.

Recommended literature:
Compulsory readings:
LOJOVÁ, G. (2019). Učme cudzí jazyk efektívnejšie: prístup zameraný na žiaka. Bratislava: Vydavateľstvo UK.
LOJOVÁ, G. et al. (2011). Využívanie personalizácie vo vyučovaní anglického jazyka v#primárnom vzdelávaní. Bratislava: Z-F Lingua.
Recommended readings:
Humanizing language teaching http://www.hltmag.co.uk/index.htm
LOJOVÁ, G. (2017). "Application of Selected Principles of the Learner-centred Approach to English Grammar Teaching". XLinguea, vol. 10, no. 4, pp. 278–86.
NUNAN, D. (1988). The Learner-centred Curriculum. Cambridge University Press.
ROGERS, C. and FREIBERG, H. J. (1994). Freedom to Learn. New York: Macmillan.
TUDOR, I. (1996). Learner Centredness as Language Education. Oxford University Press.
WEIMER, M. (2013). Learner-Centred Teaching: Five Key Changes To Practice. Jossey Bass.
The publications are available in Slovak libraries and bookshops.

Languages necessary to complete the course:
Languages necessary to complete the course:
English and Slovak

Notes:

Past grade distribution
Total number of evaluated students: 18

A	ABS	B	C	D	E	FX
27,78	0,0	5,56	11,11	16,67	5,56	33,33

Lecturers: prof. PhDr. Gabriela Lojová, PhD.

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex014/22	Learner-centred Approach to English Language Teaching

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5(L+S)
Teaching mode: combined, distance learning
Number of hours: 5 hours
Student workload: 75 hours in total
Direct teaching = 5 hours, continuous home preparation (self-study, homework solving) = 30 hours; preparation of 3 seminar papers = 24 hours, preparation for the final test = 16 hours
Teaching methods:
Explanation, guided discussion, group work, brainstorming, heuristic methods, problem-solving tasks, application of theoretical knowledge in practice, introspective analysis of experiences, critical analysis of experienced teaching approaches

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (60%):
2 seminar papers: topics adapted to the group and their level of educational-psychological thinking (2 x 20%)
Final seminar paper: “My opinions on learner-centred English language teaching (possibilities and constraints in the Slovak educational context)” (20%)
In the seminar papers learners present and justify their opinions underpinned by acquired theoretical knowledge and stimuli from guided discussions in the classroom, the critical analysis of experienced teaching approaches and the introspective analysis of their impact on the effectiveness of language learning. In addition, some suggestions for effective interventions are provided.
To be allowed to write a final test, students have to achieve min 60% of the continuous assessment (=36%).
Final assessment (40%):

The final test is focused on acquired theoretical knowledge and its application to English language learning and teaching.
The final assessment reflects the level of students' comprehension of Learner-centred principles; level of their pedagogical-psychological-linguistic and analytical-critical thinking; skills to apply theoretical knowledge to the practice of foreign language teaching, to analyse and solve problems and suggest appropriate intervention.
Grading:
100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX
Scale of assessment (preliminary/final): Continuous assessment (60%): 2 seminar papers: topics adapted to the group and their level of educational-psychological thinking (2 x 20%) Final seminar paper: "My opinions on learner-centred English language teaching (possibilities and constraints in the Slovak educational context)" (20%) In the seminar papers learners present and justify their opinions underpinned by acquired theoretical knowledge and stimuli from guided discussions in the classroom, the critical analysis of experienced teaching approaches and the introspective analysis of their impact on the effectiveness of language learning. In addition, some suggestions for effective interventions are provided. To be allowed to write a final test, students have to achieve min 60% of the continuous assessment (=36%). Final assessment (40%): The final test is focused on acquired theoretical knowledge and its application to English language learning and teaching. The final assessment reflects the level of students' comprehension of Learner-centred principles; level of their pedagogical-psychological-linguistic and analytical-critical thinking; skills to apply theoretical knowledge to the practice of foreign language teaching, to analyse and solve problems and suggest appropriate intervention.

Learning outcomes:
Objectives and learning outcomes:
Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students acquire knowledge of the theoretical foundations of traditional, humanistic, and activating methods of foreign language teaching.
They know the principles of the Learner-centred approach, understand their impact on effective English language learning and teaching.
They understand the determining effect of various intra psychical and social factors on language learning and the possibilities of their modification in an educational environment.
Skills:
Students develop basic methodological skills, can analyse pedagogical situations reflecting learners ´ emotions and behaviours, from the perspective of the effectiveness of language learning.
They can analyse everyday problems in English language teaching, suggest solutions and appropriate interventions.
Competences:
Students can present, justify, and defend their opinions and attitudes.
They can work with professional texts, select, consolidate, and interpret knowledge autonomously.
They develop metacognitive strategies and awareness.

Class syllabus:
Course contents:
1. Humanisation of English language teaching, traditional and activating approaches – synthesizing and deepening knowledge students create the theoretical foundations of pedagogical skills and competences.
2. Principles of the Learner-centred approach:

2a. Active learning; meaningful, relevant, and personalized learning content – students activate and widen their knowledge; they introspectively analyse their learning experiences as well as the impact of (in)appropriate interventions; they discuss possible application of activating and motivating methods, tasks, and activities. They consider the determining impact of intra psychical components on language learning.
2b. Cognitive and affective domains, teacher – learners' relations, classroom atmosphere, social climate - students activate and widen their knowledge; they introspectively analyse their learning experiences as well as the impact of (in)appropriate interventions. They consider the determining impact of social components on language learning as well as the need to respect learners' individual and developmental differences.
2c. Teacher's and learners' roles – students acquire knowledge about humanistic teacher's roles as a facilitator, partner, and coach as well as learners' role of autonomous human beings responsible for their own learning. The critical analysis and comparison with traditional roles enable them to understand these roles as a base for the development of relevant skills and competences.
3. Possibilities and constraints on the applications of the Learner-centred approach in English language teaching in Slovakia – based on the synthesis of acquired knowledge, critical analysis, and comparison, students will contemplate the ways of effective application of the approach in English language teaching and of overcoming possible problems and constraints.
Teaching these topics using the methods above significantly contributes to achieving the set goals and learning outcomes listed in the profile of a graduate.

Recommended literature:

Compulsory readings:

LOJOVÁ, G. (2019). Učme cudzí jazyk efektívnejšie: prístup zameraný na žiaka. Bratislava: Vydavateľstvo UK.
LOJOVÁ, G. et al. (2011). Využívanie personalizácie vo vyučovaní anglického jazyka v#primárnom vzdelávaní. Bratislava: Z-F Lingua.

Recommended readings:

Humanizing language teaching http://www.hltmag.co.uk/index.htm
LOJOVÁ, G. (2017). "Application of Selected Principles of the Learner-centred Approach to English Grammar Teaching". XLinguea, vol. 10, no. 4, pp. 278–86.
NUNAN, D. (1988). The Learner-centred Curriculum. Cambridge University Press.
ROGERS, C. and FREIBERG, H. J. (1994). Freedom to Learn. New York: Macmillan.
TUDOR, I. (1996). Learner Centredness as Language Education. Oxford University Press.
WEIMER, M. (2013). Learner-Centred Teaching: Five Key Changes To Practice. Jossey Bass.
The publications are available in Slovak libraries and bookshops.

Languages necessary to complete the course:

Languages necessary to complete the course:
English and Slovak

Notes:

Past grade distribution

Total number of evaluated students: 18

A	ABS	B	C	D	E	FX
27,78	0,0	5,56	11,11	16,67	5,56	33,33

Lecturers: prof. PhDr. Gabriela Lojová, PhD.

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex023/22	Leisure time education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type, scope and method of educational activities:
13 hours seminar per semester, combined method
Student workload:
13 hours of teaching and 9 hours of guided self-study, 10 hours of preparation for teaching during the semester, 25 hours of preparation for midterm evaluation, 33 hours of preparation for final evaluation, 90 hours in total.
Teaching methods:
dialogical methods - interview, group discussion, problem-based methods - brainwriting, brainstorming, monological methods - lecture, interpretation, guided self-study - work with text, solving tasks and assignments.
Number of credits: 3
Recommended semester: 5th - 6th semester
Level of study: 1st degree

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course: 100% pass mark.
Assessment: consists of 2 intermediate assessments (40+60, total 100 points).
Interim assessment 1: consists of the preparation of a term paper and its oral presentation or practical application in class.
Semester work: consists of a creative assignment for 40b (20+20). It includes an electronic portfolio - a plan of experiential activities in the context of leisure education based on a set structure (20b) and its presentation or application of the created activities in the classroom (20b).
Intermediate assessment 2: consists of a test of the acquired knowledge, namely a knowledge test for 60p. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),

C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
obtain at least 91 points. For this evaluation, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes:
By completing the subject Pedagogy of Leisure Time, the student should:
- to know the content of leisure time pedagogy as a scientific discipline: functions, goals and requirements, areas of leisure time education,
- to know the subjects of leisure education and their importance in influencing the leisure time of an individual in society in a meaningful way,
- to be able to apply the acquired knowledge in the creation of leisure time activities,
- be able to create a plan for an activity of interest and be able to apply it through practical tasks,
- be able to present their creative output to a group,
- be able to justify the appropriateness of the choice of didactic categories in the interest activity plan,
- understand the importance of leisure as a fundamental value in human life.
Transferable competences: the student strengthens soft skills such as communication skills through creative tasks on the course, digital skills - the student realizes the creation of a website as an e-portfolio with the use of feedback, interpersonal skills within the group - activation in the group, taking initiative and responsibility.

Class syllabus:

Brief outline of the course:

The pedagogy of leisure is intended to introduce students to the important sphere of leisure through leisure activities, which represent an important value for the individual and which are necessary in the targeted education of children, youth and adults. The Pedagogy of Leisure course clarifies the basic pedagogical categories in a direct link between theoretical and practical training. By completing the course, the student will gain knowledge of the basic concepts in the field of leisure pedagogy, of leisure organizations aimed at children, youth, adults, and of activating didactic methods or experiential learning for the creation of leisure activities.

Topics:

Basic concepts of leisure pedagogy. Objectives of leisure education. Didactic process of leisure education and the creation of a plan of activating leisure activities - mission, goals, tasks, principles, content, forms and methods. Educational areas of activity outside the classroom. Interests and leisure-time education. Problems of education in leisure time. Field work (streetwork), prevention, volunteering. New approaches in leisure time pedagogy. Personality of the pedagogue, social assistant, animator in the processes of leisure education. Educator and education and training in the school. Institutions and facilities providing leisure and interest activities.

Recommended literature:

Compulsory reading:

NOVOTNÁ, E. (2017). Pedagogika voľného času. Teória výchovy mimo vyučovania vo voľnom čase. Rokus: Prešov. 224s. ISBN 978-80-89540-58-0

ZELINOVÁ, M. (2007). Hry pro rozvoj emocí a komunikace. Koncepce a model tvorivěhumanistické výchovy. Portál: Praha, 2007. 139s. ISBN 978-80-7367-197-6 (e-kniha)

Recommended reading:

JASLOVSKÁ, B., KOLDEOVÁ, L. (v tlači). Voľný čas v práci učiteľa a ďalších pedagogických profesií. Kapitola v metodickom materiáli k Stáži A, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.

JASLOVSKÁ, B., STRAKOŠ, J. (v tlači). Profesijný rast učiteľa: formálne a neformálne vzdelávanie, informálne učenie sa. Kapitola v metodickom materiáli k Stáži B, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.

KRATOCHVÍLOVÁ, E. (2010). Pedagogika voľného času. Výchova v čase mimo vyučovania v pedagogickej teórii a v praxi. Trnava: Typii Universitatis Tyrnaviensis, VEDY. 356 s. ISBN 978-80-8082-330-6

ZELINOVÁ, M. (2012). Voľný čas efektívne a tvorivo. Teória a prax výchovy mimo vyučovania. Bratislava: Iura Edition, 146s. ISBN 978-80-8078-479-9

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 134

A	ABS	B	C	D	E	FX
13,43	0,0	31,34	23,13	16,42	4,48	11,19

Lecturers: Mgr. Barbora Jaslovská, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex023/22	Leisure time education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type, scope and method of educational activities:
13 hours seminar per semester, combined method
Student workload:
13 hours of teaching and 9 hours of guided self-study, 10 hours of preparation for teaching during the semester, 25 hours of preparation for midterm evaluation, 33 hours of preparation for final evaluation, 90 hours in total.
Teaching methods:
dialogical methods - interview, group discussion, problem-based methods - brainwriting, brainstorming, monological methods - lecture, interpretation, guided self-study - work with text, solving tasks and assignments.
Number of credits: 3
Recommended semester: 5th - 6th semester
Level of study: 1st degree

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course: 100% pass mark.
Assessment: consists of 2 intermediate assessments (40+60, total 100 points).
Interim assessment 1: consists of the preparation of a term paper and its oral presentation or practical application in class.
Semester work: consists of a creative assignment for 40b (20+20). It includes an electronic portfolio - a plan of experiential activities in the context of leisure education based on a set structure (20b) and its presentation or application of the created activities in the classroom (20b).
Intermediate assessment 2: consists of a test of the acquired knowledge, namely a knowledge test for 60p. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),

C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
obtain at least 91 points. For this evaluation, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes:
By completing the subject Pedagogy of Leisure Time, the student should:
- to know the content of leisure time pedagogy as a scientific discipline: functions, goals and requirements, areas of leisure time education,
- to know the subjects of leisure education and their importance in influencing the leisure time of an individual in society in a meaningful way,
- to be able to apply the acquired knowledge in the creation of leisure time activities,
- be able to create a plan for an activity of interest and be able to apply it through practical tasks,
- be able to present their creative output to a group,
- be able to justify the appropriateness of the choice of didactic categories in the interest activity plan,
- understand the importance of leisure as a fundamental value in human life.
Transferable competences: the student strengthens soft skills such as communication skills through creative tasks on the course, digital skills - the student realizes the creation of a website as an e-portfolio with the use of feedback, interpersonal skills within the group - activation in the group, taking initiative and responsibility.

Class syllabus:

Brief outline of the course:

The pedagogy of leisure is intended to introduce students to the important sphere of leisure through leisure activities, which represent an important value for the individual and which are necessary in the targeted education of children, youth and adults. The Pedagogy of Leisure course clarifies the basic pedagogical categories in a direct link between theoretical and practical training. By completing the course, the student will gain knowledge of the basic concepts in the field of leisure pedagogy, of leisure organizations aimed at children, youth, adults, and of activating didactic methods or experiential learning for the creation of leisure activities.

Topics:

Basic concepts of leisure pedagogy. Objectives of leisure education. Didactic process of leisure education and the creation of a plan of activating leisure activities - mission, goals, tasks, principles, content, forms and methods. Educational areas of activity outside the classroom. Interests and leisure-time education. Problems of education in leisure time. Field work (streetwork), prevention, volunteering. New approaches in leisure time pedagogy. Personality of the pedagogue, social assistant, animator in the processes of leisure education. Educator and education and training in the school. Institutions and facilities providing leisure and interest activities.

Recommended literature:

Compulsory reading:

NOVOTNÁ, E. (2017). Pedagogika voľného času. Teória výchovy mimo vyučovania vo voľnom čase. Rokus: Prešov. 224s. ISBN 978-80-89540-58-0

ZELINOVÁ, M. (2007). Hry pro rozvoj emocí a komunikace. Koncepce a model tvorivěhumanistické výchovy. Portál: Praha, 2007. 139s. ISBN 978-80-7367-197-6 (e-kniha)

Recommended reading:

JASLOVSKÁ, B., KOLDEOVÁ, L. (v tlači). Voľný čas v práci učiteľa a ďalších pedagogických profesií. Kapitola v metodickom materiáli k Stáži A, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.

JASLOVSKÁ, B., STRAKOŠ, J. (v tlači). Profesijný rast učiteľa: formálne a neformálne vzdelávanie, informálne učenie sa. Kapitola v metodickom materiáli k Stáži B, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.

KRATOCHVÍLOVÁ, E. (2010). Pedagogika voľného času. Výchova v čase mimo vyučovania v pedagogickej teórii a v praxi. Trnava: Typii Universitatis Tyrnaviensis, VEDY. 356 s. ISBN 978-80-8082-330-6

ZELINOVÁ, M. (2012). Voľný čas efektívne a tvorivo. Teória a prax výchovy mimo vyučovania. Bratislava: Iura Edition, 146s. ISBN 978-80-8078-479-9

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 134

A	ABS	B	C	D	E	FX
13,43	0,0	31,34	23,13	16,42	4,48	11,19

Lecturers: prof. PaedDr. Ján Danek, CSc.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex033/22	Literature and Popular Culture

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching = 5 hours (combination of in-person and distant teaching), continuous preparation for the course = 30 hours, presentation of a specific work and its context = 15 hours, written analysis of a selected pop culture topic = 25 hours
Type of activities:
Choice of basic pop culture topics, discourse analysis method, heuristic method, analysis and interpretation of literary works, dialogical methods (debate, discussion), brainstorming, critical reflection on presentations

Number of credits: 3

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KAJL/B-ANGex002/22 - Introduction to the study of anglophone literature

Recommended prerequisites:
B-ANGex002 Introduction to the Study of Anglophone Literature

Course requirements:
Course completion requirements:
Continuous assessment (100 points/percent):
Presentation of a specific work and its context (30 points/percent)
Active participation in class discussions (10 points/percent)
Written analysis of a selected pop culture topic (60 points/percent)
Grading:
100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX
A (excellent performance): The student has excellent knowledge of the basic development of pop culture and its specifics in a literary text, can independently analyse a short literary work against the background of cultural development, is able to find elements in the work related to the chosen art form, can apply his/her analysis and reasoning to a literary text and present it to the class, can interpret the work in writing in a broad context, has profound knowledge to use the literary text in English language teaching by using appropriate methods.

B (very good performance): The student knows the basic development of pop culture and its specifics in a literary text, can analyse a short literary work with minimal help against the background of cultural development, is mostly able to find elements in the work related to the chosen art form, can apply his/her analysis and reasoning to a literary text and present it to the class, can interpret the work in writing in the chosen context, has the knowledge to apply the literary text to English language instruction using appropriate methods.
C (good performance): The student knows the basic features of the development of pop culture and its specifics in a literary text, is able to analyse a short literary work against the background of cultural development with more help, is largely able to find elements in the work related to the chosen art form, with some help, can apply his/her analysis and reasoning to a literary text and present it to the class, can interpret the work in writing in the chosen context with minor errors, has the basic knowledge to use a literary text in English language teaching using appropriate methods with some intervention from the teacher.
D (satisfactory performance): The student knows some features of the development of popular culture and its specifics in a literary text, can analyse a short literary work against the background of cultural development with substantial help, is able to find elements in the work related to the chosen art form to a small extent, can apply his/her analysis and reasoning to a literary text and present it to the class, can interpret the work in writing in the chosen context with major errors, has some knowledge to use a literary text in English language teaching with much intervention from the teacher.
E (sufficient performance): The student knows only partial features of the development of pop culture and its specifics in a literary text, can analyse a short literary work against the background of cultural development with significant teacher support, is able to narrowly locate elements in the work related to the chosen art form, can apply his/her analysis and reasoning to a literary text and present it to the class with a great deal of help, can interpret the work in writing in the chosen context with few errors, can use his/her knowledge to apply the literary text to English language teaching by using appropriate methods with intensive support from the teacher.
FX (insufficient performance): The student lacks minimal knowledge of the development of pop culture and its specifics in a#literary text, is unable to locate texts in their cultural contexts, cannot identify elements of a#chosen art form in a given text, cannot analyse a#literary text according to given criteria, and fails to see and propose ways to apply a#literary text to English language teaching.
Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Presentation of a specific work and its context (30 points/percent) Active participation in class discussions (10 points/percent) Written analysis of a selected pop culture topic (60 points/percent)

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students become familiar with thinking about the cultural context of popular literary texts and understand their specificities and development, because the contribution of contemporary themes to literary education not only develops interest in their study, but also makes education more attractive to students at the second level of primary education and throughout secondary education; through reading and analysis, students develop linguistic and reading literacy, gain knowledge of media and digital possibilities, learn about how to discuss literary texts in the classroom and how to use them in discussions based on real life issues and for the benefit of individual self-reflection.
Skills:
Students become familiar with influential works of popular culture, their media presentations and materials, can analyse and select them in relation to the teaching objectives. Students can

appropriately apply literary texts as an innovative method of learner-centred teaching to any lesson plan and relevant language level, using a variety of appropriate teaching tasks and organisational forms of teaching. Students develop analytical skills, are able to discuss independently, in pairs and in groups, and develop critical reflection on other students' presentations.
Competences:
Students are able to argue, present and defend their views and opinions, are able to critically approach written texts and think critically about basic psychological, social and cultural issues that translate not only into their own experience but also into their position as a competent, creative, culturally oriented and culturally responsive teacher of elementary and secondary education in Slovakia.

Class syllabus:

Course contents:
Major themes of the course: Perceptions of pop culture, transformations of pop culture and its literary examples, pop culture in postmodernism, contemporary pop culture and the internet, new literary genres and pop culture, contemporary literature and music, contemporary literature and theatre/performance, contemporary literature and computer games, instapoetry, contemporary literature and fashion/design, contemporary literature and clubs/festivals.
Through the above course content and methods of education, students will acquire knowledge, develop their pedagogical skills and competences corresponding to the profile of a graduate of the bachelor's degree in the study programme Teaching of English Language and Literature in Combination.

Recommended literature:

Compulsory readings
HUSÁROVÁ, Z. and MONTFORT, N. (2012).#Shuffle Literature and the Hand of Fate. In: Electronic Book Review, No. 5, Vol. 19, pp. 1–12. https://electronicbookreview.com/essay/shuffle-literature-and-the-hand-of-fate
MAMBROL, N. (2018). Popular Culture. In: Literary Theory and Criticism. https://literariness.org/2018/08/17/popular-culture/
WARK, M. (1999). Celebrities, Culture and Cyberspace. London: Commerford & Miller. https://monoskop.org/images/d/de/Wark_McKenzie_Celebrities_Culture_and_Cyberspace_1999.pdf
Recommended readings
BARTHES, R. (1972). Mythologies. New York: The Noonday Press. https://soundenvironments.files.wordpress.com/2011/11/roland-barthes-mythologies.pdf
BURKE, P. (2009). Popular Culture in Early Modern Europe. Farnham: Ashgate.
RUSHKOFF, D. (1996). Media Virus! Hidden Agendas in Popular Culture. (Chapter: The Datasphere)
These resources are available in Slovak libraries and bookstores, as well as on the free internet.

Languages necessary to complete the course:

Languages necessary to complete the course
English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers:

Last change: 05.10.2023
Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex033/22	Literature and Popular Culture

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching = 5 hours (combination of in-person and distant teaching), continuous preparation for the course = 30 hours, presentation of a specific work and its context = 15 hours, written analysis of a selected pop culture topic = 25 hours
Type of activities:
Choice of basic pop culture topics, discourse analysis method, heuristic method, analysis and interpretation of literary works, dialogical methods (debate, discussion), brainstorming, critical reflection on presentations

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KAJL/B-ANGex002/22 - Introduction to the study of anglophone literature

Recommended prerequisites:
B-ANGex002 Introduction to the Study of Anglophone Literature

Course requirements:
Course completion requirements:
Continuous assessment (100 points/percent):
Presentation of a specific work and its context (30 points/percent)
Active participation in class discussions (10 points/percent)
Written analysis of a selected pop culture topic (60 points/percent)
Grading:
100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX
A (excellent performance): The student has excellent knowledge of the basic development of pop culture and its specifics in a literary text, can independently analyse a short literary work against the background of cultural development, is able to find elements in the work related to the chosen art form, can apply his/her analysis and reasoning to a literary text and present it to the class, can interpret the work in writing in a broad context, has profound knowledge to use the literary text in English language teaching by using appropriate methods.

B (very good performance): The student knows the basic development of pop culture and its specifics in a literary text, can analyse a short literary work with minimal help against the background of cultural development, is mostly able to find elements in the work related to the chosen art form, can apply his/her analysis and reasoning to a literary text and present it to the class, can interpret the work in writing in the chosen context, has the knowledge to apply the literary text to English language instruction using appropriate methods.
C (good performance): The student knows the basic features of the development of pop culture and its specifics in a literary text, is able to analyse a short literary work against the background of cultural development with more help, is largely able to find elements in the work related to the chosen art form, with some help, can apply his/her analysis and reasoning to a literary text and present it to the class, can interpret the work in writing in the chosen context with minor errors, has the basic knowledge to use a literary text in English language teaching using appropriate methods with some intervention from the teacher.
D (satisfactory performance): The student knows some features of the development of popular culture and its specifics in a literary text, can analyse a short literary work against the background of cultural development with substantial help, is able to find elements in the work related to the chosen art form to a small extent, can apply his/her analysis and reasoning to a literary text and present it to the class, can interpret the work in writing in the chosen context with major errors, has some knowledge to use a literary text in English language teaching with much intervention from the teacher.
E (sufficient performance): The student knows only partial features of the development of pop culture and its specifics in a literary text, can analyse a short literary work against the background of cultural development with significant teacher support, is able to narrowly locate elements in the work related to the chosen art form, can apply his/her analysis and reasoning to a literary text and present it to the class with a great deal of help, can interpret the work in writing in the chosen context with few errors, can use his/her knowledge to apply the literary text to English language teaching by using appropriate methods with intensive support from the teacher.
FX (insufficient performance): The student lacks minimal knowledge of the development of pop culture and its specifics in a#literary text, is unable to locate texts in their cultural contexts, cannot identify elements of a#chosen art form in a given text, cannot analyse a#literary text according to given criteria, and fails to see and propose ways to apply a#literary text to English language teaching.
Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Presentation of a specific work and its context (30 points/percent) Active participation in class discussions (10 points/percent) Written analysis of a selected pop culture topic (60 points/percent)

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students become familiar with thinking about the cultural context of popular literary texts and understand their specificities and development, because the contribution of contemporary themes to literary education not only develops interest in their study, but also makes education more attractive to students at the second level of primary education and throughout secondary education; through reading and analysis, students develop linguistic and reading literacy, gain knowledge of media and digital possibilities, learn about how to discuss literary texts in the classroom and how to use them in discussions based on real life issues and for the benefit of individual self-reflection.
Skills:
Students become familiar with influential works of popular culture, their media presentations and materials, can analyse and select them in relation to the teaching objectives. Students can

appropriately apply literary texts as an innovative method of learner-centred teaching to any lesson plan and relevant language level, using a variety of appropriate teaching tasks and organisational forms of teaching. Students develop analytical skills, are able to discuss independently, in pairs and in groups, and develop critical reflection on other students' presentations.
Competences:
Students are able to argue, present and defend their views and opinions, are able to critically approach written texts and think critically about basic psychological, social and cultural issues that translate not only into their own experience but also into their position as a competent, creative, culturally oriented and culturally responsive teacher of elementary and secondary education in Slovakia.

Class syllabus:

Course contents:
Major themes of the course: Perceptions of pop culture, transformations of pop culture and its literary examples, pop culture in postmodernism, contemporary pop culture and the internet, new literary genres and pop culture, contemporary literature and music, contemporary literature and theatre/performance, contemporary literature and computer games, instapoetry, contemporary literature and fashion/design, contemporary literature and clubs/festivals.
Through the above course content and methods of education, students will acquire knowledge, develop their pedagogical skills and competences corresponding to the profile of a graduate of the bachelor's degree in the study programme Teaching of English Language and Literature in Combination.

Recommended literature:

Compulsory readings
HUSÁROVÁ, Z. and MONTFORT, N. (2012).#Shuffle Literature and the Hand of Fate. In: Electronic Book Review, No. 5, Vol. 19, pp. 1–12. https://electronicbookreview.com/essay/shuffle-literature-and-the-hand-of-fate
MAMBROL, N. (2018). Popular Culture. In: Literary Theory and Criticism. https://literariness.org/2018/08/17/popular-culture/
WARK, M. (1999). Celebrities, Culture and Cyberspace. London: Commerford & Miller. https://monoskop.org/images/d/de/Wark_McKenzie_Celebrities_Culture_and_Cyberspace_1999.pdf
Recommended readings
BARTHES, R. (1972). Mythologies. New York: The Noonday Press. https://soundenvironments.files.wordpress.com/2011/11/roland-barthes-mythologies.pdf
BURKE, P. (2009). Popular Culture in Early Modern Europe. Farnham: Ashgate.
RUSHKOFF, D. (1996). Media Virus! Hidden Agendas in Popular Culture. (Chapter: The Datasphere)
These resources are available in Slovak libraries and bookstores, as well as on the free internet.

Languages necessary to complete the course:

Languages necessary to complete the course
English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers:

Last change: 05.10.2023
Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex032/22	Medial education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
100% of the interim grade, which includes 30% class activity (30 points) and 70% project and its defense (70 points). A minimum of 60% of the points is required to pass the course.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively
knowledge in the field of Medial education, including its meaningful integration into the realities of life and pedagogical practice.
B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately,
including their meaningful integration into the realities of life and pedagogical practice.
C (85-76%, good - normal reliable work), students performed standardly well during the semester, their theoretical knowledge of Medial education is at a good level, but they lack the ability to critically apply this knowledge.
D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge of Medial education. They cannot critically analyze information.
E (67-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge.
Fx (59-0%, insufficient - extra work required).
Learning outcomes and transferable competences:
Learning objectives and outcomes:
The thematic focus of the course introduces students to the history of media, the importance of Medial education in school and in the family, and the selection of appropriate content for children. It explains the objectives of Medial education in primary and secondary schools, the possibilities of using media, mass media as a means of learning (Internet, television, film, magazines, electronic encyclopaedias, educational CD-ROMs, video games). It draws attention to the dangers of the

Internet and how to prevent these risks. The course guides students to identify manipulative techniques present in news, advertising, etc. It leads them to think critically about the quality and truthfulness of information, and the impact of media owners on that information.
This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of their competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital and presentation skills; social area: cooperation, communication).
The course contributes to the gradual development of important professional competences and competencies of future teachers through its focus and methods of education.

Learning outcomes:

Learning outcomes and transferable competences:
Learning objectives and outcomes:
The thematic focus of the course introduces students to the history of media, the importance of Medial education in school and in the family, and the selection of appropriate content for children. It explains the objectives of Medial education in primary and secondary schools, the possibilities of using media, mass media as a means of learning (Internet, television, film, magazines, electronic encyclopaedias, educational CD-ROMs, video games). It draws attention to the dangers of the Internet and how to prevent these risks. The course guides students to identify manipulative techniques present in news, advertising, etc. It leads them to think critically about the quality and truthfulness of information, and the impact of media owners on that information.
This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of their competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital and presentation skills; social area: cooperation, communication).The course contributes to the gradual development of important professional competences and competencies of future teachers through its focus and methods of education.

Class syllabus:

Brief outline of the course:
1. Media and mass media. Brief history of media and their differentiation. Identifying the qualitative changes that the media sphere has undergone.
2. Medial education in the family.
3. Medial education in school. Medial education in ISCED 0 - 3 according to the SPD. Media, mass media as a means of learning. Edutainment.
4. Appropriate and inappropriate media content for immature recipients.
5. Specifics of virtual communication. Safety of children on the Internet. Cyberbullying.
6. Negative influence of mass media production - manipulation, influence, propaganda, violence. Manipulative techniques. 7. Truth and falsehood, how to recognize relevant information. Hoaxes and misinformation.
8. The impact of media on individual and social life, public opinion, the relationship between media and politics.
9. Unethical elements in advertising. Code of ethics.

Recommended literature:

Compulsory reading:
IZRAEL, P. (2015). Mediálna výchova, výzva pre jednotlivca, rodinu a spoločnosť. Ružomberok: Verbum, 114 s. ISBN -80-561-0274-9.
BALÁŽOVÁ, E. (2013). Teoretické východiská mediálnej výchovy. Banská Bystrica: Občianske združenie Pedagóg, Pedagogická fakulta Univerzity Mateja Bela v Banskej Bystrici. 39 s. ISBN 978-80-557-0591-0 https://www.pdf.umb.sk/app/cmsFile.php?disposition=a&ID=6331

Recommended reading:
JURKOVIČ, ČAVOJOVÁ, BREZINA ed. (2019). Prečo ľudia veria nezmyslom. Bratislava: Premedia, 312 s. ISBN: 978-80-8159-757-2.
MALÍK, B. (2008). Mediomorfóza sveta. Filozofické, antropologické, sociálne a politické aspekty súčasných médií. Bratislava: Iris, 157 s. ISBN 978-80-89256-25-9.
MALÍK, B. (2008). Mediomorfóza sveta a jej presahy do školského prostredia. In: Pedagogická revue, Roč. 60, č. 1/2, 2008, s. 140 - 156. ISSN 1335-1982.
MIČIENKA, M; JIRÁK, J. (2007). Základy mediální výchovy. 1.vyd. Praha: Portál. 296 s. ISBN 978-80-7367-315-4.
SAK, P. (2007). Člověk a vzdělání v informační společnosti. Praha: Portál. 290 s. ISBN 978-80-7367-230-0.
ŠALMON, T. (2021). (Ne)bezpečný internet. Bratislava: Lindeni. 292 s. ISBN 9788056619414
TÁBORSKÝ, J. (2020). V síti dezinformací. Praha: Grada Publishing, a.s. 224 s. ISBN 978-80-271-2014-7.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 11

A	ABS	B	C	D	E	FX
45,45	0,0	9,09	18,18	9,09	0,0	18,18

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex032/22	Medial education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
100% of the interim grade, which includes 30% class activity (30 points) and 70% project and its defense (70 points). A minimum of 60% of the points is required to pass the course.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively
knowledge in the field of Medial education, including its meaningful integration into the realities of life and pedagogical practice.
B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately,
including their meaningful integration into the realities of life and pedagogical practice.
C (85-76%, good - normal reliable work), students performed standardly well during the semester, their theoretical knowledge of Medial education is at a good level, but they lack the ability to critically apply this knowledge.
D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge of Medial education. They cannot critically analyze information.
E (67-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge.
Fx (59-0%, insufficient - extra work required).
Learning outcomes and transferable competences:
Learning objectives and outcomes:
The thematic focus of the course introduces students to the history of media, the importance of Medial education in school and in the family, and the selection of appropriate content for children. It explains the objectives of Medial education in primary and secondary schools, the possibilities of using media, mass media as a means of learning (Internet, television, film, magazines, electronic encyclopaedias, educational CD-ROMs, video games). It draws attention to the dangers of the

Internet and how to prevent these risks. The course guides students to identify manipulative techniques present in news, advertising, etc. It leads them to think critically about the quality and truthfulness of information, and the impact of media owners on that information.
This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of their competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital and presentation skills; social area: cooperation, communication).
The course contributes to the gradual development of important professional competences and competencies of future teachers through its focus and methods of education.

Learning outcomes:

Learning outcomes and transferable competences:
Learning objectives and outcomes:
The thematic focus of the course introduces students to the history of media, the importance of Medial education in school and in the family, and the selection of appropriate content for children. It explains the objectives of Medial education in primary and secondary schools, the possibilities of using media, mass media as a means of learning (Internet, television, film, magazines, electronic encyclopaedias, educational CD-ROMs, video games). It draws attention to the dangers of the Internet and how to prevent these risks. The course guides students to identify manipulative techniques present in news, advertising, etc. It leads them to think critically about the quality and truthfulness of information, and the impact of media owners on that information.
This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of their competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital and presentation skills; social area: cooperation, communication).The course contributes to the gradual development of important professional competences and competencies of future teachers through its focus and methods of education.

Class syllabus:

Brief outline of the course:
1. Media and mass media. Brief history of media and their differentiation. Identifying the qualitative changes that the media sphere has undergone.
2. Medial education in the family.
3. Medial education in school. Medial education in ISCED 0 - 3 according to the SPD. Media, mass media as a means of learning. Edutainment.
4. Appropriate and inappropriate media content for immature recipients.
5. Specifics of virtual communication. Safety of children on the Internet. Cyberbullying.
6. Negative influence of mass media production - manipulation, influence, propaganda, violence. Manipulative techniques. 7. Truth and falsehood, how to recognize relevant information. Hoaxes and misinformation.
8. The impact of media on individual and social life, public opinion, the relationship between media and politics.
9. Unethical elements in advertising. Code of ethics.

Recommended literature:

Compulsory reading:
IZRAEL, P. (2015). Mediálna výchova, výzva pre jednotlivca, rodinu a spoločnosť. Ružomberok: Verbum, 114 s. ISBN -80-561-0274-9.
BALÁŽOVÁ, E. (2013). Teoretické východiská mediálnej výchovy. Banská Bystrica: Občianske združenie Pedagóg, Pedagogická fakulta Univerzity Mateja Bela v Banskej Bystrici. 39 s. ISBN 978-80-557-0591-0 https://www.pdf.umb.sk/app/cmsFile.php?disposition=a&ID=6331

Recommended reading:
JURKOVIČ, ČAVOJOVÁ, BREZINA ed. (2019). Prečo ľudia veria nezmyslom. Bratislava: Premedia, 312 s. ISBN: 978-80-8159-757-2.
MALÍK, B. (2008). Mediomorfóza sveta. Filozofické, antropologické, sociálne a politické aspekty súčasných médií. Bratislava: Iris, 157 s. ISBN 978-80-89256-25-9.
MALÍK, B. (2008). Mediomorfóza sveta a jej presahy do školského prostredia. In: Pedagogická revue, Roč. 60, č. 1/2, 2008, s. 140 - 156. ISSN 1335-1982.
MIČIENKA, M; JIRÁK, J. (2007). Základy mediální výchovy. 1.vyd. Praha: Portál. 296 s. ISBN 978-80-7367-315-4.
SAK, P. (2007). Člověk a vzdělání v informační společnosti. Praha: Portál. 290 s. ISBN 978-80-7367-230-0.
ŠALMON, T. (2021). (Ne)bezpečný internet. Bratislava: Lindeni. 292 s. ISBN 9788056619414
TÁBORSKÝ, J. (2020). V síti dezinformací. Praha: Grada Publishing, a.s. 224 s. ISBN 978-80-271-2014-7.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 11

A	ABS	B	C	D	E	FX
45,45	0,0	9,09	18,18	9,09	0,0	18,18

Lecturers: PhDr. Slávka Drozdová, PhD., doc. PhDr. Branislav Malík, CSc.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex010/22	Methodology of Writing Professional Texts in English

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Number of hours: 5 (per semester)
Student workload: 50 hours in total
Direct teaching = 5 hours, 23 hours of home preparation, 11 hours of working on short written assignments, 11 hours of writing a final written assignment
Teaching methods:
Monological (brief explanation, instruction), dialogical (polemic, debate, discussion, colloquium), presentation of own views and attitudes, mind games, mind maps, written practical methods, work with text, study of professional text, critical analysis

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (50 percent):
Short written assignments (up to 500 words) on specified topics
Final assessment (50 percent):
Final written work on the assigned topic of approximately 500–700 words
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student can perform the assigned tasks and elaborate the assignments independently and correctly. The student commands a rich vocabulary at the B2-C1 CEFR level and employs it creatively; can structure a text logically from paragraph to whole. The student cites sources, quotes and paraphrases correctly; writes a complete academic text on a given topic independently and correctly; can make a good use of a large variety of different devices typical of a professional text. The student formulates research objectives and research questions on a given topic without instructor's assistance.

B (very good performance): The student can perform the tasks and develop assignments independently, errors are scarce. The student commands a rich vocabulary at the B2-C1 CEFR level and employs it creatively; can structure a text logically from a paragraph to a whole. The student constructs a complete professional text on a given topic correctly and almost independently, cites sources, quotes and paraphrases correctly with minimal help from the teacher. The student can make suitable use of a large variety of devices of a professional text. The student formulates research objectives and research questions on a given topic with minimal assistance from the teacher
C (good performance): The student can perform the tasks and produce assignments almost independently, although with few errors. The student commands an average vocabulary at the B2-C1 CEFR level and can structure a text logically from the paragraph to the whole with the help of the teacher. The student makes minor errors in the structure of an academic text on a given topic, correctly cites sources used, quotes, paraphrases, but with teacher's help and formulates research objectives and research questions on a given topic with the teacher's assistance.
D (satisfactory performance): The student can perform the assigned tasks and produce assignments with errors that do not affect the overall understanding of the text. The student commands an average vocabulary at the B2-C1 CEFR level. The student is acquainted with the structure and logics of the sequencing of an academic English text, but only with the teacher's help can be this knowledge applied creatively in the production of their own text. The student makes mistakes in the structure of a professional text on a given topic and relies on teacher's help to cite, quote and paraphrase the sources. The student formulates research objectives and research questions on a given topic with the teacher's assistance.
E (sufficient performance): The student can perform the assigned tasks and produce assignments with errors that do not affect the overall understanding of the text. The student commands a sufficient vocabulary at B2-C1 CEFR level. The student is acquainted with theoretical knowledge of the structure and the logics of the sequencing of a professional English text, but only with teacher's help can the student apply this knowledge in the production of their own text. The student makes minor mistakes in citing sources, when quoting and paraphrasing, the student is reliant on teacher's assistance. Mistakes in the structure of a professional text on a given topic are present. The student can formulate research objectives and research questions on a given topic, relying on learned procedures.
Scale of assessment (preliminary/final): Continuous assessment (50 percent): Short written assignments (up to 500 words) on specified topics Final assessment (50 percent): Final written work on the assigned topic of approximately 500–700 words

Learning outcomes:
Objectives and learning outcomes:
Based on the objectives declared in the profile of a#graduate, this course aims for the student to develop the following knowledge, skills, and competences:
Knowledge:
Upon successful completion of this course, the student:
- knows the differences between formal and informal expression, understands the principles of formal expression in writing.
- knows, at the required level, the formal requirements of a professional text, can distinguish between a professional text and other types of written text, and knows what formal matters are necessary for this type of text.
- knows the formal differences between English and Slovak professional texts.
Skills:
Upon successful completion of this course, the student:
- will have actively learned the whole process of writing a professional text;
- will be able to analyse model professional texts and has actively learned key structures,

- will understand the nature of formal style and can distinguish between formal and informal modes of written expression;
- will have gradually developed skills from writing a paragraph to producing a logically structured cohesive whole;
- will be able to express themselves at the appropriate language level B2-C1 of the CEFR.
Competences:
Upon successful completion of this course, the student:
- will have improved their expressive skills, will be able to critically evaluate their own work;
- will emphasizes their own critical thinking, will be able to analyse the implications of word choice, structures, and techniques used in the creation of a text;
- will be able to plan and logically structure a professional text, demonstrate argumentative skills in English and competence to collaborate and solve tasks in a team in the production of joint creative outputs.

Class syllabus:
Course contents:
Main themes of the course: The professional text: types, procedures, ethics, plagiarism. Synthesis and paraphrasing. Punctuation in professional text. Citation and citation of sources. Organisation of the text. Research objectives and research questions. Hypotheses. Theoretical framework of students' works. Abstract and introduction. Research and empirical part of the thesis. Discussion. Conclusion. Resume.
The student will develop the skill of formal and informal writing in English, focusing on mastering the characteristic features of English writing and realizing the negative transfer from the native language. By synthesising the rules for writing a professional work, they will gradually produce their own professional work at the required B2-C1 CEFR level, and will be able to plan and organise the procedures for producing professional work at that level independently. The student applies theoretical knowledge in the creative process of text production. The course combines a process approach to writing in which the student engages invention, comparison, editing with a pragmatic approach to teaching the fundamentals of writing (precise instruction in writing key sentences, statements).

Recommended literature:
Compulsory readings:
BOJO, P. (2019). Methodology of Writing Research Texts. Bratislava: Z-F Lingua.
Recommended readings:
(selected chapters according to the teacher's instructions)
BAILY, S. (2003). Academic Writing. London: Nelson Thornes.
BAILEY, S. (2011). Academic Writing: A#Handbook for International Students. London: Routledge.
GLENDINNING, E. H. and HOLSTRÖM, B. (2004). Study Reading: A#Course in Reading Skills for Academic Purposes. Cambridge University Press.
MEYERS, A. (2014). Essays to Research Papers. Harlow: Pearson Longman.
O'DELL, F. and BROADHEAD, A. (2008). Objective CAE. Cambridge University Press.
The sources are available in Slovak bookstores and libraries.

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

Notes:

Past grade distribution
Total number of evaluated students: 20

A	ABS	B	C	D	E	FX
40,0	0,0	30,0	15,0	15,0	0,0	0,0

Lecturers: PaedDr. Peter Bojo, PhD.

Last change: 04.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBex010/22	**Course title:** Methodology of writing of citizenship education special text
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** **per level/semester:** 5s **Form of the course:** combined	
Type, volume, methods and workload of the student - additional information Seminar, 5 hours per semester, combined method Study workload: 5 hours of teaching, preparation of a topic for course thesis: 3 parts of the seminar work, 3 x 10 hours = 30 hours, 17 hours of guided self-study. Total of 52 hours. Teaching methods: The pedagogical approaches include a monologue with a presentation (connecting theoretical knowledge about academic writing with practice), collective or group discussions, activating methods as practical exercises (e.g. case studies and quizzes). Part of the final assessment is a collective seminar work divided into three parts - work with literature review and empirical research.	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: I.	
Prerequisites:	
Course requirements: The course is completed with a grade. Weight of interim and final assessment: 100/0 During the semester, students must prepare and submit 3 parts of a group seminar work (100 points in total): - 1. part of the seminar work – 30 points - 2. part of the seminar work – 40 points - 3. part of the seminar work – 30 points The grading is given on a scale: A (100-91%, excellent - excellent results), B (90-81%, very good – above average standard), C (80-73%, good - regular reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient – the results meet the minimum criteria), Fx (59-0%, insufficient - more additional work required) In order to successfully complete the course, it is necessary to obtain at least 60% of the point evaluation. Having passed the course, students with obtain the following skills: Grade A: excellent performance, the student has an excellent command of the theoretical and practical skills of academic writing,	

Grade B: very good performance, the student has very good theoretical knowledge and practical academic writing skills,
Grade C: good performance, the student has theoretical knowledge of academic writing, but has only weak practical skills,
Grade D: satisfactory performance, the student has weak theoretical knowledge of academic writing and has weak practical skills,
Grade E: sufficient performance, the student demonstrates only theoretical or only practical skills in writing an academic text,
Grade Fx: insufficient performance, the student has not demonstrated any theoretical or practical academic writing skills.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The objectives of the course are the development of professional, methodical and expressive skills of the students, as well as information literacy. The aim of the course is to prepare students for professional communication - writing professional academic texts for successful completion of compulsory subjects and the study itself. Part of the course evaluation is a group seminar work - the aim of the activity is to develop the ability of collective cooperation and mutual motivation.
After completing the course, the student will:
- Know how to navigate primary and secondary professional and scientific sources in the field of study,
- Be able to recognise and apply the principles of research and copyright ethics,
- Be able to critically evaluate the professional quality of information and data sources,
- Be able to apply the principles of writing a professional text,
- Be able to structure a professional text in accordance with the customs of the field.

Class syllabus:
The subject is divided into several thematic areas, which are devoted to the theoretical aspects and the practice of academic writing as a form of professional communication:
Topic 1 – Introduction to the course
Topic 2 - Basics of social science research methods
Topic 3 - Ethics of academic research and writing, processing of sources and selection of suitable data
Topic 4 - Practical aspects of the "introduction and theoretical foundations"
Topic 5 - Argumentation in an academic text
Topic 6 - Practical aspects of "research findings"
Topic 7 - Practical aspects of "academic discussion and conclusions"
Topic 8 - Stylistic coherence of the academic text
Topic 9 - Publication requirements
Topic 10 – Discussion and peer review

Recommended literature:
GAVORA, P. a kol. elektronická učebnica pedagogického výskumu. [online]. Bratislava: Univerzita Komenského, 2010. Dostupné na: www.e-metodologia.fedu.uniba.sk
STAROŇOVÁ, K. Vedecké písanie. Bratislava : Osveta, 2011. ISBN 978-80-8063-359-2.
SKUTIL, M. a kol. Zásady pedagogicko-psychologického výzkumu pro studenty učitelství. Praha: Portál, 2011. ISBN 978-80-7367-778-7
Recommended readings:
KATUŠČÁK, D. Ako písať záverečné a kvalifikačné práce. Bratislava : Enigma, 2007. ISBN 80-8913-245-4.

MEŠKO, D., KATUŠČÁK, D., FINDRA, J. a kol. Akademická príručka. Martin: Osveta, 2006. ISBN 80-8063-200-6.
MACHALOVÁ, T. Akademické psaní pro právniky. Praha: Aleš Čeněk, 2018. ISBN 9-7880-7380-738-2
MIOVSKÝ, M. Kvalitativní prístup a metody v psychologickém výskumu. Praha: Grada, 2006. ISBN 80-2471-362-4
VYDRA, A. Akademické písanie: Ako vzniká filozofický text. Trnava: Trnavská univerzita, 2010. ISBN 978-80-8082-380-1.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 40

A	ABS	B	C	D	E	FX
42,5	0,0	35,0	7,5	15,0	0,0	0,0

Lecturers: Mgr. Veronika Valkovičová, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex010/22	Methodology of writing of citizenship education special text

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Seminar, 5 hours per semester, combined method
Study workload:
5 hours of teaching, preparation of a topic for course thesis: 3 parts of the seminar work, 3 x 10 hours = 30 hours, 17 hours of guided self-study. Total of 52 hours.
Teaching methods:
The pedagogical approaches include a monologue with a presentation (connecting theoretical knowledge about academic writing with practice), collective or group discussions, activating methods as practical exercises (e.g. case studies and quizzes). Part of the final assessment is a collective seminar work divided into three parts - work with literature review and empirical research.

Number of credits: 2

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Course requirements:
The course is completed with a grade. Weight of interim and final assessment: 100/0
During the semester, students must prepare and submit 3 parts of a group seminar work (100 points in total):
- 1. part of the seminar work – 30 points
- 2. part of the seminar work – 40 points
- 3. part of the seminar work – 30 points

The grading is given on a scale:
A (100-91%, excellent - excellent results),
B (90-81%, very good – above average standard),
C (80-73%, good - regular reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient – the results meet the minimum criteria),
Fx (59-0%, insufficient - more additional work required)
In order to successfully complete the course, it is necessary to obtain at least 60% of the point evaluation.
Having passed the course, students with obtain the following skills:
Grade A: excellent performance, the student has an excellent command of the theoretical and practical skills of academic writing,

Grade B: very good performance, the student has very good theoretical knowledge and practical academic writing skills,
Grade C: good performance, the student has theoretical knowledge of academic writing, but has only weak practical skills,
Grade D: satisfactory performance, the student has weak theoretical knowledge of academic writing and has weak practical skills,
Grade E: sufficient performance, the student demonstrates only theoretical or only practical skills in writing an academic text,
Grade Fx: insufficient performance, the student has not demonstrated any theoretical or practical academic writing skills.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The objectives of the course are the development of professional, methodical and expressive skills of the students, as well as information literacy. The aim of the course is to prepare students for professional communication - writing professional academic texts for successful completion of compulsory subjects and the study itself. Part of the course evaluation is a group seminar work - the aim of the activity is to develop the ability of collective cooperation and mutual motivation.
After completing the course, the student will:
- Know how to navigate primary and secondary professional and scientific sources in the field of study,
- Be able to recognise and apply the principles of research and copyright ethics,
- Be able to critically evaluate the professional quality of information and data sources,
- Be able to apply the principles of writing a professional text,
- Be able to structure a professional text in accordance with the customs of the field.

Class syllabus:
The subject is divided into several thematic areas, which are devoted to the theoretical aspects and the practice of academic writing as a form of professional communication:
Topic 1 – Introduction to the course
Topic 2 - Basics of social science research methods
Topic 3 - Ethics of academic research and writing, processing of sources and selection of suitable data
Topic 4 - Practical aspects of the "introduction and theoretical foundations"
Topic 5 - Argumentation in an academic text
Topic 6 - Practical aspects of "research findings"
Topic 7 - Practical aspects of "academic discussion and conclusions"
Topic 8 - Stylistic coherence of the academic text
Topic 9 - Publication requirements
Topic 10 – Discussion and peer review

Recommended literature:
GAVORA, P. a kol. elektronická učebnica pedagogického výskumu. [online]. Bratislava: Univerzita Komenského, 2010. Dostupné na: www.e-metodologia.fedu.uniba.sk
STAROŇOVÁ, K. Vedecké písanie. Bratislava : Osveta, 2011. ISBN 978-80-8063-359-2.
SKUTIL, M. a kol. Zásady pedagogicko-psychologického výzkumu pro studenty učitelství. Praha: Portál, 2011. ISBN 978-80-7367-778-7
Recommended readings:
KATUŠČÁK, D. Ako písať záverečné a kvalifikačné práce. Bratislava : Enigma, 2007. ISBN 80-8913-245-4.

MEŠKO, D., KATUŠČÁK, D., FINDRA, J. a kol. Akademická príručka. Martin: Osveta, 2006. ISBN 80-8063-200-6.
MACHALOVÁ, T. Akademické psaní pro právniky. Praha: Aleš Čeněk, 2018. ISBN 9-7880-7380-738-2
MIOVSKÝ, M. Kvalitativní prístup a metody v psychologickém výskumu. Praha: Grada, 2006. ISBN 80-2471-362-4
VYDRA, A. Akademické písanie: Ako vzniká filozofický text. Trnava: Trnavská univerzita, 2010. ISBN 978-80-8082-380-1.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 40

A	ABS	B	C	D	E	FX
42,5	0,0	35,0	7,5	15,0	0,0	0,0

Lecturers: Mgr. Veronika Valkovičová, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex033/22	Multicultural education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
Weighting of interim and final assessment: 100/0, the course ends with an assessment.
Students will develop two interim activities/projects as part of the interim coursework assessed at 40% and 40%. Activity and preparation in seminars is assessed (20%). A total of 100% of the interim assessment.
Students will choose one of the activities, work it systematically and develop it into a comprehensive lesson preparation according to this structure:
a. Objectives of the activity (what skills and abilities it develops - students will choose an appropriate topic according to their apprenticeship, where they will be able to apply the activity as a cross-cutting theme).
b. Target group of the activity (for which pupils it could be used).
c. Time and space (how long it would take, any special space requirements).
d. Activity flow (a brief scenario of how the student would carry it out).
e. Evaluation of the activity (different ways of assessing pupils, self-assessment, etc.).
f. Theoretical perspective on the activity (interpretation of the activity based on at least three key words from multicultural education theory).
g. Literature used.
The evaluation will assess the fulfilment of the principles of multicultural education, the suitability of the activity for teaching within the cross-cutting theme of multicultural education, the systematic nature of the preparation and the interconnectedness of its components. Negative evaluations are given to projects that could reinforce stereotypes and prejudices among pupils or in which students present stereotypical views of other cultures.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), students will produce an original project that is thought through as a coherent whole to develop intercultural understanding, all criteria are met at an excellent level.
B (90-81%, very good - above average standard), students creatively develop a project that will assist in developing intercultural understanding, Criteria are met at a very good level.

C (80-73%, good - normal reliable work), students will produce a project that does not undermine the principles of multicultural education, Criteria are met at a good level.
D (72-66%, satisfactory - acceptable results), students will develop a project that is not internally intertwined but does not violate the principles of multicultural education, the criteria are met satisfactorily.
E (65-60%, sufficient - results meet minimum criteria), students will develop a project that marginally undermines the principles of multicultural education, Criteria are met sufficiently.
Fx (59-0%, insufficient - extra work required), students will develop a project that promotes cultural stereotypes and biases. The project does not meet the minimum criteria.

Learning outcomes:

Learning outcomes and transferable competences:
Learning objectives and outcomes:
Students understand the principles and practices of multicultural education. They know how to work with stereotypes and prejudices in the classroom. They can plan and design multicultural education and integrate it as a cross-curricular topic in the classroom. They develop intercultural understanding. They master the main didactical procedures for the implementation of multicultural education as a cross-cutting theme.
Learning objectives:
To provide students with the basic information needed to understand the principles of multicultural education as a cross-cutting theme in the national curriculum. To teach students how to work with the issue of stereotypes and prejudices, to teach them how to plan and design multicultural education in schools as a cross-cutting theme. To familiarize students with the basic didactic practices in the implementation of multicultural education in education

Class syllabus:

Brief outline of the course:
The problem facing multicultural education - stereotypes and prejudices in us. Encountering another culture. Culture shock. How we get information about other cultures. How to cope with the arrival of foreigners. What we think about intercultural communication. Migration and values in multicultural education. How to proceed in multicultural education. Assessment in multicultural education.

Recommended literature:

Recommended reading:
Compulsory reading:
MISTRÍK, E. a kol. (2008). Multikultúrna výchova v škole. Bratislava : Nadácia otvorenej spoločnosti. ISBN 978-80-969271-4-2
MISTRÍK, E. a kol. 2006: Multi-kulti-na školách. Metodická príručka pre multikultúrnu výchovu. Bratislava: Nadácia Milana Šimečku. ISBN 80-89008-21-6
Recommended reading:
KASÍKOVÁ, H. a kol. (2003). Interkulturní výchova a vzdělávání: efektivní metody a formy. Praha : FF UK. (bez ISBN)
KOMINAREC, I. – KOMINARECOVÁ, E. (2009). Multikulturalita a komunikácia. Prešov : PO. ISBN 978-80-555-0061-4
MISTRÍK, E. (2008). Multikultúrna výchova. In: Školské vzdelávacie programy. Praktický manuál pre zostavenie vlastného školského vzdelávacieho programu. 3. E1. Bratislava : RAABE. ISBN 978-80-89182-27-5
PRŮCHA. J. (2006). Multikulturní výchova. Praha : Triton. ISBN 80-7254-866-2
VANČÍKOVÁ, K. (2013). Multikultúrna výchova, jej miesto v súčasnej škole. Banská Bystrica: PdF UMB. ISBN 978-80-557-0512-5

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Katarína Minarovičová, PhD., prof. PhDr. Erich Mistrík, CSc.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex033/22	Multicultural education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
Weighting of interim and final assessment: 100/0, the course ends with an assessment.
Students will develop two interim activities/projects as part of the interim coursework assessed at 40% and 40%. Activity and preparation in seminars is assessed (20%). A total of 100% of the interim assessment.
Students will choose one of the activities, work it systematically and develop it into a comprehensive lesson preparation according to this structure:
a. Objectives of the activity (what skills and abilities it develops - students will choose an appropriate topic according to their apprenticeship, where they will be able to apply the activity as a cross-cutting theme).
b. Target group of the activity (for which pupils it could be used).
c. Time and space (how long it would take, any special space requirements).
d. Activity flow (a brief scenario of how the student would carry it out).
e. Evaluation of the activity (different ways of assessing pupils, self-assessment, etc.).
f. Theoretical perspective on the activity (interpretation of the activity based on at least three key words from multicultural education theory).
g. Literature used.
The evaluation will assess the fulfilment of the principles of multicultural education, the suitability of the activity for teaching within the cross-cutting theme of multicultural education, the systematic nature of the preparation and the interconnectedness of its components. Negative evaluations are given to projects that could reinforce stereotypes and prejudices among pupils or in which students present stereotypical views of other cultures.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), students will produce an original project that is thought through as a coherent whole to develop intercultural understanding, all criteria are met at an excellent level.
B (90-81%, very good - above average standard), students creatively develop a project that will assist in developing intercultural understanding, Criteria are met at a very good level.

C (80-73%, good - normal reliable work), students will produce a project that does not undermine the principles of multicultural education, Criteria are met at a good level.
D (72-66%, satisfactory - acceptable results), students will develop a project that is not internally intertwined but does not violate the principles of multicultural education, the criteria are met satisfactorily.
E (65-60%, sufficient - results meet minimum criteria), students will develop a project that marginally undermines the principles of multicultural education, Criteria are met sufficiently.
Fx (59-0%, insufficient - extra work required), students will develop a project that promotes cultural stereotypes and biases. The project does not meet the minimum criteria.

Learning outcomes:

Learning outcomes and transferable competences:
Learning objectives and outcomes:
Students understand the principles and practices of multicultural education. They know how to work with stereotypes and prejudices in the classroom. They can plan and design multicultural education and integrate it as a cross-curricular topic in the classroom. They develop intercultural understanding. They master the main didactical procedures for the implementation of multicultural education as a cross-cutting theme.
Learning objectives:
To provide students with the basic information needed to understand the principles of multicultural education as a cross-cutting theme in the national curriculum. To teach students how to work with the issue of stereotypes and prejudices, to teach them how to plan and design multicultural education in schools as a cross-cutting theme. To familiarize students with the basic didactic practices in the implementation of multicultural education in education

Class syllabus:

Brief outline of the course:
The problem facing multicultural education - stereotypes and prejudices in us. Encountering another culture. Culture shock. How we get information about other cultures. How to cope with the arrival of foreigners. What we think about intercultural communication. Migration and values in multicultural education. How to proceed in multicultural education. Assessment in multicultural education.

Recommended literature:

Recommended reading:
Compulsory reading:
MISTRÍK, E. a kol. (2008). Multikultúrna výchova v škole. Bratislava : Nadácia otvorenej spoločnosti. ISBN 978-80-969271-4-2
MISTRÍK, E. a kol. 2006: Multi-kulti-na školách. Metodická príručka pre multikultúrnu výchovu. Bratislava: Nadácia Milana Šimečku. ISBN 80-89008-21-6
Recommended reading:
KASÍKOVÁ, H. a kol. (2003). Interkulturní výchova a vzdělávání: efektivní metody a formy. Praha : FF UK. (bez ISBN)
KOMINAREC, I. – KOMINARECOVÁ, E. (2009). Multikulturalita a komunikácia. Prešov : PO. ISBN 978-80-555-0061-4
MISTRÍK, E. (2008). Multikultúrna výchova. In: Školské vzdelávacie programy. Praktický manuál pre zostavenie vlastného školského vzdelávacieho programu. 3. E1. Bratislava : RAABE. ISBN 978-80-89182-27-5
PRŮCHA. J. (2006). Multikulturní výchova. Praha : Triton. ISBN 80-7254-866-2
VANČÍKOVÁ, K. (2013). Multikultúrna výchova, jej miesto v súčasnej škole. Banská Bystrica: PdF UMB. ISBN 978-80-557-0512-5

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Katarína Minarovičová, PhD., prof. PhDr. Erich Mistrík, CSc.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex020/22	Pathopsychology for teachers

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZex003/22 - Psychology for teachers 1

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 2

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

Lecturers:

Last change: 24.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex020/22	Pathopsychology for teachers

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZex003/22 - Psychology for teachers 1

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 2

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

Lecturers:

Last change: 24.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZex028/22	**Course title:** Pedagogy of individuals with special educational needs
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** **per level/semester:** 5s **Form of the course:** combined	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course:

The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points).

The rating is awarded on a scale:

A (100-91%, excellent - excellent results with only minimal errors),

B (90-81%, very good - above average results with minor errors),

C (80-73%, good - normal reliable work, average results),

D (72-66%, satisfactory - acceptable results, but significant errors occur),

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

Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).

A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes and transferable competences:
Learning objectives and outcomes:
The aim of the course Pedagogy of Individuals with Special Educational Needs is to make available basic information about the specifics of educating individuals with special educational needs and to prepare the student for pedagogical work in the context of the diversity of the educated population. The student will be able to define the term special educational needs, categorize individuals with special educational needs (SEN) in relation to the current system of special education and in accordance with current legislation. Becomes familiar with basic terminology in special education. Is able to characterize the educational opportunities for individuals with SEN. Can explain the implications of a disability/impairment/threat and/or other SEN in the educational process. Knows and understands the specifics of educating individuals with SEND. Can name and justify selected support measures in the education of children and pupils with SEND. Explain the importance of the teacher's cooperation with other educational and professional staff of the school and the school counselling centre in the care of pupils with SEN included in mainstream education. Know the educational programmes for pupils with SEND and understand the Individual Education Programme document. The student is prepared to address the risks associated with the inclusion of a pupil with SEND in a classroom of able-bodied classmates.
Transferable competences developed during the students' work in the seminars: critical thinking skills, reasoning in context, communication skills

Class syllabus:
Brief outline of the course:
General foundations and terminological definition of special education.
Definition of basic terms in special education.
Trends in education, current opportunities and legislative conditions in education of individuals with SEND (with a focus on inclusive education).
Specifics of education and support measures for children and pupils with SEN according to individual categories:
pupils with intellectual disabilities and cognitive impairment; pupils with autism spectrum disorder; pupils with physical disabilities, illnesses and disabilities; pupils with impaired communication skills; pupils with specific learning disabilities; pupils with behavioural disorders; pupils from socially disadvantaged backgrounds; gifted and exceptionally gifted pupils.
Educational programmes and individual educational programme for pupils with SEN.
The position of a pupil with SEN in a class group of intact classmates.

Cooperation of the teacher with other pedagogical and professional staff of the school and the school counselling centre in the care of SEN pupils (inclusive team).

Recommended literature:

Compulsory reading:
LECHTA, V. (eds.), (2016). Inkluzivní pedagogika. Praha: Portál, 600 s. ISBN 978-80-262-1123-5.
VAŠEK, Š. (2013). Základy špeciálnej pedagogiky. Bratislava: SAPIENTIA. 213 s. ISBN 978-80-89229-21-5. http://www.specialnazs.sk/files/Stefan_Vasek_-_Zaklady_specialnej_pedagogiky.pdf
VLADOVÁ, K., a LECHTA, V., a kol., (2017). Aplikácia vzdelávacích programov pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním. Bratislava: ŠPÚ, 201 s. ISBN 978-80-8118-196-2. https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevyhodnenim-vseobecnym-intelektovym-nadanim/intelektove-nadanie.pdf
Vzdelávacie programy pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním: Štátny pedagogický ústav
Zákon č. 245/2008 o výchove a vzdelávaní školský zákon a prislúchajúce vyhlášky
Recommended literature
BOOTH, T., AINSCOW, M., (2019). Index inklúzie: príručka na rozvoj škôl s dôrazom na inkluzívne hodnoty. Nadácia pre deti Slovenska, 224 s. ISBN 978-80-89403-19-6. https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf
HARČARÍKOVA, T. (eds.),2020. Integrované/inkluzívne vzdelávanie žiakov so špeciálnymi výchovno-vzdelávacími potrebami (zborník vedeckých príspevkov), Bratislava: IRIS, 187 s. ISBN 978-80-8200-058-3.
FISCHER, S., ŠKODA, J. (2008). Speciální pedagogika. Praha: Triton, 206 s. ISBN 978-80-7387-014-0.
Katalogy podpůrných opatření pro žáky s potřebou podpory ve vzdělávání z důvodu zdravotního nebo sociálního znevýhodnění. Olomouc: Univerzita Palackého v Olomouci, 2015RENOTIÉROVÁ, M. a kol. (2006). Speciální pedagogika. Olomouc: UP, 313 s. ISBN 80-244-0873-2.
SLOWÍK, J. (2007). Speciální pedagogika. Praha: Portál, 160 s. ISBN 97-880-2471733-3.
ŠUHAJOVÁ, I. (2014). Termín špeciálne výchovno-vzdelávacie potreby versus dodatočné podporné opatrenia. In Efeta-otvor sa, 24(2), 2014.
TARCSIOVÁ, D.- JURÁNEKOVÁ, Z.- TOMÁŠKOVÁ, M. (2021). Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej škole. Bratislava: IRIS, 114 s. ISBN 978-80-8200-100-9.
VALENTA, M. at al. (2014). Přehled speciální pedagogiky. Praha: Portál, 224 s. ISBN 97-880-2620602-6.
ZEMANČÍKOVÁ, V. (2015). Rómske deti a ich vzdelanostný pokrok. In: Slovenská encyklopédia edukológie. Bratislava: Univerzita Komenského, 2015.
ZEMANČÍKOVÁ, V. (2014). Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov. In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 2014.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution Total number of evaluated students: 90						
A	ABS	B	C	D	E	FX
27,78	0,0	28,89	13,33	6,67	6,67	16,67
Lecturers:						
Last change: 08.11.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex028/22	Pedagogy of individuals with special educational needs

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points).
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes and transferable competences:
Learning objectives and outcomes:
The aim of the course Pedagogy of Individuals with Special Educational Needs is to make available basic information about the specifics of educating individuals with special educational needs and to prepare the student for pedagogical work in the context of the diversity of the educated population. The student will be able to define the term special educational needs, categorize individuals with special educational needs (SEN) in relation to the current system of special education and in accordance with current legislation. Becomes familiar with basic terminology in special education. Is able to characterize the educational opportunities for individuals with SEN. Can explain the implications of a disability/impairment/threat and/or other SEN in the educational process. Knows and understands the specifics of educating individuals with SEND. Can name and justify selected support measures in the education of children and pupils with SEND. Explain the importance of the teacher's cooperation with other educational and professional staff of the school and the school counselling centre in the care of pupils with SEN included in mainstream education. Know the educational programmes for pupils with SEND and understand the Individual Education Programme document. The student is prepared to address the risks associated with the inclusion of a pupil with SEND in a classroom of able-bodied classmates.
Transferable competences developed during the students' work in the seminars: critical thinking skills, reasoning in context, communication skills

Class syllabus:
Brief outline of the course:
General foundations and terminological definition of special education.
Definition of basic terms in special education.
Trends in education, current opportunities and legislative conditions in education of individuals with SEND (with a focus on inclusive education).
Specifics of education and support measures for children and pupils with SEN according to individual categories:
pupils with intellectual disabilities and cognitive impairment; pupils with autism spectrum disorder; pupils with physical disabilities, illnesses and disabilities; pupils with impaired communication skills; pupils with specific learning disabilities; pupils with behavioural disorders; pupils from socially disadvantaged backgrounds; gifted and exceptionally gifted pupils.
Educational programmes and individual educational programme for pupils with SEN.
The position of a pupil with SEN in a class group of intact classmates.

Cooperation of the teacher with other pedagogical and professional staff of the school and the school counselling centre in the care of SEN pupils (inclusive team).

Recommended literature:

Compulsory reading:
LECHTA, V. (eds.), (2016). Inkluzivní pedagogika. Praha: Portál, 600 s. ISBN 978-80-262-1123-5.
VAŠEK, Š. (2013). Základy špeciálnej pedagogiky. Bratislava: SAPIENTIA. 213 s. ISBN 978-80-89229-21-5. http://www.specialnazs.sk/files/Stefan_Vasek_-_Zaklady_specialnej_pedagogiky.pdf
VLADOVÁ, K., a LECHTA, V., a kol., (2017). Aplikácia vzdelávacích programov pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním. Bratislava: ŠPÚ, 201 s. ISBN 978-80-8118-196-2. https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevyhodnenim-vseobecnym-intelektovym-nadanim/intelektove-nadanie.pdf
Vzdelávacie programy pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním: Štátny pedagogický ústav
Zákon č. 245/2008 o výchove a vzdelávaní školský zákon a prislúchajúce vyhlášky
Recommended literature
BOOTH, T., AINSCOW, M., (2019). Index inklúzie: príručka na rozvoj škôl s dôrazom na inkluzívne hodnoty. Nadácia pre deti Slovenska, 224 s. ISBN 978-80-89403-19-6. https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf
HARČARÍKOVA, T. (eds.),2020. Integrované/inkluzívne vzdelávanie žiakov so špeciálnymi výchovno-vzdelávacími potrebami (zborník vedeckých príspevkov), Bratislava: IRIS, 187 s. ISBN 978-80-8200-058-3.
FISCHER, S., ŠKODA, J. (2008). Speciální pedagogika. Praha: Triton, 206 s. ISBN 978-80-7387-014-0.
Katalogy podpůrných opatření pro žáky s potřebou podpory ve vzdělávání z důvodu zdravotního nebo sociálního znevýhodnění. Olomouc: Univerzita Palackého v Olomouci, 2015RENOTIÉROVÁ, M. a kol. (2006). Speciální pedagogika. Olomouc: UP, 313 s. ISBN 80-244-0873-2.
SLOWÍK, J. (2007). Speciální pedagogika. Praha: Portál, 160 s. ISBN 97-880-2471733-3.
ŠUHAJOVÁ, I. (2014). Termín špeciálne výchovno-vzdelávacie potreby versus dodatočné podporné opatrenia. In Efeta-otvor sa, 24(2), 2014.
TARCSIOVÁ, D.- JURÁNEKOVÁ, Z.- TOMÁŠKOVÁ, M. (2021). Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej škole. Bratislava: IRIS, 114 s. ISBN 978-80-8200-100-9.
VALENTA, M. at al. (2014). Přehled speciální pedagogiky. Praha: Portál, 224 s. ISBN 97-880-2620602-6.
ZEMANČÍKOVÁ, V. (2015). Rómske deti a ich vzdelanostný pokrok. In: Slovenská encyklopédia edukológie. Bratislava: Univerzita Komenského, 2015.
ZEMANČÍKOVÁ, V. (2014). Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov. In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 2014.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 90

A	ABS	B	C	D	E	FX
27,78	0,0	28,89	13,33	6,67	6,67	16,67

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex004/22	Philosophical propedeutics

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Lecture + Seminar, 5 hours per semester, combined method
Student workload:
5 hours of teaching, 50 hours of preparation for the final test, 30 hours of continuous written work, 17 hours of guided self-study, 18 hours work with a philosophical text. Total: 120 hours.
Learning method:
- In the framework of lectures: problem-based interpretation.
- In seminars: Discussion of the topics covered. Solution of certain model situations (philosophical antinomies or dilemmas, generation of alternative views and critical positions on certain philosophical concepts, application of certain philosophical methods to a specifically induced problem or situation (Socratic dialogue, methodological skepticism, etc.).

Number of credits: 4

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of continuous/final evaluation: 50/50
The continuous evaluation: includes essay writing (structured essay) on a topic given in advance, written in accordance with pre-specified criteria.
The final evaluation: includes passing a didactic test focused on knowledge of basic philosophical categories.
For successful completion of the course it is necessary to obtain at least 60% of the total score.
Grading Scale:
A 100-91%, well done - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the grade (percentage) of the written work, corresponds to an A grade.
Note: The score or percentage of the structured essay reflects the degree to which the student's essay conforms to the criteria specified in the assignment. The didactic test contains tasks of varying cognitive difficulty, so that students are not stratified only by the extent of knowledge they have acquired. Both the test and the written work are designed to verify the specified learning outcomes.
B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in

terms of points or percentage, together with the grade (percentage) of the written work, corresponds to a B grade.
C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the written work, corresponds to a grade of C.
D 72-66%, satisfactory - acceptable results. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the score (percentage) of the written work, corresponds to a grade D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the written work, corresponds to an E.
Fx 59-0%, inadequate. The student has not met the required thresholds for passing the course
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student can define the place and role of philosophy in the whole of human culture and in the system of university education. The student has mastered the conceptual and methodological tools necessary for the study of the history of philosophy. The student knows the preconditions for the emergence of philosophy and the motives that are considered to be the triggers of philosophical reflection. The student will be familiar with its social functions and the functions it fulfils in relation to the intimate human personality. The student will become familiar with the key conceptual problems that philosophy thematizes and addresses and the range of their possible solutions. Through methodically induced problem situations, the student will cultivate abstract and critical thinking skills and will hone their argumentation and communication skills through mastery of the principles of philosophical dialogue.

Class syllabus:
The place of philosophy in the life of man, in the whole of human culture and in the system of university education. The reasons for the inclusion of philosophy in the ISCED 3 national curriculum and the effects expected from its teaching. Possible ways of 'introduction to philosophy' and their meaning. Identifying features of philosophy and philosophical thinking and its differences from other ways of human learning about the world. Thinking, reflecting and inventing as the intended outcomes of teaching philosophy. Introduction to philosophy through the problems it solves, the questions it answers, the functions attributed to it, its origins and the methods it employs. Basic philosophical categories, methods and disciplines, profiling philosophical thinking in relevant cultural and historical contexts, key philosophical problems and their model solutions. The internal structure of philosophy. Basic philosophical disciplines. The most typical positions within ontology, gnoseology, axiology and philosophy of history. The issue of freedom as the most intense area of overlap between philosophy and civic life. The most famous emancipatory projects in the history of philosophical thought and their reception in relevant socio-political concepts.

Recommended literature:
JASPERS, K. 1996. Úvod do filosofie. Praha: Oikoymenh. 119 s. ISBN 80-86005-05-4.
JASPERS, K. 2002. Malá škola filozofického myslenia. Bratislava: Kaligram. ISBN 80-7149-446-1.
LIESSMANN, K. - ZENATY, G. 1994. O myšlení (Úvod do filosofie). Olomouc: Votobia. ISBN 80-85619-94-6.
Recommended reading:
MICHÁLEK, J. 1992. Co je filosofie? Praha: Oikoymenh. 88 s. ISBN 80-85241-22-6.
NOVOSÁD, F. 2016. Idey na trhovisku. Bratislava: Iris. ISBN 978-80-8153-066-1.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 62

A	ABS	B	C	D	E	FX
40,32	0,0	29,03	4,84	3,23	1,61	20,97

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex004/22	Philosophical propedeutics

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Lecture + Seminar, 5 hours per semester, combined method
Student workload:
5 hours of teaching, 50 hours of preparation for the final test, 30 hours of continuous written work, 17 hours of guided self-study, 18 hours work with a philosophical text. Total: 120 hours.
Learning method:
- In the framework of lectures: problem-based interpretation.
- In seminars: Discussion of the topics covered. Solution of certain model situations (philosophical antinomies or dilemmas, generation of alternative views and critical positions on certain philosophical concepts, application of certain philosophical methods to a specifically induced problem or situation (Socratic dialogue, methodological skepticism, etc.).

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of continuous/final evaluation: 50/50
The continuous evaluation: includes essay writing (structured essay) on a topic given in advance, written in accordance with pre-specified criteria.
The final evaluation: includes passing a didactic test focused on knowledge of basic philosophical categories.
For successful completion of the course it is necessary to obtain at least 60% of the total score.
Grading Scale:
A 100-91%, well done - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the grade (percentage) of the written work, corresponds to an A grade.
Note: The score or percentage of the structured essay reflects the degree to which the student's essay conforms to the criteria specified in the assignment. The didactic test contains tasks of varying cognitive difficulty, so that students are not stratified only by the extent of knowledge they have acquired. Both the test and the written work are designed to verify the specified learning outcomes.
B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in

terms of points or percentage, together with the grade (percentage) of the written work, corresponds to a B grade.
C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the written work, corresponds to a grade of C.
D 72-66%, satisfactory - acceptable results. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the score (percentage) of the written work, corresponds to a grade D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the written work, corresponds to an E.
Fx 59-0%, inadequate. The student has not met the required thresholds for passing the course
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student can define the place and role of philosophy in the whole of human culture and in the system of university education. The student has mastered the conceptual and methodological tools necessary for the study of the history of philosophy. The student knows the preconditions for the emergence of philosophy and the motives that are considered to be the triggers of philosophical reflection. The student will be familiar with its social functions and the functions it fulfils in relation to the intimate human personality. The student will become familiar with the key conceptual problems that philosophy thematizes and addresses and the range of their possible solutions. Through methodically induced problem situations, the student will cultivate abstract and critical thinking skills and will hone their argumentation and communication skills through mastery of the principles of philosophical dialogue.

Class syllabus:
The place of philosophy in the life of man, in the whole of human culture and in the system of university education. The reasons for the inclusion of philosophy in the ISCED 3 national curriculum and the effects expected from its teaching. Possible ways of 'introduction to philosophy' and their meaning. Identifying features of philosophy and philosophical thinking and its differences from other ways of human learning about the world. Thinking, reflecting and inventing as the intended outcomes of teaching philosophy. Introduction to philosophy through the problems it solves, the questions it answers, the functions attributed to it, its origins and the methods it employs. Basic philosophical categories, methods and disciplines, profiling philosophical thinking in relevant cultural and historical contexts, key philosophical problems and their model solutions. The internal structure of philosophy. Basic philosophical disciplines. The most typical positions within ontology, gnoseology, axiology and philosophy of history. The issue of freedom as the most intense area of overlap between philosophy and civic life. The most famous emancipatory projects in the history of philosophical thought and their reception in relevant socio-political concepts.

Recommended literature:
JASPERS, K. 1996. Úvod do filosofie. Praha: Oikoymenh. 119 s. ISBN 80-86005-05-4.
JASPERS, K. 2002. Malá škola filozofického myslenia. Bratislava: Kaligram. ISBN 80-7149-446-1.
LIESSMANN, K. - ZENATY, G. 1994. O myšlení (Úvod do filosofie). Olomouc: Votobia. ISBN 80-85619-94-6.
Recommended reading:
MICHÁLEK, J. 1992. Co je filosofie? Praha: Oikoymenh. 88 s. ISBN 80-85241-22-6.
NOVOSÁD, F. 2016. Idey na trhovisku. Bratislava: Iris. ISBN 978-80-8153-066-1.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 62

A	ABS	B	C	D	E	FX
40,32	0,0	29,03	4,84	3,23	1,61	20,97

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex006/22	Phonetics and Phonology of English Language

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5(L+S)
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 80 hours in total
Direct teaching = 5 h (a combination of in-class teaching and on-line communication), continuous out-of-class preparation (revising, homework, self-study) = 20 h, word transcription = 10 h, word pronunciation presentation = 10 h, pronunciation of text = 10 h, transcription of short sentences = 7h, theoretical test preparation = 15 h.
Teaching methods:
Concise explanation/description of the subject matter, individual and group pronunciation practice, pair-work, transcription of words and short sentences, listening to recordings, didactic games, using audio-visual technology to teach English pronunciation, perception and imitation of correct pronunciation, correction of fossilized mispronunciations, peer analysis and evaluation, building strategies for the practicing of correct pronunciation

Number of credits: 3

Recommended semester: 3.

Educational level: I.

Prerequisites: PdF.KAJL/B-ANGex001/22 - Introduction to the Study of the English Language

Recommended prerequisites:
Prerequisites: B-ANGex001 Introduction to the Study of the English Language

Course requirements:
Course completion requirements:
The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). The student is not entitled to a re-sit of the transcription of 20 English words, but has the option of submitting a re-recorded version 50 English words.
Taking part in the midterm assessment (with any result) is the requirement for being allowed to take the final exam.
Continuous assessment (40%):
Transcription of words (20%)
Word pronunciation presentation (20 %)

Final assessment (60%):
Text pronunciation presentation (20%)
Transcription of short sentences (15%)
Theoretical test (25%)
Grading:
100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX
A (excellent performance): The student can correctly pronounce English speech sounds and words, student makes almost no mistakes while reading a familiar continuous text, student uses word stress and sentence stress correctly, correctly transcribes words and short sentences, his/her pronunciation is fully intelligible, student has acquired broad theoretical knowledge of phonetics and phonology.
B (very good performance): The student in most cases pronounces English speech sounds and words correctly, makes only minor pronunciation mistakes when reading a familiar continuous text, can use word and sentence stress correctly, transcribes words and short sentences with only minor errors, his/her pronunciation is fully intelligible, he/she has acquired the necessary knowledge of phonetics and phonology.
C (good, reliable performance): The student has sufficiently mastered the pronunciation of English speech sounds and words, when reading a familiar continuous text, he/she makes occasional pronunciation errors, in some cases cannot use word and sentence stress correctly, he/she transcribes words and short sentences with minor mistakes, his/her pronunciation is intelligible, but bears slight signs of a foreign accent, he has mastered the theoretical phonetic-phonological knowledge;
D (satisfactory performance): The student has satisfactorily mastered the pronunciation of English vowels and words, makes pronunciation errors when reading a familiar continuous text, cannot always use word and sentence accents correctly, transcribes words and short sentences with errors, his pronunciation is understandable, but he bears signs of a foreign accent, has sufficiently mastered the theoretical knowledge of phonetics and phonology.
E (sufficient performance): The student has sufficiently mastered the pronunciation of basic English speech sounds and words, makes pronunciation errors when reading a familiar continuous text, but these do not impede comprehension, sometimes he/she cannot use sentence stress correctly, transcribes words and short sentences with many errors, but can correct these errors with the help of a dictionary, the student's pronunciation is intelligible, but the he/she has a distracting foreign accent, has sufficient but basic theoretical knowledge of phonetics and phonology.
Scale of assessment (preliminary/final): Continuous assessment (40%): Transcription of words (20%) Word pronunciation presentation (20 %) Final assessment (60%): Text pronunciation presentation (20%) Transcription of short sentences (15%) Theoretical test (25%)

Learning outcomes:
Objectives and learning outcomes:
Based on the learning objectives declared in the profile of a graduate, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
During the course the student will acquire new theoretical knowledge in the field of phonetics and phonology of the English language, learn the mechanisms and principles of the formation of speech sounds and their modified forms in continuous speech, understand the nature of suprasegmental phenomena of pronunciation, become familiar with the basic differences between the sound systems of the English and Slovak languages, and learn the theoretical foundations of phonological transcription of words and short sentences.
Skills:
The student will improve his/her pronunciation of English words (both individually and in sentences), increase the level of intelligibility of his/her speech, be able to detect pronunciation errors and deficiencies in the speech of his/her classmates, and be able to identify basic

differences between English and Slovak pronunciation, can effectively transcribe English words and short sentences, learn to use dictionaries and audio-visual technology to correct his/her English pronunciation, apply theoretical knowledge to practical situations, be able to read and critically analyse academic literature, learn strategies for practising correct pronunciation.
Competences:
The student will learn to work independently and in a team to solve phonetic and phonological problems and tasks, be able to communicate on topics related to speech sound production and correct English pronunciation, be able to find and use resources and aids for his/her further self-development and pronunciation correction, will develop the ability to analyse and synthesize linguistic material, is able to link the acquired theoretical knowledge with the terminological apparatus of other linguistic disciplines, can independently and appropriately apply the acquired phonetic-phonological knowledge in the development of his/her communicative competence in the English language.

Class syllabus:
Course contents:
Main themes of the course: Sound level of language, definition of phonetics and phonology, transcription, physiological acoustic and auditory aspects of speech, classification of speech sounds: monophthongs, diphthongs, triphthongs and consonants, pronunciation of suffixes, syllable and syllabic consonants, elision and assimilation, linking, stress, strong and weak forms of English words, suprasegmental phenomena in English and Slovak.
By means of the above content, the student will become familiar with the knowledge of the sound level of the English language, its structural-functional characteristics, learn the ways of applying theoretical knowledge through practicing of English pronunciation, develop his/her foreign language (especially pronunciation, transcription, and listening) skills at the B2-C1 level, can read academic literature in English, learns to work independently and in a team to solve phonetic and phonological questions and problems, can analyse and correct his/her own pronunciation and the pronunciation of his peers.

Recommended literature:
Compulsory readings:
PAVLÍK, R. (2020). A Practical Course in English Phonetics and Phonology. Bratislava: Z-F Lingua.
PAVLÍK, R. (2019). A Short Introduction to English Phonetics and Phonology. Bratislava: Z-F Lingua.
Recommended readings:
CRUTTENDEN, A. (2014). Gimson's Pronunciation of English, 8th edition. Abingdon: Routledge.
ROACH, P. (2009). English Phonetics and Phonology: A Practical Course. Cambridge: Cambridge University Press.
All of the above books are available in Slovak libraries and/or bookshops.

Languages necessary to complete the course:
Languages necessary to complete the course:
English

Notes:

Past grade distribution
Total number of evaluated students: 29

A	ABS	B	C	D	E	FX
3,45	0,0	10,34	24,14	3,45	37,93	20,69

Lecturers: PaedDr. Peter Bojo, PhD.

Last change: 02.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex006/22	Phonetics and Phonology of English Language

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5(L+S)
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 80 hours in total
Direct teaching = 5 h (a combination of in-class teaching and on-line communication), continuous out-of-class preparation (revising, homework, self-study) = 20 h, word transcription = 10 h, word pronunciation presentation = 10 h, pronunciation of text = 10 h, transcription of short sentences = 7h, theoretical test preparation = 15 h.
Teaching methods:
Concise explanation/description of the subject matter, individual and group pronunciation practice, pair-work, transcription of words and short sentences, listening to recordings, didactic games, using audio-visual technology to teach English pronunciation, perception and imitation of correct pronunciation, correction of fossilized mispronunciations, peer analysis and evaluation, building strategies for the practicing of correct pronunciation

Number of credits: 3

Recommended semester: 2.

Educational level: I.

Prerequisites: PdF.KAJL/B-ANGex001/22 - Introduction to the Study of the English Language

Recommended prerequisites:
Prerequisites: B-ANGex001 Introduction to the Study of the English Language

Course requirements:
Course completion requirements:
The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). The student is not entitled to a re-sit of the transcription of 20 English words, but has the option of submitting a re-recorded version 50 English words.
Taking part in the midterm assessment (with any result) is the requirement for being allowed to take the final exam.
Continuous assessment (40%):
Transcription of words (20%)
Word pronunciation presentation (20 %)

Final assessment (60%):
Text pronunciation presentation (20%)
Transcription of short sentences (15%)
Theoretical test (25%)
Grading:
100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX
A (excellent performance): The student can correctly pronounce English speech sounds and words, student makes almost no mistakes while reading a familiar continuous text, student uses word stress and sentence stress correctly, correctly transcribes words and short sentences, his/her pronunciation is fully intelligible, student has acquired broad theoretical knowledge of phonetics and phonology.
B (very good performance): The student in most cases pronounces English speech sounds and words correctly, makes only minor pronunciation mistakes when reading a familiar continuous text, can use word and sentence stress correctly, transcribes words and short sentences with only minor errors, his/her pronunciation is fully intelligible, he/she has acquired the necessary knowledge of phonetics and phonology.
C (good, reliable performance): The student has sufficiently mastered the pronunciation of English speech sounds and words, when reading a familiar continuous text, he/she makes occasional pronunciation errors, in some cases cannot use word and sentence stress correctly, he/she transcribes words and short sentences with minor mistakes, his/her pronunciation is intelligible, but bears slight signs of a foreign accent, he has mastered the theoretical phonetic-phonological knowledge;
D (satisfactory performance): The student has satisfactorily mastered the pronunciation of English vowels and words, makes pronunciation errors when reading a familiar continuous text, cannot always use word and sentence accents correctly, transcribes words and short sentences with errors, his pronunciation is understandable, but he bears signs of a foreign accent, has sufficiently mastered the theoretical knowledge of phonetics and phonology.
E (sufficient performance): The student has sufficiently mastered the pronunciation of basic English speech sounds and words, makes pronunciation errors when reading a familiar continuous text, but these do not impede comprehension, sometimes he/she cannot use sentence stress correctly, transcribes words and short sentences with many errors, but can correct these errors with the help of a dictionary, the student's pronunciation is intelligible, but the he/she has a distracting foreign accent, has sufficient but basic theoretical knowledge of phonetics and phonology.
Scale of assessment (preliminary/final): Continuous assessment (40%): Transcription of words (20%) Word pronunciation presentation (20 %) Final assessment (60%): Text pronunciation presentation (20%) Transcription of short sentences (15%) Theoretical test (25%)

Learning outcomes:
Objectives and learning outcomes:
Based on the learning objectives declared in the profile of a graduate, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
During the course the student will acquire new theoretical knowledge in the field of phonetics and phonology of the English language, learn the mechanisms and principles of the formation of speech sounds and their modified forms in continuous speech, understand the nature of suprasegmental phenomena of pronunciation, become familiar with the basic differences between the sound systems of the English and Slovak languages, and learn the theoretical foundations of phonological transcription of words and short sentences.
Skills:
The student will improve his/her pronunciation of English words (both individually and in sentences), increase the level of intelligibility of his/her speech, be able to detect pronunciation errors and deficiencies in the speech of his/her classmates, and be able to identify basic

differences between English and Slovak pronunciation, can effectively transcribe English words and short sentences, learn to use dictionaries and audio-visual technology to correct his/her English pronunciation, apply theoretical knowledge to practical situations, be able to read and critically analyse academic literature, learn strategies for practising correct pronunciation.
Competences:
The student will learn to work independently and in a team to solve phonetic and phonological problems and tasks, be able to communicate on topics related to speech sound production and correct English pronunciation, be able to find and use resources and aids for his/her further self-development and pronunciation correction, will develop the ability to analyse and synthesize linguistic material, is able to link the acquired theoretical knowledge with the terminological apparatus of other linguistic disciplines, can independently and appropriately apply the acquired phonetic-phonological knowledge in the development of his/her communicative competence in the English language.

Class syllabus:
Course contents:
Main themes of the course: Sound level of language, definition of phonetics and phonology, transcription, physiological acoustic and auditory aspects of speech, classification of speech sounds: monophthongs, diphthongs, triphthongs and consonants, pronunciation of suffixes, syllable and syllabic consonants, elision and assimilation, linking, stress, strong and weak forms of English words, suprasegmental phenomena in English and Slovak.
By means of the above content, the student will become familiar with the knowledge of the sound level of the English language, its structural-functional characteristics, learn the ways of applying theoretical knowledge through practicing of English pronunciation, develop his/her foreign language (especially pronunciation, transcription, and listening) skills at the B2-C1 level, can read academic literature in English, learns to work independently and in a team to solve phonetic and phonological questions and problems, can analyse and correct his/her own pronunciation and the pronunciation of his peers.

Recommended literature:
Compulsory readings:
PAVLÍK, R. (2020). A Practical Course in English Phonetics and Phonology. Bratislava: Z-F Lingua.
PAVLÍK, R. (2019). A Short Introduction to English Phonetics and Phonology. Bratislava: Z-F Lingua.
Recommended readings:
CRUTTENDEN, A. (2014). Gimson's Pronunciation of English, 8th edition. Abingdon: Routledge.
ROACH, P. (2009). English Phonetics and Phonology: A Practical Course. Cambridge: Cambridge University Press.
All of the above books are available in Slovak libraries and/or bookshops.

Languages necessary to complete the course:
Languages necessary to complete the course:
English

Notes:

Past grade distribution
Total number of evaluated students: 29

A	ABS	B	C	D	E	FX
3,45	0,0	10,34	24,14	3,45	37,93	20,69

Lecturers: PaedDr. Peter Bojo, PhD.

Last change: 02.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBex022/22	**Course title:** Political ethics
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** **per level/semester:** 5s **Form of the course:** combined	
Type, volume, methods and workload of the student - additional information Seminar, 5 hours per semester, combined method Student workload: 5 hours of direct instruction, 20 hours of midterm test preparation, 18 hours of midterm assignment preparation, 17 hours of guided self-study. 60 hours in total. Teaching methods: problem-based interpretation and discussion of the assigned topics	
Number of credits: 2	
Recommended semester: 3., 5.	
Educational level: I.	
Prerequisites: PdF.KEOV/B-VOBex003/22 - Political science II.	
Recommended prerequisites: B-VOBex003 Political science II.	
Course requirements: Weighting of intermediate/final assessment: 100/0 The interim assessment includes an interim written assignment on democracy theory (40% of the grade) and an interim didactic test (60% of the grade). To pass the course, a minimum of 60% of the total mark is required. Prerequisites for successful completion of the course: Intermediate/final grade weighting: 100/0 The interim assessment includes an interim written assignment on the theory of demcracies (40% of the grade) and an interim didactic test (60% of the grade). To pass the course, a minimum of 60% of the total mark is required. The grade is awarded on a scale: A 100-94%, excellent - outstanding results; students perform well, their theoretical knowledge of ethics of responsibility is at an excellent level, they have a standard very good ability to evaluate knowledge critically and analytically, to compare different moral concepts, they hand in assignments on time. They have demonstrated a level of knowledge (extent of knowledge acquired and cognitive abilities mobilised) in the mid-term test which, in terms of points or percentages, together with the score (percentage) of the mid-term written assignment, corresponds to an A grade. B 93-86%, very good - above average standard; students performed well, their theoretical knowledge of ethics of responsibility is at a very good level, they have a good ability to apply knowledge critically and analytically, they critically evaluate and compare literary sources at a very good level, they generally hand in interim assignments on time. They have demonstrated a level	

of knowledge (range of knowledge acquired and cognitive abilities mobilised) in the interim test which, in terms of points or percentage, together with the score (percentage) of the interim written assignment, is equivalent to a grade B.
C 85-76%, good - routinely reliable work; students performed standardly well, their theoretical knowledge of the ethics of responsibility is at a good level, but they lack the ability to analytically compartmentalize this knowledge and critically evaluate individual concepts. In the midterm test, they demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilized) that, in terms of points or percentages, together with the scores (percentages) on the midterm writing assignment, corresponds to a grade of C.
D 75-68%, satisfactory - acceptable performance; students were less prepared during the semester, turning in interim assignments after the assignment due date. They are slightly deficient in the concept of ethics of responsibility; they cannot analytically process the concepts. Information. They demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) in the midterm test that, in terms of points or percentage, together with the score (percentage) of the midterm writing assignment, corresponds to a grade of D.
E 67-60%, adequate - results meet minimum criteria, students were less prepared during the semester, turned in assignments after the assignment due date. They are more deficient in the concepts of political ethics, unable to process information analytically and critically. They demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) on the midterm test that, in terms of points or percentages, along with the score (percentage) on the midterm writing assignment, is equivalent to an E grade.
Fx 59-0%, Inadequate - additional work, extra study required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Students will be introduced to key topics in political ethics, which is a constitutive aspect of political science. They will acquire the ability to critically analyse the moral aspects of politics in the processes of democratic citizenship formation. They will acquire the ability to interpret the paradoxes of morality in modern times. They will be able to present the essential features of political ethics in its entirety and to point out its ambivalent character.

Class syllabus:
Brief outline of the course:
1. The ambivalence of modernity and the ambivalence of morality
1.1 The content of the political:
Political ethics as a problem of its mastery
1.2 The process of the political:
Political ethics and the democratic question
1.3 Forms of the political:
Political ethics and social governance
2. Political ethics as a critique of domination
3. Political ethics as a theory of communicative justice
3.1 Distinction between ethics and morality
Justice as a principle of politics
3.2 Moral foundations of justice:
The ethics of discourses
3.3 The political institutionalisation of justice
Morality and deliberative politics
3.4 A Critique of Communicative Ethics

4. The political ethics of communitarianism
4.1 The Substantive Model:
The morality of patriotism
4.2 Republican Model:
Participation and self-management
4.3 The normative public model:
The idea of particularistic justice
4.4 Critique of communitarianism
5. Political ethics as a principle of accountability

Recommended literature:

JONAS, H. 1997. Princip odpovědnosti. Pokus o etiku pro technologickou civilizaci. Praha:OIKOYMENH. 318 s. (vybrané kapitoly) ISBN 80-86005-06-2
JASPERS, K. 1965. Otázka viny. Praha: Mladá fronta 92 s.
Recommended readings:
SHAPIRO, I. 2003. Morální základy politiky. Praha: Karolinum. 239 s. (kapitola 8). ISBN 80-246-0716-6
ŠMAJS, J. 1995. Ohrožená kultura. Od evoluční ontologie k ekologické politice. 1.vyd. Brno:"Zvláštní vydání... ", 105 s. ISBN 80-85436-38-8

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 26

A	ABS	B	C	D	E	FX
69,23	0,0	23,08	7,69	0,0	0,0	0,0

Lecturers: prof. PhDr. Jozef Lysý, CSc.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex022/22	Political ethics

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of direct instruction, 20 hours of midterm test preparation, 18 hours of midterm assignment preparation, 17 hours of guided self-study. 60 hours in total.
Teaching methods: problem-based interpretation and discussion of the assigned topics

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBex003/22 - Political science II.

Recommended prerequisites:
B-VOBex003 Political science II.

Course requirements:
Weighting of intermediate/final assessment: 100/0
The interim assessment includes an interim written assignment on democracy theory (40% of the grade) and an interim didactic test (60% of the grade). To pass the course, a minimum of 60% of the total mark is required.
Prerequisites for successful completion of the course:
Intermediate/final grade weighting: 100/0
The interim assessment includes an interim written assignment on the theory of demcracies (40% of the grade) and an interim didactic test (60% of the grade). To pass the course, a minimum of 60% of the total mark is required.
The grade is awarded on a scale:
A 100-94%, excellent - outstanding results; students perform well, their theoretical knowledge of ethics of responsibility is at an excellent level, they have a standard very good ability to evaluate knowledge critically and analytically, to compare different moral concepts, they hand in assignments on time. They have demonstrated a level of knowledge (extent of knowledge acquired and cognitive abilities mobilised) in the mid-term test which, in terms of points or percentages, together with the score (percentage) of the mid-term written assignment, corresponds to an A grade.
B 93-86%, very good - above average standard; students performed well, their theoretical knowledge of ethics of responsibility is at a very good level, they have a good ability to apply knowledge critically and analytically, they critically evaluate and compare literary sources at a very good level, they generally hand in interim assignments on time. They have demonstrated a level

of knowledge (range of knowledge acquired and cognitive abilities mobilised) in the interim test which, in terms of points or percentage, together with the score (percentage) of the interim written assignment, is equivalent to a grade B.
C 85-76%, good - routinely reliable work; students performed standardly well, their theoretical knowledge of the ethics of responsibility is at a good level, but they lack the ability to analytically compartmentalize this knowledge and critically evaluate individual concepts. In the midterm test, they demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilized) that, in terms of points or percentages, together with the scores (percentages) on the midterm writing assignment, corresponds to a grade of C.
D 75-68%, satisfactory - acceptable performance; students were less prepared during the semester, turning in interim assignments after the assignment due date. They are slightly deficient in the concept of ethics of responsibility; they cannot analytically process the concepts. Information. They demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) in the midterm test that, in terms of points or percentage, together with the score (percentage) of the midterm writing assignment, corresponds to a grade of D.
E 67-60%, adequate - results meet minimum criteria, students were less prepared during the semester, turned in assignments after the assignment due date. They are more deficient in the concepts of political ethics, unable to process information analytically and critically. They demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) on the midterm test that, in terms of points or percentages, along with the score (percentage) on the midterm writing assignment, is equivalent to an E grade.
Fx 59-0%, Inadequate - additional work, extra study required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Students will be introduced to key topics in political ethics, which is a constitutive aspect of political science. They will acquire the ability to critically analyse the moral aspects of politics in the processes of democratic citizenship formation. They will acquire the ability to interpret the paradoxes of morality in modern times. They will be able to present the essential features of political ethics in its entirety and to point out its ambivalent character.

Class syllabus:
Brief outline of the course:
1. The ambivalence of modernity and the ambivalence of morality
1.1 The content of the political:
Political ethics as a problem of its mastery
1.2 The process of the political:
Political ethics and the democratic question
1.3 Forms of the political:
Political ethics and social governance
2. Political ethics as a critique of domination
3. Political ethics as a theory of communicative justice
3.1 Distinction between ethics and morality
Justice as a principle of politics
3.2 Moral foundations of justice:
The ethics of discourses
3.3 The political institutionalisation of justice
Morality and deliberative politics
3.4 A Critique of Communicative Ethics

4. The political ethics of communitarianism
4.1 The Substantive Model:
The morality of patriotism
4.2 Republican Model:
Participation and self-management
4.3 The normative public model:
The idea of particularistic justice
4.4 Critique of communitarianism
5. Political ethics as a principle of accountability

Recommended literature:

JONAS, H. 1997. Princip odpovědnosti. Pokus o etiku pro technologickou civilizaci. Praha:OIKOYMENH. 318 s. (vybrané kapitoly) ISBN 80-86005-06-2

JASPERS, K. 1965. Otázka viny. Praha: Mladá fronta 92 s.

Recommended readings:

SHAPIRO, I. 2003. Morální základy politiky. Praha: Karolinum. 239 s. (kapitola 8). ISBN 80-246-0716-6

ŠMAJS, J. 1995. Ohrožená kultura. Od evoluční ontologie k ekologické politice. 1.vyd. Brno:"Zvláštní vydání... ", 105 s. ISBN 80-85436-38-8

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 26

A	ABS	B	C	D	E	FX
69,23	0,0	23,08	7,69	0,0	0,0	0,0

Lecturers: prof. PhDr. Jozef Lysý, CSc.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex002/22	Political science I.

Educational activities:
Type of activities: lecture
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Lecture, Scope of teaching: 5 hours /semester, combined method.
Student's workload:
5 hours of teaching, 50 hours of preparation for the final oral examination, 30 hours for the preparation of the test, 17 hours of guided self-study, 18 hours work with a political science text. 120 hours in total
Teaching methods:
In lectures: problem-based interpretation
In seminars: dialogical methods (interview, discussion, polemic, debate, discussion), guided self-study (work with text)

Number of credits: 4

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Midterm/final grade weighting: 50/50 (the course ends with an exam)
The continuous assessment involves the production of a test on a specified topic according to specified conditions: (50 % of the mark)
The final assessment involves the completion of an oral examination focusing on knowledge of basic political science terms, concepts, categories and political ideologies (50 % of the mark)
A minimum of 60% of the total score is required for passing the course.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results; the student in the structured essay has demonstrated a level of mastery and alignment of the topic with the specified criteria (knowledge acquired and cognitive skills mobilized) that corresponds to an A grade. In the oral examination, the student has correctly, actively, critically and creatively mastered the introduction to the study of politics. Reflects critically, actively and theoretically on the content of politics. The structured essay and oral exam are designed to verify the stated learning outcomes.
B (93-86%, very good - above average standard; the student reflects critically on both the knowledge and the frameworks for further development of the discipline in an appropriate manner, (the range of knowledge acquired and cognitive skills mobilised) which, in terms of points, percentage, corresponds to a grade of B.

C (85-76%, good - normal reliable work; the student reflects more or less actively and critically on the knowledge and the current development of political science knowledge in a structured essay and in an oral examination (the extent of acquired knowledge and mobilized cognitive abilities), which corresponds to the grade C in the point, percentage evaluation.
D (75-68%, Satisfactory - Acceptable performance; the student reflects critically on knowledge and current developments in the discipline to a limited, moderate degree (range of knowledge acquired and cognitive abilities mobilized) in a structured essay and in an oral examination, demonstrates political science knowledge at a grade of D.
E (67-60%, sufficient - results meet minimum criteria, (range of knowledge acquired and cognitive skills mobilized) student demonstrated limited critical reflection on knowledge and current developments in the discipline in a structured essay and on an oral examination.
Fx (59-0%, insufficient - further work, extra study required).
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning outcomes:
The study of political science, politics, and political thought prepares students for active civic life. The course offers stimuli and practices that allow to enter the actorial, theoretical and critical context of reflection on political reality. The student will understand politics as a means of effecting change in society. As part of citizenship education, the student is encouraged to behave independently and responsibly within a national, European and global framework.

Class syllabus:
Brief outline of the course:
Students will gain an overview of the basic terms, concepts and categories of political science. They will become familiar with the general characteristics of the field so as to gain proficiency and orientation in the schools of thought in contemporary political science, including disputes over the concept of politics. They will gain an overview of contemporary ideological trends and the relationship between politics and morality. They will understand the categories of the political system, political parties and movements, human rights, and education for patriotism. The course includes an explanation of Slovakia's place in the EU, Slovakia's foreign policy, and showing Slovakia's path to parliamentary democracy.

Recommended literature:
HEYWOOD, A.: Politologie. Praha. EUROLEX BOHEMIA. 2004 (kapitoly 1,2,3,5,6,12,14) ISBN 9-78086432953
LYSÝ, J. 2004. Úvod do politickej vedy. Bratislava: OZSP. 93 s. ISBN 80-968927-8-9
ako povolanie. Prel. L. Kiczko. Bratislava: Spektrum. 75 s. ISBN 80-218-0055-0
WEBER, M. 1992. Politika apo povolanie. Prel. L. Kiczko. Bratislava: Spektrum. 75 s. ISBN 80-218-0055-0
Ústava SR NR SR, TASR PRESSFOTO. 72 s. ISBN 80-226-0131-4
LYSÝ, J. 2008. Občianska spoločnosť. Bratislava: Právnická fakulta Univerzity Komenského, s. 24-63. ISBN 978-80-7160-249-1
SRB, V. 2008.Stručný průvodce politickou vědou aneb klíč kpolitické teorii, Kolín: Vysoká škola politických a společenských věd. 83 s. ISBN 80-86879-05-4

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution Total number of evaluated students: 81						
A	ABS	B	C	D	E	FX
46,91	0,0	13,58	13,58	2,47	2,47	20,99
Lecturers: prof. PhDr. Jozef Lysý, CSc., Mgr. Veronika Valkovičová, PhD.						
Last change: 10.09.2024						
Approved by:						

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex002/22	Political science I.

Educational activities:
Type of activities: lecture
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Lecture, Scope of teaching: 5 hours /semester, combined method.
Student's workload:
5 hours of teaching, 50 hours of preparation for the final oral examination, 30 hours for the preparation of the test, 17 hours of guided self-study, 18 hours work with a political science text. 120 hours in total
Teaching methods:
In lectures: problem-based interpretation
In seminars: dialogical methods (interview, discussion, polemic, debate, discussion), guided self-study (work with text)

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Midterm/final grade weighting: 50/50 (the course ends with an exam)
The continuous assessment involves the production of a test on a specified topic according to specified conditions: (50 % of the mark)
The final assessment involves the completion of an oral examination focusing on knowledge of basic political science terms, concepts, categories and political ideologies (50 % of the mark)
A minimum of 60% of the total score is required for passing the course.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results; the student in the structured essay has demonstrated a level of mastery and alignment of the topic with the specified criteria (knowledge acquired and cognitive skills mobilized) that corresponds to an A grade. In the oral examination, the student has correctly, actively, critically and creatively mastered the introduction to the study of politics. Reflects critically, actively and theoretically on the content of politics. The structured essay and oral exam are designed to verify the stated learning outcomes.
B (93-86%, very good - above average standard; the student reflects critically on both the knowledge and the frameworks for further development of the discipline in an appropriate manner, (the range of knowledge acquired and cognitive skills mobilised) which, in terms of points, percentage, corresponds to a grade of B.

C (85-76%, good - normal reliable work; the student reflects more or less actively and critically on the knowledge and the current development of political science knowledge in a structured essay and in an oral examination (the extent of acquired knowledge and mobilized cognitive abilities), which corresponds to the grade C in the point, percentage evaluation.
D (75-68%, Satisfactory - Acceptable performance; the student reflects critically on knowledge and current developments in the discipline to a limited, moderate degree (range of knowledge acquired and cognitive abilities mobilized) in a structured essay and in an oral examination, demonstrates political science knowledge at a grade of D.
E (67-60%, sufficient - results meet minimum criteria, (range of knowledge acquired and cognitive skills mobilized) student demonstrated limited critical reflection on knowledge and current developments in the discipline in a structured essay and on an oral examination.
Fx (59-0%, insufficient - further work, extra study required).
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning outcomes:
The study of political science, politics, and political thought prepares students for active civic life. The course offers stimuli and practices that allow to enter the actorial, theoretical and critical context of reflection on political reality. The student will understand politics as a means of effecting change in society. As part of citizenship education, the student is encouraged to behave independently and responsibly within a national, European and global framework.

Class syllabus:
Brief outline of the course:
Students will gain an overview of the basic terms, concepts and categories of political science. They will become familiar with the general characteristics of the field so as to gain proficiency and orientation in the schools of thought in contemporary political science, including disputes over the concept of politics. They will gain an overview of contemporary ideological trends and the relationship between politics and morality. They will understand the categories of the political system, political parties and movements, human rights, and education for patriotism. The course includes an explanation of Slovakia's place in the EU, Slovakia's foreign policy, and showing Slovakia's path to parliamentary democracy.

Recommended literature:
HEYWOOD, A.: Politologie. Praha. EUROLEX BOHEMIA. 2004 (kapitoly 1,2,3,5,6,12,14) ISBN 9-78086432953
LYSÝ, J. 2004. Úvod do politickej vedy. Bratislava: OZSP. 93 s. ISBN 80-968927-8-9
ako povolanie. Prel. L. Kiczko. Bratislava: Spektrum. 75 s. ISBN 80-218-0055-0
WEBER, M. 1992. Politika apo povolanie. Prel. L. Kiczko. Bratislava: Spektrum. 75 s. ISBN 80-218-0055-0
Ústava SR NR SR, TASR PRESSFOTO. 72 s. ISBN 80-226-0131-4
LYSÝ, J. 2008. Občianska spoločnosť. Bratislava: Právnická fakulta Univerzity Komenského, s. 24-63. ISBN 978-80-7160-249-1
SRB, V. 2008.Stručný průvodce politickou vědou aneb klíč kpolitické teorii, Kolín: Vysoká škola politických a společenských věd. 83 s. ISBN 80-86879-05-4

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 81

A	ABS	B	C	D	E	FX
46,91	0,0	13,58	13,58	2,47	2,47	20,99

Lecturers: prof. PhDr. Jozef Lysý, CSc.

Last change: 10.09.2024

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex003/22	Political science II.

Educational activities:
Type of activities: lecture
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Lecture, 5 hours per semester, combined method
Student workload:
5 hours of teaching, 50 hours of preparation for the final oral exam, 30 hours for the mid-term test, 17 hours of guided self-study, 18 hours work with a political science text, document. 120 hours in total
Teaching methods:
In the lectures: problem-based interpretation.
In seminars: Dialogical methods (interview, discussion, polemic, debate, discussion)

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBex002/22 - Political science I.

Recommended prerequisites:
B-VOBex002 Political science I.

Course requirements:
Weighting of interim/final evaluation: 50/50
The interim assessment involves the production of a test (periods, works and personalities) according to specified conditions: (50% of the mark).
The final assessment involves the completion of an oral examination focusing on knowledge of political thought in the ancient, medieval and modern periods, the characteristics of each period, key authors, works, documents and ideologies (50 % of the mark).
A minimum of 60% of the total mark is required to pass the course.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results; the student has demonstrated in the structured essay a level of mastery and alignment of the topic with the specified criteria (knowledge acquired and cognitive skills mobilized) that corresponds to an A grade. In the oral examination, he/she has correctly, critically and creatively mastered the different periods of the history of political thought with their characterisation of history, authors and also in context. Reflects critically and theoretically on the period, personalities and their works. The structured essay and oral examination are designed to verify stated learning outcomes that promote reflexivity of past and contemporary political history as conditions for education for democratic citizenship.
B (93-86%, very good - above average standard; the student reflects adequately and critically on particular periods in the history of political thought and their relationship to key authors and

their works (within the range of knowledge acquired and cognitive abilities mobilized), which corresponds to a grade of B in terms of points, percentages, and grades.
C (85-76%, good - normal reliable work; in a structured essay and in an oral examination, the student reflects more or less critically on the knowledge of the different periods of the history of political thought with their authors and works (within the scope of acquired knowledge and mobilised cognitive abilities), which corresponds to a grade C in the points, percentage assessment.
D (75-68%, satisfactory - acceptable results; the student reflects, to a limited extent, in a moderately critical way, knowledge from individual periods of the history of political thought with their authors and works (within the scope of acquired knowledge and mobilized cognitive abilities). Demonstrates D-level political science knowledge in a structured essay and in an oral examination.
E (67-60%, sufficient - results meet the minimum criteria, (range of knowledge acquired and cognitive skills mobilised) the student has demonstrated in the structured essay and oral examination only a limited degree of critical reflection on the different periods of the history of political thought, their authors and works, and partial reflection on their contexts.
Fx (59-0%, insufficient - further work, extra study required).
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student is introduced to the development of political thought from ancient times to the modern day. The student knows and can interpret key canonical works of political history, their key political figures in context. Learns the major and crucial periods of political history and the concepts they have presented as central to the history of political thought and relevant to education for democratic citizenship" reason, rationality, science, technology, and social relations. Ultimately, political thought addresses the complex problem of the global crisis of modern times. The course encourages reflection on contemporary political issues as a prerequisite for education for democratic citizenship.

Class syllabus:
The origins of European political thought. The beginnings of political thought in ancient China. Political thought in ancient India. Islamic political thought. Medieval political thought. Renaissance and Reformation. Humanism and utopianism. From absolutism to enlightenment. Political ideologies to the end of the 29th century. German idealism, political romanticism and the historical legal school. Political, national and emancipatory movements in Slovakia. Liberal democracy and political life between bipolarity and multipolarity.

Recommended literature:
LYSÝ J. 2006. Dejiny politického myslenia I., Bratislava: UK ISBN 80-223-2168-8
LYSÝ J. 2006. Dejiny politického myslenia II., Bratislava: UK. ISBN 80-223-2242-3
ČERNÍK, V., VICENÍK, J., VIŠŇOVSKÝ, E. 1997. Historické typy racionality. Bratislava: IRIS.324 s. ISBN 80-88778-45-X
PEKNÍK a kol.: Republika Česko-Slovensko. Od monarchie k vlastnému štátu. Ilúzie verzus realita. I. časť, Bratislava 2021. ISBN978-80-224-1904-8 (súbor)
PEKNÍK a kol.: Republika Česko-Slovensko. Od monarchie k vlastnému štátu. Ilúzie verzus realita. II. časť, Bratislava 2021. ISBN978-80-224-1891-1 (II. časť)
Recommended readings:
ARENDTOVÁ, H. 2002. Mezi minulostí a budoucností, Brno: CDK, 263 s. ISBN 80-85959-92-5
HEYWOOD, A. 2005. Politické ideologie, Praha: Eurolex Bohemia. 339 s. ISBN80-86861-71-6
NOVOSÁD, F., SMREKOVÁ, D. 2013. Dejiny sociálneho a politického myslela. Bratislava:Kalligram. 797 s. ISBN 978-80-8101-679-0

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 63

A	ABS	B	C	D	E	FX
44,44	0,0	19,05	9,52	9,52	1,59	15,87

Lecturers: prof. PhDr. Jozef Lysý, CSc.

Last change: 10.09.2024

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex003/22	Political science II.

Educational activities:
Type of activities: lecture
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Lecture, 5 hours per semester, combined method
Student workload:
5 hours of teaching, 50 hours of preparation for the final oral exam, 30 hours for the mid-term test, 17 hours of guided self-study, 18 hours work with a political science text, document. 120 hours in total
Teaching methods:
In the lectures: problem-based interpretation.
In seminars: Dialogical methods (interview, discussion, polemic, debate, discussion)

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBex002/22 - Political science I.

Recommended prerequisites:
B-VOBex002 Political science I.

Course requirements:
Weighting of interim/final evaluation: 50/50
The interim assessment involves the production of a test (periods, works and personalities) according to specified conditions: (50% of the mark).
The final assessment involves the completion of an oral examination focusing on knowledge of political thought in the ancient, medieval and modern periods, the characteristics of each period, key authors, works, documents and ideologies (50 % of the mark).
A minimum of 60% of the total mark is required to pass the course.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results; the student has demonstrated in the structured essay a level of mastery and alignment of the topic with the specified criteria (knowledge acquired and cognitive skills mobilized) that corresponds to an A grade. In the oral examination, he/she has correctly, critically and creatively mastered the different periods of the history of political thought with their characterisation of history, authors and also in context. Reflects critically and theoretically on the period, personalities and their works. The structured essay and oral examination are designed to verify stated learning outcomes that promote reflexivity of past and contemporary political history as conditions for education for democratic citizenship.
B (93-86%, very good - above average standard; the student reflects adequately and critically on particular periods in the history of political thought and their relationship to key authors and

their works (within the range of knowledge acquired and cognitive abilities mobilized), which corresponds to a grade of B in terms of points, percentages, and grades.
C (85-76%, good - normal reliable work; in a structured essay and in an oral examination, the student reflects more or less critically on the knowledge of the different periods of the history of political thought with their authors and works (within the scope of acquired knowledge and mobilised cognitive abilities), which corresponds to a grade C in the points, percentage assessment.
D (75-68%, satisfactory - acceptable results; the student reflects, to a limited extent, in a moderately critical way, knowledge from individual periods of the history of political thought with their authors and works (within the scope of acquired knowledge and mobilized cognitive abilities). Demonstrates D-level political science knowledge in a structured essay and in an oral examination.
E (67-60%, sufficient - results meet the minimum criteria, (range of knowledge acquired and cognitive skills mobilised) the student has demonstrated in the structured essay and oral examination only a limited degree of critical reflection on the different periods of the history of political thought, their authors and works, and partial reflection on their contexts.
Fx (59-0%, insufficient - further work, extra study required).
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student is introduced to the development of political thought from ancient times to the modern day. The student knows and can interpret key canonical works of political history, their key political figures in context. Learns the major and crucial periods of political history and the concepts they have presented as central to the history of political thought and relevant to education for democratic citizenship" reason, rationality, science, technology, and social relations. Ultimately, political thought addresses the complex problem of the global crisis of modern times. The course encourages reflection on contemporary political issues as a prerequisite for education for democratic citizenship.

Class syllabus:
The origins of European political thought. The beginnings of political thought in ancient China. Political thought in ancient India. Islamic political thought. Medieval political thought. Renaissance and Reformation. Humanism and utopianism. From absolutism to enlightenment. Political ideologies to the end of the 29th century. German idealism, political romanticism and the historical legal school. Political, national and emancipatory movements in Slovakia. Liberal democracy and political life between bipolarity and multipolarity.

Recommended literature:
LYSÝ J. 2006. Dejiny politického myslenia I., Bratislava: UK ISBN 80-223-2168-8
LYSÝ J. 2006. Dejiny politického myslenia II., Bratislava: UK. ISBN 80-223-2242-3
ČERNÍK, V., VICENÍK, J., VIŠŇOVSKÝ, E. 1997. Historické typy racionality. Bratislava: IRIS.324 s. ISBN 80-88778-45-X
PEKNÍK a kol.: Republika Česko-Slovensko. Od monarchie k vlastnému štátu. Ilúzie verzus realita. I. časť, Bratislava 2021. ISBN978-80-224-1904-8 (súbor)
PEKNÍK a kol.: Republika Česko-Slovensko. Od monarchie k vlastnému štátu. Ilúzie verzus realita. II. časť, Bratislava 2021. ISBN978-80-224-1891-1 (II. časť)
Recommended readings:
ARENDTOVÁ, H. 2002. Mezi minulostí a budoucností, Brno: CDK, 263 s. ISBN 80-85959-92-5
HEYWOOD, A. 2005. Politické ideologie, Praha: Eurolex Bohemia. 339 s. ISBN80-86861-71-6
NOVOSÁD, F., SMREKOVÁ, D. 2013. Dejiny sociálneho a politického myslela. Bratislava:Kalligram. 797 s. ISBN 978-80-8101-679-0

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 63

A	ABS	B	C	D	E	FX
44,44	0,0	19,05	9,52	9,52	1,59	15,87

Lecturers: prof. PhDr. Jozef Lysý, CSc.

Last change: 10.09.2024

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex003/22	Psychology for teachers 1

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 11s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
26 hours lecture + seminar/per semester, combined method
Student workload:
26 hours of combined teaching; 18 hours of guided self-study, continuous preparation for class (15 hours); assignment of a seminar paper and its written elaboration (18 hours); elaboration of a reflective essay (3 hours); preparation for a midterm test (20 hours); preparation for a final exam (20 hours); total 120 hours.
Teaching methods:
dialogical and discussion methods, work with tests and questionnaires, work with authentic text, work with information sources, psychological games, brainstorming, heuristic method, guided self-study

Number of credits: 4

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Course requirements:
The course is completed by examination, the weight of the interim and final assessment is 50/50
50% interim assessment: includes a seminar paper (10 points), an interim test (40 points). 50% final assessment: includes a reflective essay (5 points) and a final test (45 points). The student must score at least 50% on each test.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For a grade of A, the student must be consistently outstanding, capable of independent study, and able to critically compare professional texts in psychology. The student is able to navigate a variety of literary sources, is proficient in the fundamentals of general and developmental psychology, understands the thinking, decision-making and emotional responses of children and adults, and can reflect critically on psychological knowledge.

A grade of B indicates that the student has performed above average throughout the semester, has been able to study independently, has mastered basic information related to general and developmental psychology, understands how children and adults think, make decisions, and react emotionally, and reflects on psychological knowledge.
A grade of C means that the student has performed standardly well during the semester, his/her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge or critically evaluate and compare individual psychological findings is lacking.
A grade of D means that the student has been less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, cannot critically analyze information
A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails in critical thinking and application of theoretical knowledge to practice as well as theoretical knowledge.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning outcomes and transferable competences:
Learning objectives and outcomes:
The aim of Psychology for teachers 1 is to make available basic information about the general laws of human experience and behaviour so that they can form a platform for understanding the workings of the human psyche and to synthesize psychological knowledge, facts, theories, research approaches into a coherent view of the individual's psyche for the purposes of creative professional application in pedagogical practice. The student after completing the course
- knows the basic concepts of general, cognitive and developmental psychology, basic models and theories of developmental psychology, knows how to differentiate and classify them into individual categories,
- can apply knowledge of general, cognitive and developmental psychology in an educational context,
- knows the laws of psychic development, especially with regard to the needs of lower and upper secondary education,
- knows the laws of development of cognitive processes and their application in the educational process
- can read and understand professional text and psychological research, understand tables and graphs
- finds logical connections in opinions and thoughts

Class syllabus:

Part of general and cognitive psychology:
1. Introduction to psychology: a brief history of psychology, psychology as a science, the subject of psychological inquiry, the formation of psychological knowledge and psychological methodology. Psychological processes and states.
2. Sensory processes. Perception - characteristics of the process, laws of perception and types of perception.
3. Imagination and attention. Fantasy and memory imagery. Types of ideas and their comparison. Illusions and hallucinations. Types and properties of attention.
4. Memory and learning. Theories of memory. Types of memory. Memory processes and information (remembering, retention, reproduction, retrieval). Forgetting, extremes and pathology in memory performance. Characteristics and some theories of learning, types, conditions and principles of learning

5. Thinking, intelligence and speech. Thought operations and forms of thought. Types of thinking. Thinking as problem solving. Thinking and intelligence. Relationship between thinking and language.
6. Dynamics of the psyche: motivation and emotions. Emotional states and feelings. Physiological bases of emotionality. Classification and characteristics of feelings and emotions. Stress, frustration and the experience of conflict. Characteristics and functions of motivation, principles of motivation, energetic basis of the organism, instincts, drives, needs, values, attitudes, aspirations, frustration, volition.
Part of developmental psychology:
7. The subject of investigation and methods of developmental psychology. Subject, aims of developmental psychology; interdisciplinary relations. Assessment of psychological development - basic methods of diagnosing developmental level, developmental screening and scales, psychological tests.
8. Mental development in general - developmental changes and laws, factors of development. Developmental changes and their classification, basic developmental processes. Factors of development - conditions of psychic development, distance learning and internal factors of psychic development and their interrelations; maturation and learning, development and education. Developmental laws9. Theoretical models and concepts of psychological development. Periodization of development. Problems of unified classification of psychological development, classification systems. Critical or sensitive developmental stages, developmental crisis. Basic psychological characteristics of developmental phases.
10. The most important theoretical models of psychological development and their critical evaluation - psychoanalytic, humanistic, biodimensional model, Piaget's school, Vygotsky and the Russian school ai... Theoretical concepts of determination of psychological development - nativism and endogenistic theories, empiricism and exogenistic theories, interaction theoretical models.
11. Developmental roles of the different periods - prenatal development, newborn, infant, toddler, pre-school age, younger school age, adolescence, adulthood and old age.

Recommended literature:

KUBÁNI, V., (2010). Všeobecná psychológia. Prešov: Prešovská univerzita. ISBN: 978-80-555-0172-7,
JURSOVÁ ZACHAROVÁ, Z. (2021). Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania. Bratislava: Univerzita Komenského v Bratislave. ISBN 978-80-223-5169-0.
Recommended reading:
LEMEŠOVÁ, M., SOKOLOVÁ, L., MINAROVIČOVÁ, K. (2015). Psychológia (inter)aktívne. Univerzita Komenského
NAKONEČNÝ M. (2016). Obecná psychologie. Triton.
SOKOLOVÁ, L., BROZMANOVÁ, E. (2015). Psychológia trochu inak. Univerzita Komenského
ŠRAMOVÁ, B. (2008). Osobnosť v procese ontogenézy. Melius
Videos
SME. Manuál na mozog https://www.youtube.com/watch?v=3PsH-ePp6AQ&list=PLX-qV3Lrf327HzNUMLlCCc-fZigzhap0G

Languages necessary to complete the course:
slovak, czech and english

Notes:
students of the psychology teaching (combined) programme do not enrol in the course

Past grade distribution
Total number of evaluated students: 147

A	ABS	B	C	D	E	FX
15,65	0,0	19,73	17,01	16,33	17,69	13,61

Lecturers: doc. Mgr. Zlatica Zacharová, PhD., Mgr. Zuzana Štefanec, PhD.

Last change: 07.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex003/22	Psychology for teachers 1

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 11s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
26 hours lecture + seminar/per semester, combined method
Student workload:
26 hours of combined teaching; 18 hours of guided self-study, continuous preparation for class (15 hours); assignment of a seminar paper and its written elaboration (18 hours); elaboration of a reflective essay (3 hours); preparation for a midterm test (20 hours); preparation for a final exam (20 hours); total 120 hours.
Teaching methods:
dialogical and discussion methods, work with tests and questionnaires, work with authentic text, work with information sources, psychological games, brainstorming, heuristic method, guided self-study

Number of credits: 4

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
The course is completed by examination, the weight of the interim and final assessment is 50/50
50% interim assessment: includes a seminar paper (10 points), an interim test (40 points). 50% final assessment: includes a reflective essay (5 points) and a final test (45 points). The student must score at least 50% on each test.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For a grade of A, the student must be consistently outstanding, capable of independent study, and able to critically compare professional texts in psychology. The student is able to navigate a variety of literary sources, is proficient in the fundamentals of general and developmental psychology, understands the thinking, decision-making and emotional responses of children and adults, and can reflect critically on psychological knowledge.

A grade of B indicates that the student has performed above average throughout the semester, has been able to study independently, has mastered basic information related to general and developmental psychology, understands how children and adults think, make decisions, and react emotionally, and reflects on psychological knowledge.
A grade of C means that the student has performed standardly well during the semester, his/her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge or critically evaluate and compare individual psychological findings is lacking.
A grade of D means that the student has been less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, cannot critically analyze information
A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails in critical thinking and application of theoretical knowledge to practice as well as theoretical knowledge.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning outcomes and transferable competences:
Learning objectives and outcomes:
The aim of Psychology for teachers 1 is to make available basic information about the general laws of human experience and behaviour so that they can form a platform for understanding the workings of the human psyche and to synthesize psychological knowledge, facts, theories, research approaches into a coherent view of the individual's psyche for the purposes of creative professional application in pedagogical practice. The student after completing the course
- knows the basic concepts of general, cognitive and developmental psychology, basic models and theories of developmental psychology, knows how to differentiate and classify them into individual categories,
- can apply knowledge of general, cognitive and developmental psychology in an educational context,
- knows the laws of psychic development, especially with regard to the needs of lower and upper secondary education,
- knows the laws of development of cognitive processes and their application in the educational process
- can read and understand professional text and psychological research, understand tables and graphs
- finds logical connections in opinions and thoughts

Class syllabus:

Part of general and cognitive psychology:
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3. Imagination and attention. Fantasy and memory imagery. Types of ideas and their comparison. Illusions and hallucinations. Types and properties of attention.
4. Memory and learning. Theories of memory. Types of memory. Memory processes and information (remembering, retention, reproduction, retrieval). Forgetting, extremes and pathology in memory performance. Characteristics and some theories of learning, types, conditions and principles of learning

5. Thinking, intelligence and speech. Thought operations and forms of thought. Types of thinking. Thinking as problem solving. Thinking and intelligence. Relationship between thinking and language.
6. Dynamics of the psyche: motivation and emotions. Emotional states and feelings. Physiological bases of emotionality. Classification and characteristics of feelings and emotions. Stress, frustration and the experience of conflict. Characteristics and functions of motivation, principles of motivation, energetic basis of the organism, instincts, drives, needs, values, attitudes, aspirations, frustration, volition.
Part of developmental psychology:
7. The subject of investigation and methods of developmental psychology. Subject, aims of developmental psychology; interdisciplinary relations. Assessment of psychological development - basic methods of diagnosing developmental level, developmental screening and scales, psychological tests.
8. Mental development in general - developmental changes and laws, factors of development. Developmental changes and their classification, basic developmental processes. Factors of development - conditions of psychic development, distance learning and internal factors of psychic development and their interrelations; maturation and learning, development and education. Developmental laws9. Theoretical models and concepts of psychological development. Periodization of development. Problems of unified classification of psychological development, classification systems. Critical or sensitive developmental stages, developmental crisis. Basic psychological characteristics of developmental phases.
10. The most important theoretical models of psychological development and their critical evaluation - psychoanalytic, humanistic, biodimensional model, Piaget's school, Vygotsky and the Russian school ai... Theoretical concepts of determination of psychological development - nativism and endogenistic theories, empiricism and exogenistic theories, interaction theoretical models.
11. Developmental roles of the different periods - prenatal development, newborn, infant, toddler, pre-school age, younger school age, adolescence, adulthood and old age.

Recommended literature:

KUBÁNI, V., (2010). Všeobecná psychológia. Prešov: Prešovská univerzita. ISBN: 978-80-555-0172-7,
JURSOVÁ ZACHAROVÁ, Z. (2021). Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania. Bratislava: Univerzita Komenského v Bratislave. ISBN 978-80-223-5169-0.
Recommended reading:
LEMEŠOVÁ, M., SOKOLOVÁ, L., MINAROVIČOVÁ, K. (2015). Psychológia (inter)aktívne. Univerzita Komenského
NAKONEČNÝ M. (2016). Obecná psychologie. Triton.
SOKOLOVÁ, L., BROZMANOVÁ, E. (2015). Psychológia trochu inak. Univerzita Komenského
ŠRAMOVÁ, B. (2008). Osobnosť v procese ontogenézy. Melius
Videos
SME. Manuál na mozog https://www.youtube.com/watch?v=3PsH-ePp6AQ&list=PLX-qV3Lrf327HzNUMLlCCc-fZigzhap0G

Languages necessary to complete the course:
slovak, czech and english

Notes:
students of the psychology teaching (combined) programme do not enrol in the course

Past grade distribution
Total number of evaluated students: 147

A	ABS	B	C	D	E	FX
15,65	0,0	19,73	17,01	16,33	17,69	13,61

Lecturers: Mgr. Zuzana Štefanec, PhD.

Last change: 07.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex007/22	Psychology for teachers 2

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 11s
Form of the course: combined

Number of credits: 4

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZex003/22 - Psychology for teachers 1

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 69

A	ABS	B	C	D	E	FX
31,88	0,0	27,54	23,19	8,7	4,35	4,35

Lecturers: PhDr. Romana Schunová, PhD.

Last change: 05.07.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex007/22	Psychology for teachers 2

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 11s
Form of the course: combined

Number of credits: 4

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZex003/22 - Psychology for teachers 1

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 69

A	ABS	B	C	D	E	FX
31,88	0,0	27,54	23,19	8,7	4,35	4,35

Lecturers: Mgr. Dušan Fábik, PhD., doc. Mgr. Zlatica Zacharová, PhD.

Last change: 05.07.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex026/22	Religion systems

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: prof. PaedDr. ThDr. Monika Zaviš, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex026/22	Religion systems

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: prof. PaedDr. ThDr. Monika Zaviš, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex034/22	Rhetoric and communication

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZex005/22 - Communication in education

Course requirements:
Prerequisites: B-VUZex005 / Pedagogical Communication
Prerequisites for successful completion of the course: the course is completed with an evaluation, 100% of the continuous evaluation.
Assessment: consists of 2 intermediate assessments (60+40, total 100 points).
Interim assessment 1: consists of the development of a semester cooperative work and its oral presentation or practical application in class. This is a prepared micro-team output: the creation of a student conference.
Semester work: consists of a creative assignment for 60p (30+30). It includes the preparation of a group simulation of a student conference (30b) together with a professional paper on a selected topic (30b) for approximately 45 minutes.
Intermediate assessment 2: consists of the creation of documents for the student conference (40b): poster, invitation, programme, etc. in an electronic environment (web development).
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above

average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Learning outcomes:

Learning objectives and outcomes:
By completing the Rhetoric and Communication course, the student should:
- be able to select information, identify relevant sources on the selected topic,
- be able to justify the choice of specialist sources for the semester thesis,
- understand the importance of selection and analysis of information and information sources,
- be able to work in a team, organise activities to accomplish sub-tasks,
- be able to present intermediate tasks to the group,
- be able to justify and discuss in a group various social topics related to education and training,
- acquire presentation and communication skills and be able to apply them through creative activities in the classroom,
- know methods for developing critical thinking and good reasoning,
- should be able to identify manipulative behaviour.

Transferable competences: the student strengthens soft skills such as communication skills, analytical thinking in evaluating information and working with text, critical thinking and thinking in context in the development of arguments and their application in discussion, interpersonal skills within the group - activation and taking initiative and responsibility, also creative work with e-portfolio (ability to create an interesting website) through creative tasks in the course.

Class syllabus:

Brief outline of the course:
The aim of the course is the practical application of knowledge about effective communication through practicing rhetorical outcomes and teamwork, i.e. through cooperative methods and interactive activities. Using various activating methods and problem-based tasks, students will actively participate in the learning process and create their own course content, in which they will use their own potential and develop the intra and interpersonal aspects of their own personality. An important part of this is a semester-long group project through which students will learn how to organize major events, while developing proper communication and rhetorical skills.
Topics:
Rhetoric - types of speech, practicing presentation skills through micro performances. Content/ form/communication skills (verbal and non-verbal) of oral presentation and analysis of speakers. Presentation - structure and organization of speech/speech/lecture. Evaluating information and

finding relevant sources. Simulating a debate. Organisation of time and group cooperation. Visualisation and arousing listener interest. Argumentation - types of arguments and logical fallacies. Manipulation and manipulation techniques, assertiveness. Types of conversation, discussion - how to conduct a conversation, structuring a conversation. Division of discussion methods. Feedback - self-assessment and self-reflection. Creating a website and e-portfolio with student outputs. Implementation of student conference - simulation/workshop.

Recommended literature:

Compulsory reading:
ALLHOFF, D.-W. (2008). Rétorika a komunikace. Praha: Grada publishing, 200 s.. ISBN 978-80-247-2283-2
KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing, 256 s. ISBN 978-80247-2652-6
Recommended reading:
JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení, 45-56s. ISBN 978-80-87952-29-0
JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava : Univerzita Komenského v Bratislave, 37-45s. ISBN 978-80-223-4847-8
KURUC, M. (2018). Rozvoj sebaregulácie a motivácie ako faktor úspechu slovenských žiakov v kontexte teórie sebaurčenia. Bratislava: Univerzita Komenského v Bratislave, 143-160s. ISBN 978-80-223-4661-0
ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4
Compulsory reading:
ALLHOFF, D.-W. (2008). Rétorika a komunikace. Praha: Grada publishing, 200 s.. ISBN 978-80-247-2283-2
KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing, 256 s. ISBN 978-80247-2652-6
Recommended reading:
JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení, 45-56s. ISBN 978-80-87952-29-0
JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava : Univerzita Komenského v Bratislave, 37-45s. ISBN 978-80-223-4847-8
KURUC, M. (2018). Rozvoj sebaregulácie a motivácie ako faktor úspechu slovenských žiakov v kontexte teórie sebaurčenia. Bratislava: Univerzita Komenského v Bratislave, 143-160s. ISBN 978-80-223-4661-0
ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

Languages necessary to complete the course:

slovak and czech

Notes:

Notes: smaller groups, up to a maximum of 25 students, are required for the course for effective classroom interaction

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Barbora Jaslovská, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex034/22	Rhetoric and communication

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZex005/22 - Communication in education

Course requirements:
Prerequisites: B-VUZex005 / Pedagogical Communication
Prerequisites for successful completion of the course: the course is completed with an evaluation, 100% of the continuous evaluation.
Assessment: consists of 2 intermediate assessments (60+40, total 100 points).
Interim assessment 1: consists of the development of a semester cooperative work and its oral presentation or practical application in class. This is a prepared micro-team output: the creation of a student conference.
Semester work: consists of a creative assignment for 60p (30+30). It includes the preparation of a group simulation of a student conference (30b) together with a professional paper on a selected topic (30b) for approximately 45 minutes.
Intermediate assessment 2: consists of the creation of documents for the student conference (40b): poster, invitation, programme, etc. in an electronic environment (web development).
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above

average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

Learning outcomes:

Learning objectives and outcomes:
By completing the Rhetoric and Communication course, the student should:
- be able to select information, identify relevant sources on the selected topic,
- be able to justify the choice of specialist sources for the semester thesis,
- understand the importance of selection and analysis of information and information sources,
- be able to work in a team, organise activities to accomplish sub-tasks,
- be able to present intermediate tasks to the group,
- be able to justify and discuss in a group various social topics related to education and training,
- acquire presentation and communication skills and be able to apply them through creative activities in the classroom,
- know methods for developing critical thinking and good reasoning,
- should be able to identify manipulative behaviour.

Transferable competences: the student strengthens soft skills such as communication skills, analytical thinking in evaluating information and working with text, critical thinking and thinking in context in the development of arguments and their application in discussion, interpersonal skills within the group - activation and taking initiative and responsibility, also creative work with e-portfolio (ability to create an interesting website) through creative tasks in the course.

Class syllabus:

Brief outline of the course:
The aim of the course is the practical application of knowledge about effective communication through practicing rhetorical outcomes and teamwork, i.e. through cooperative methods and interactive activities. Using various activating methods and problem-based tasks, students will actively participate in the learning process and create their own course content, in which they will use their own potential and develop the intra and interpersonal aspects of their own personality. An important part of this is a semester-long group project through which students will learn how to organize major events, while developing proper communication and rhetorical skills.
Topics:
Rhetoric - types of speech, practicing presentation skills through micro performances. Content/ form/communication skills (verbal and non-verbal) of oral presentation and analysis of speakers. Presentation - structure and organization of speech/speech/lecture. Evaluating information and

finding relevant sources. Simulating a debate. Organisation of time and group cooperation. Visualisation and arousing listener interest. Argumentation - types of arguments and logical fallacies. Manipulation and manipulation techniques, assertiveness. Types of conversation, discussion - how to conduct a conversation, structuring a conversation. Division of discussion methods. Feedback - self-assessment and self-reflection. Creating a website and e-portfolio with student outputs. Implementation of student conference - simulation/workshop.

Recommended literature:

Compulsory reading:
ALLHOFF, D.-W. (2008). Rétorika a komunikace. Praha: Grada publishing, 200 s.. ISBN 978-80-247-2283-2
KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing, 256 s. ISBN 978-80247-2652-6
Recommended reading:
JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení, 45-56s. ISBN 978-80-87952-29-0
JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava : Univerzita Komenského v Bratislave, 37-45s. ISBN 978-80-223-4847-8
KURUC, M. (2018). Rozvoj sebaregulácie a motivácie ako faktor úspechu slovenských žiakov v kontexte teórie sebaurčenia. Bratislava: Univerzita Komenského v Bratislave, 143-160s. ISBN 978-80-223-4661-0
ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4
Compulsory reading:
ALLHOFF, D.-W. (2008). Rétorika a komunikace. Praha: Grada publishing, 200 s.. ISBN 978-80-247-2283-2
KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing, 256 s. ISBN 978-80247-2652-6
Recommended reading:
JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení, 45-56s. ISBN 978-80-87952-29-0
JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava : Univerzita Komenského v Bratislave, 37-45s. ISBN 978-80-223-4847-8
KURUC, M. (2018). Rozvoj sebaregulácie a motivácie ako faktor úspechu slovenských žiakov v kontexte teórie sebaurčenia. Bratislava: Univerzita Komenského v Bratislave, 143-160s. ISBN 978-80-223-4661-0
ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

Languages necessary to complete the course:

slovak and czech

Notes:

Notes: smaller groups, up to a maximum of 25 students, are required for the course for effective classroom interaction

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Barbora Jaslovská, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex009/22	Rudiments of English Language Didactics

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5(L+S)
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching = 5 hours (combination of direct teacher-student contact and communication via the Internet), continuous home study = 24 hours, designing and preparing a lesson plan = 8 hours, microteaching preparation = 4 hours, analysis of video recordings of selected English teaching methods = 4 hours, home study for the final theoretical test = 30 hours
Teaching methods:
Brief explanation of the material, brainstorming and problem solving tasks and assignments, dialogical methods (debate, discussion), analysis of teaching tasks from English language textbooks, simulation, analysis of video recordings, presentation of students' own views based on introspective analysis of their own (pedagogical) experiences, guided self-study

Number of credits: 3

Recommended semester: 4., 6.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (40 points/percent):
Designing a lesson plan (20 points)
Microteaching (10 points)
Analysis of video recordings of selected English teaching methods (10 points)
The essential condition for taking a final test is obtaining at least 60% of the continuous assessment (24 points).
Final assessment (60 points/percent):
Written exam
Grading:
100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX

A (excellent performance): The student is able to independently create and teach a part of his/her own English-language lesson plan by applying innovative student-centred teaching methods for any selected ISCED and the relevant language level according to CEFR, he/she is familiar with the complex theoretical background of methods and theories of foreign language teaching with regard to the characteristics of the students and the use of a variety of appropriate teaching tasks and organisational forms of work in teaching.
B (very good performance): The student, with minimal assistance from the teacher, is able to create and teach a part of his/her own English-language lesson plan by applying innovative student-centred teaching methods for any selected ISCED and the relevant language level according to CEFR, is familiar with several theoretical backgrounds of methods and theories of foreign language teaching with regard to the characteristics of the students and the use of a variety of appropriate teaching tasks and a variety of organisational forms of work in teaching.
C (good performance): The student can create, with the help of the teacher and with minor errors, and teach a part of his/her English-language lesson plan by applying innovative methods of student-centred teaching for any selected ISCED and the relevant language level according to CEFR, knows the basic theoretical background of methods and theories of foreign language teaching with regard to students and the use of the most commonly used teaching tasks and some organisational forms of work in teaching.
D (satisfactory performance): The student can create, only with the intensive help of the teacher, an English-language lesson plan for any selected ISCED and the relevant language level according to CEFR, part of which can be taught with a larger number of deficiencies, partial knowledge of the theoretical background of methods and theories of foreign language teaching, partial knowledge of the basic characteristics of the students and the basic types of teaching tasks and organizational forms of work in teaching.
E (sufficient performance): The student can partially create, only with support and intensive help from the teacher, an English-language lesson plan for any selected ISCED and the relevant language level according to CEFR, part of which he/she can only teach with support from the teacher and with a larger number of deficiencies, partially knows only some theoretical background of methods and theories of foreign language teaching, partially knows some basic characteristics of the students and some basic types of teaching tasks and basic organisational forms of work in teaching.
Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Designing a lesson plan (20 points) Microteaching (10 points) Analysis of video recordings of selected English teaching methods (10 points) The essential condition for taking a final test is obtaining at least 60% of the continuous assessment (24 points). Final assessment (60 points/percent): Written exam

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students know the social scientific and legislative context of institutional education, they know the theoretical principles of planning and organizing teaching in primary, lower and upper secondary education (ISCED 1 – ISCED3); they know, they can analyse and compare the complex theoretical background of traditional, humanising, activating, innovative and alternative methods of English language teaching and the possibilities of their application in the current educational context in Slovakia; they know the basics of English didactics and the principles of the learner-centred approach; students understand their importance for the effectiveness of English language teaching and learning at the A1 – B2 levels according to the Common European Framework of Reference (CEFR).
Skills:

Students are familiar with pedagogical documentation and school legislation related to English as a#foreign language (EFL) teaching; they are able to analyse and reflect on individual components of foreign language education; they can apply basic pedagogical-psychological theoretical knowledge to educational practice; students have developed elementary didactic skills, can analyse pedagogical situations and propose solutions to common problems in EFL teaching and suggestions for appropriate intervention; students are familiar with relevant didactic publications and materials, can analyse and select them in relation to teaching objectives; students can create an English lesson plan by applying innovative student-centred teaching methods for any selected ISCED and the relevant language level (A1 – B2) according to CEFR by using a variety of appropriate organisational forms of teaching; students can teach a part of their own lesson plan (microteaching); students can actively use digital technologies to support and make foreign language education more effective.
Competences:
Students are familiar with professional linguodidactic texts, are able to independently acquire and correlate knowledge; students have developed the foundations of didactic competences and personal prerequisites leading to the humanization of EFL teaching in primary, lower and upper secondary education; students are able to argue, present and defend their opinions and positions and have developed the prerequisites for active involvement in professional life in the field of foreign language education in the public and private institutional sectors.

Class syllabus:
Course contents:
Main themes of the course: Basic didactic terminology in comparative English – Slovak language; designing and planning of EFL lesson plans (organizational forms of work, material and technical provision of foreign language teaching); institutional and socio-cultural context of EFL teaching in Slovakia; learner variables; intrinsic and extrinsic motivation in the process of EFL acquisition; the process of learning and teaching English; roles of the teacher; characteristics of theories of English language learning with regard to their psycholinguistic aspects; learning tasks in foreign language teaching; traditional, humanising, activating, innovative and alternative methods of English language teaching (Grammar-Translation Method, Direct Method, AudioLingual Method, Natural Approach, Suggestopedia, TPR, CLIL, Communicative Approach, Post-Communicative Period in Foreign Language Teaching).
Through the above course content and the use of the above methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Bachelor degree in the study programme of Teaching English Language and Literature in Combination.

Recommended literature:
Compulsory readings:
BROWN, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd edition. White Plains, NY: Pearson Education.
REPKA, R., PČOLINSKÁ, A. and Šipošová, M. (2015). An Introductory Course in English Language Didactics. Bratislava: Z-F LINGUA.
ŠIPOŠOVÁ, M and REPKA, R. (2023). Rudiments of English Language Didactics. Bratislava: Z-F Lingua.
Recommended readings:
BROWN, H. D. and LEE, H. (2015). Teaching by Principles: An Interactive Approach to Language Pedagogy. 4th edition. White Plains, NY: Pearson Education.
HARMER, J. (2007). The Practice of English Language Teaching. 4th edition. Harlow: Pearson.
UR, P. (2012). A Course in English Language Teaching. Cambridge University Press.

Languages necessary to complete the course:

Languages necessary to complete the course: English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 49

A	ABS	B	C	D	E	FX
0,0	0,0	10,2	12,24	18,37	36,73	22,45

Lecturers: doc. PaedDr. Martina Šipošová, PhD.

Last change: 04.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex009/22	Rudiments of English Language Didactics

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5(L+S)
Teaching mode: combined, distance learning
Number of hours: 5 per semester
Student workload: 75 hours in total
Direct teaching = 5 hours (combination of direct teacher-student contact and communication via the Internet), continuous home study = 24 hours, designing and preparing a lesson plan = 8 hours, microteaching preparation = 4 hours, analysis of video recordings of selected English teaching methods = 4 hours, home study for the final theoretical test = 30 hours
Teaching methods:
Brief explanation of the material, brainstorming and problem solving tasks and assignments, dialogical methods (debate, discussion), analysis of teaching tasks from English language textbooks, simulation, analysis of video recordings, presentation of students' own views based on introspective analysis of their own (pedagogical) experiences, guided self-study

Number of credits: 3

Recommended semester: 5.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (40 points/percent):
Designing a lesson plan (20 points)
Microteaching (10 points)
Analysis of video recordings of selected English teaching methods (10 points)
The essential condition for taking a final test is obtaining at least 60% of the continuous assessment (24 points).
Final assessment (60 points/percent):
Written exam
Grading:
100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX

A (excellent performance): The student is able to independently create and teach a part of his/her own English-language lesson plan by applying innovative student-centred teaching methods for any selected ISCED and the relevant language level according to CEFR, he/she is familiar with the complex theoretical background of methods and theories of foreign language teaching with regard to the characteristics of the students and the use of a variety of appropriate teaching tasks and organisational forms of work in teaching.
B (very good performance): The student, with minimal assistance from the teacher, is able to create and teach a part of his/her own English-language lesson plan by applying innovative student-centred teaching methods for any selected ISCED and the relevant language level according to CEFR, is familiar with several theoretical backgrounds of methods and theories of foreign language teaching with regard to the characteristics of the students and the use of a variety of appropriate teaching tasks and a variety of organisational forms of work in teaching.
C (good performance): The student can create, with the help of the teacher and with minor errors, and teach a part of his/her English-language lesson plan by applying innovative methods of student-centred teaching for any selected ISCED and the relevant language level according to CEFR, knows the basic theoretical background of methods and theories of foreign language teaching with regard to students and the use of the most commonly used teaching tasks and some organisational forms of work in teaching.
D (satisfactory performance): The student can create, only with the intensive help of the teacher, an English-language lesson plan for any selected ISCED and the relevant language level according to CEFR, part of which can be taught with a larger number of deficiencies, partial knowledge of the theoretical background of methods and theories of foreign language teaching, partial knowledge of the basic characteristics of the students and the basic types of teaching tasks and organizational forms of work in teaching.
E (sufficient performance): The student can partially create, only with support and intensive help from the teacher, an English-language lesson plan for any selected ISCED and the relevant language level according to CEFR, part of which he/she can only teach with support from the teacher and with a larger number of deficiencies, partially knows only some theoretical background of methods and theories of foreign language teaching, partially knows some basic characteristics of the students and some basic types of teaching tasks and basic organisational forms of work in teaching.
Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Designing a lesson plan (20 points) Microteaching (10 points) Analysis of video recordings of selected English teaching methods (10 points) The essential condition for taking a final test is obtaining at least 60% of the continuous assessment (24 points). Final assessment (60 points/percent): Written exam

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students know the social scientific and legislative context of institutional education, they know the theoretical principles of planning and organizing teaching in primary, lower and upper secondary education (ISCED 1 – ISCED3); they know, they can analyse and compare the complex theoretical background of traditional, humanising, activating, innovative and alternative methods of English language teaching and the possibilities of their application in the current educational context in Slovakia; they know the basics of English didactics and the principles of the learner-centred approach; students understand their importance for the effectiveness of English language teaching and learning at the A1 – B2 levels according to the Common European Framework of Reference (CEFR).
Skills:

Students are familiar with pedagogical documentation and school legislation related to English as a#foreign language (EFL) teaching; they are able to analyse and reflect on individual components of foreign language education; they can apply basic pedagogical-psychological theoretical knowledge to educational practice; students have developed elementary didactic skills, can analyse pedagogical situations and propose solutions to common problems in EFL teaching and suggestions for appropriate intervention; students are familiar with relevant didactic publications and materials, can analyse and select them in relation to teaching objectives; students can create an English lesson plan by applying innovative student-centred teaching methods for any selected ISCED and the relevant language level (A1 – B2) according to CEFR by using a variety of appropriate organisational forms of teaching; students can teach a part of their own lesson plan (microteaching); students can actively use digital technologies to support and make foreign language education more effective.
Competences:
Students are familiar with professional linguodidactic texts, are able to independently acquire and correlate knowledge; students have developed the foundations of didactic competences and personal prerequisites leading to the humanization of EFL teaching in primary, lower and upper secondary education; students are able to argue, present and defend their opinions and positions and have developed the prerequisites for active involvement in professional life in the field of foreign language education in the public and private institutional sectors.

Class syllabus:
Course contents:
Main themes of the course: Basic didactic terminology in comparative English – Slovak language; designing and planning of EFL lesson plans (organizational forms of work, material and technical provision of foreign language teaching); institutional and socio-cultural context of EFL teaching in Slovakia; learner variables; intrinsic and extrinsic motivation in the process of EFL acquisition; the process of learning and teaching English; roles of the teacher; characteristics of theories of English language learning with regard to their psycholinguistic aspects; learning tasks in foreign language teaching; traditional, humanising, activating, innovative and alternative methods of English language teaching (Grammar-Translation Method, Direct Method, AudioLingual Method, Natural Approach, Suggestopedia, TPR, CLIL, Communicative Approach, Post-Communicative Period in Foreign Language Teaching).
Through the above course content and the use of the above methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Bachelor degree in the study programme of Teaching English Language and Literature in Combination.

Recommended literature:
Compulsory readings:
BROWN, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd edition. White Plains, NY: Pearson Education.
REPKA, R., PČOLINSKÁ, A. and Šipošová, M. (2015). An Introductory Course in English Language Didactics. Bratislava: Z-F LINGUA.
ŠIPOŠOVÁ, M and REPKA, R. (2023). Rudiments of English Language Didactics. Bratislava: Z-F Lingua.
Recommended readings:
BROWN, H. D. and LEE, H. (2015). Teaching by Principles: An Interactive Approach to Language Pedagogy. 4th edition. White Plains, NY: Pearson Education.
HARMER, J. (2007). The Practice of English Language Teaching. 4th edition. Harlow: Pearson.
UR, P. (2012). A Course in English Language Teaching. Cambridge University Press.

Languages necessary to complete the course:

Languages necessary to complete the course: English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 49

A	ABS	B	C	D	E	FX
0,0	0,0	10,2	12,24	18,37	36,73	22,45

Lecturers: doc. PaedDr. Martina Šipošová, PhD.

Last change: 04.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex036/22	School management

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: 100% of continuous assessment
Assessment: consists of an interim and a final assessment (30+40, 70 points in total).
Interim assessment: consists of a 30-item knowledge test to be given in week 6 of the interim course. A written examination/test, consisting of theoretical preparation for the teaching of the individual topics of the teaching units, which will be carried out by the 6th week of continuous teaching and the study of the literature.
The final assessment consists of: the development of a semester project and its presentation.
The semester project consists of: the creation of a project according to a set structure for 40b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its presentation by students (semester project creators).
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 64 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 57 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above

average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester.
A minimum of 51 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 46 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 42 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100%

Learning outcomes:
Learning objectives and outcomes:
By completing the School Management course, the student should:
- to know the content of school management as a scientific discipline: the essence of school management in the Slovak Republic at all levels of school management with an emphasis on internal school management and in the context of managerial functions
- be familiar with the basic legal documents and be able to correctly interpret the meanings given in these legal documents that regulate the activities of primary and secondary schools, with an emphasis on the needs of the work of the teaching staff,
- be able to apply the acquired knowledge and knowledge from other disciplines in the focus area: school image, culture and climate, in the area of cooperation with the school management and legal representatives of children/pupils in solving standard, specific and problematic tasks and situations and in the framework of school development,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.
Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course

Class syllabus:
Brief outline of the course:
Basic terminology, options for studying school management, sources of study. Schools and concepts of management. Specifics of school management. The system of school management in the Slovak Republic and the system of internal school management in the context of managerial functions. Legal regulations governing the activities of primary and secondary schools (laws, decrees, working regulations, pedagogical-organisational guidelines). Personality of the head of teaching staff - legal and personality requirements. School image, school culture. School climate.

Recommended literature:
Compulsory reading:
PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu

vedúcich pedagogických zamestnancov. Bratislava : Univerzita Komenského, 2014. 227 s. ISBN 978-80-223-3621-5
https://www.fedu.uniba.sk/uploads/media/Skolsky_manazment.pdf
Pisoňová, M. a kol. 2017. Školský manažment terminologický a výkladový slovník. Bratislava : Wolters Kluwer, 2017, 1. vyd., 167 s., ISBN 978-80-8168-660-3
https://moodle.uniba.sk/mod/quiz/view.php?id=57866
Učebný zdroj: ŠKOLSKÝ MANAŽMENT (moodle):
https://moodle.uniba.sk/course/view.php?id=162
Constitution of the Slovak Republic.
Current legislative norms related to the establishment and activities of primary schools, secondary schools in the Slovak Republic.
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov.
Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.
Zákon č. 597/2003 Z. z. o financovaní základných škôl, stredných škôl a školských zariadení.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

Languages necessary to complete the course:
slovak and czech

Notes:
Notes: students of the Teacher Education (combined) programme do not enrol in the course

Past grade distribution
Total number of evaluated students: 57

A	ABS	B	C	D	E	FX
19,3	0,0	35,09	29,82	15,79	0,0	0,0

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

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex036/22	School management

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: 100% of continuous assessment
Assessment: consists of an interim and a final assessment (30+40, 70 points in total).
Interim assessment: consists of a 30-item knowledge test to be given in week 6 of the interim course. A written examination/test, consisting of theoretical preparation for the teaching of the individual topics of the teaching units, which will be carried out by the 6th week of continuous teaching and the study of the literature.
The final assessment consists of: the development of a semester project and its presentation.
The semester project consists of: the creation of a project according to a set structure for 40b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its presentation by students (semester project creators).
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 64 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 57 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above

average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester.
A minimum of 51 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 46 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 42 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100%

Learning outcomes:
Learning objectives and outcomes:
By completing the School Management course, the student should:
- to know the content of school management as a scientific discipline: the essence of school management in the Slovak Republic at all levels of school management with an emphasis on internal school management and in the context of managerial functions
- be familiar with the basic legal documents and be able to correctly interpret the meanings given in these legal documents that regulate the activities of primary and secondary schools, with an emphasis on the needs of the work of the teaching staff,
- be able to apply the acquired knowledge and knowledge from other disciplines in the focus area: school image, culture and climate, in the area of cooperation with the school management and legal representatives of children/pupils in solving standard, specific and problematic tasks and situations and in the framework of school development,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.
Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course

Class syllabus:
Brief outline of the course:
Basic terminology, options for studying school management, sources of study. Schools and concepts of management. Specifics of school management. The system of school management in the Slovak Republic and the system of internal school management in the context of managerial functions. Legal regulations governing the activities of primary and secondary schools (laws, decrees, working regulations, pedagogical-organisational guidelines). Personality of the head of teaching staff - legal and personality requirements. School image, school culture. School climate.

Recommended literature:
Compulsory reading:
PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu

vedúcich pedagogických zamestnancov. Bratislava : Univerzita Komenského, 2014. 227 s. ISBN 978-80-223-3621-5
https://www.fedu.uniba.sk/uploads/media/Skolsky_manazment.pdf
Pisoňová, M. a kol. 2017. Školský manažment terminologický a výkladový slovník. Bratislava : Wolters Kluwer, 2017, 1. vyd., 167 s., ISBN 978-80-8168-660-3
https://moodle.uniba.sk/mod/quiz/view.php?id=57866
Učebný zdroj: ŠKOLSKÝ MANAŽMENT (moodle):
https://moodle.uniba.sk/course/view.php?id=162
Constitution of the Slovak Republic.
Current legislative norms related to the establishment and activities of primary schools, secondary schools in the Slovak Republic.
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov.
Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.
Zákon č. 597/2003 Z. z. o financovaní základných škôl, stredných škôl a školských zariadení.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

Languages necessary to complete the course:
slovak and czech

Notes:
Notes: students of the Teacher Education (combined) programme do not enrol in the course

Past grade distribution
Total number of evaluated students: 57

A	ABS	B	C	D	E	FX
19,3	0,0	35,09	29,82	15,79	0,0	0,0

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

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KAJL/B-ANGex023/22	**Course title:** Selected Chapters from English Language Didactics
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** **per level/semester:** 5s **Form of the course:** combined	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: combined, distance learning Number of hours: 5 per semester Student workload: 75 hours in total Direct teaching = 5 hours, continuous home study = 20 hours, preparing a power-point presentation of a selected topic = 28 hours, seminar paper (critical analysis and reflection of a#selected topic) = 22 hours Teaching methods Brief explanation of the material, brainstorming, dialogical methods (debate, discussion, colloquium), critical analysis	
Number of credits: 3	
Recommended semester: 5.	
Educational level: I.	
Prerequisites:	
Recommended prerequisites: none	
Course requirements: Course completion requirements: Continuous assessment (100points/percent): Presentation of a selected topic (theory + research findings + practical application) (50 points/ percent) Seminar paper (50 points/percent) Grading: 100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX A (excellent performance) B (very good) C (good performance) D (satisfactory performance) E (sufficient performance) FX (insufficient performance; additional work is required)	

Scale of assessment (preliminary/final): Continuous assessment (100points/percent): Presentation of a selected topic (theory + research findings + practical application) (50 points/percent) Seminar paper (50 points/percent)

Learning outcomes:

Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students know, can analyse and compare the complex theoretical background of traditional, humanizing, activating, innovative and alternative methods of foreign language teaching and the possibilities of their application in the current educational context in Slovakia (ISCED 1 – ISCED3); they know the basics of English didactics and the principles of the learner-centred approach and they understand their importance for the effectiveness of English language teaching and learning at the A1 – B2 levels according to the Common European Framework of Reference (CEFR).
Skills:
Students have developed basic didactic skills, they can analyse pedagogical situations and propose solutions to common problems in EFL teaching, they are able to give suggestions for appropriate intervention; students are familiar with relevant didactic materials, can analyse and select them in relation to teaching aims and objectives; students can actively use digital technologies to present professional issues, to give relevant arguments in order to deal with and support foreign language education.
Competences:
Students are familiar with professional linguodidactic texts, are able to independently acquire and correlate knowledge with regard to critical thinking and critical reading; students have developed the foundations of didactic competences leading to the humanization of EFL teaching; students are able to argue, present and defend their opinions and positions and have developed the prerequisites for active involvement in professional life in the field of foreign language education in the public and private institutional sectors.

Class syllabus:

Course contents:
(1) The position of grammar and vocabulary in Task-Based Language Teaching (TBLT) – Suggestopedia – Direct Method – Total Physical Response (TPR) – Communicative Language Teaching (CLT)
(2) The role of drills within the Audio-Lingual Method; Post-Communicative Period – analyses and critical reappraisals
(3) The role of teacher and learner in the context of the Post-Communicative Approach, principled eclecticism
(4) Innovative methods of teaching English to young learners (Helen Doron, Hocus Lotus, Wattsenglish, Jolly Phonics)
Within the individual presentation of a selected issue, a student will demonstrate knowledge as well as his/her presentation and argumentation skills. In the seminar paper, the student will demonstrate the level of his/her pedagogical-psychological thinking, competences and ability to critically analyse the selected issue. At the same time, s/he will propose suggestions for possible applications in the context of contemporary foreign language teaching and learning in Slovakia.
Through the above course content and the use of the above methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Bachelor degree in the study programme of Teaching English Language and Literature in Combination.

Recommended literature:

Compulsory readings:

DIDENKO, A.V. and PICHUGOVA, I. L. (2016). Post CLT or Post-Method: Major Criticisms of the Communicative Approach and the Definition of the Current Pedagogy. SHS web of Conferences, Vol. 28. [online] https://www.shs-conferences.org/articles/shsconf/pdf/2016/06/shsconf_rptss2016_01028.pdf

MELLOW, D. (2002). “Toward principled eclecticism in language teaching: The two-dimensional model and the centring principle”. Teaching English as a Second Language Electronic Journal, vol 5, no. 4 [online] http://tesl-ej.org/ej20/a1.html

REPKA, R., PČOLINSKÁ, A. and ŠIPOŠOVÁ, M. (2015). An Introductory Course in English Language Didactics. Bratislava: Z-F LINGUA.

Licensed methods online:

Helen Doron [online] https://helendoron.sk/site/

Hocus Lotus [online] https://www.hocus-lotus.sk/

Jolly Phonics [online] https://www.jollyphonics.sk/

Wattsenglish [online] https://www.wattsenglish.sk/

Recommended readings:

BROWN, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd edition. White Plains, NY: Pearson Education.

BROWN, H. D. (2015). Teaching by Principles: An Interactive Approach to Language Pedagogy. 4th edition. White Plains, NY: Pearson Education.

KUMARAVADIVELU, B. (2006). Understanding Language Teaching: From Method to Postmethod. New York: Routledge. (Chapters 8 and#9 – available online): https://fliphtml5.com/ajxnf/swsp/basic

Languages necessary to complete the course:

Languages necessary to complete the course: English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 6

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

Lecturers:

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KAJL/B-ANGex023/22	**Course title:** Selected Chapters from English Language Didactics
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** **per level/semester:** 5s **Form of the course:** combined	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: combined, distance learning Number of hours: 5 per semester Student workload: 75 hours in total Direct teaching = 5 hours, continuous home study = 20 hours, preparing a power-point presentation of a selected topic = 28 hours, seminar paper (critical analysis and reflection of a#selected topic) = 22 hours Teaching methods Brief explanation of the material, brainstorming, dialogical methods (debate, discussion, colloquium), critical analysis	
Number of credits: 3	
Recommended semester: 4., 6.	
Educational level: I.	
Prerequisites:	
Recommended prerequisites: none	
Course requirements: Course completion requirements: Continuous assessment (100points/percent): Presentation of a selected topic (theory + research findings + practical application) (50 points/ percent) Seminar paper (50 points/percent) Grading: 100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX A (excellent performance) B (very good) C (good performance) D (satisfactory performance) E (sufficient performance) FX (insufficient performance; additional work is required)	

Scale of assessment (preliminary/final): Continuous assessment (100points/percent): Presentation of a selected topic (theory + research findings + practical application) (50 points/percent) Seminar paper (50 points/percent)

Learning outcomes:

Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students know, can analyse and compare the complex theoretical background of traditional, humanizing, activating, innovative and alternative methods of foreign language teaching and the possibilities of their application in the current educational context in Slovakia (ISCED 1 – ISCED3); they know the basics of English didactics and the principles of the learner-centred approach and they understand their importance for the effectiveness of English language teaching and learning at the A1 – B2 levels according to the Common European Framework of Reference (CEFR).
Skills:
Students have developed basic didactic skills, they can analyse pedagogical situations and propose solutions to common problems in EFL teaching, they are able to give suggestions for appropriate intervention; students are familiar with relevant didactic materials, can analyse and select them in relation to teaching aims and objectives; students can actively use digital technologies to present professional issues, to give relevant arguments in order to deal with and support foreign language education.
Competences:
Students are familiar with professional linguodidactic texts, are able to independently acquire and correlate knowledge with regard to critical thinking and critical reading; students have developed the foundations of didactic competences leading to the humanization of EFL teaching; students are able to argue, present and defend their opinions and positions and have developed the prerequisites for active involvement in professional life in the field of foreign language education in the public and private institutional sectors.

Class syllabus:

Course contents:
(1) The position of grammar and vocabulary in Task-Based Language Teaching (TBLT) – Suggestopedia – Direct Method – Total Physical Response (TPR) – Communicative Language Teaching (CLT)
(2) The role of drills within the Audio-Lingual Method; Post-Communicative Period – analyses and critical reappraisals
(3) The role of teacher and learner in the context of the Post-Communicative Approach, principled eclecticism
(4) Innovative methods of teaching English to young learners (Helen Doron, Hocus Lotus, Wattsenglish, Jolly Phonics)
Within the individual presentation of a selected issue, a student will demonstrate knowledge as well as his/her presentation and argumentation skills. In the seminar paper, the student will demonstrate the level of his/her pedagogical-psychological thinking, competences and ability to critically analyse the selected issue. At the same time, s/he will propose suggestions for possible applications in the context of contemporary foreign language teaching and learning in Slovakia.
Through the above course content and the use of the above methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Bachelor degree in the study programme of Teaching English Language and Literature in Combination.

Recommended literature:

Compulsory readings:

DIDENKO, A.V. and PICHUGOVA, I. L. (2016). Post CLT or Post-Method: Major Criticisms of the Communicative Approach and the Definition of the Current Pedagogy. SHS web of Conferences, Vol. 28. [online] https://www.shs-conferences.org/articles/shsconf/pdf/2016/06/shsconf_rptss2016_01028.pdf

MELLOW, D. (2002). “Toward principled eclecticism in language teaching: The two-dimensional model and the centring principle”. Teaching English as a Second Language Electronic Journal, vol 5, no. 4 [online] http://tesl-ej.org/ej20/a1.html

REPKA, R., PČOLINSKÁ, A. and ŠIPOŠOVÁ, M. (2015). An Introductory Course in English Language Didactics. Bratislava: Z-F LINGUA.

Licensed methods online:

Helen Doron [online] https://helendoron.sk/site/

Hocus Lotus [online] https://www.hocus-lotus.sk/

Jolly Phonics [online] https://www.jollyphonics.sk/

Wattsenglish [online] https://www.wattsenglish.sk/

Recommended readings:

BROWN, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd edition. White Plains, NY: Pearson Education.

BROWN, H. D. (2015). Teaching by Principles: An Interactive Approach to Language Pedagogy. 4th edition. White Plains, NY: Pearson Education.

KUMARAVADIVELU, B. (2006). Understanding Language Teaching: From Method to Postmethod. New York: Routledge. (Chapters 8 and#9 – available online): https://fliphtml5.com/ajxnf/swsp/basic

Languages necessary to complete the course:

Languages necessary to complete the course: English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 6

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

Lecturers:

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex025/22	Situational ethics

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers: prof. PaedDr. ThDr. Monika Zaviš, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex025/22	Situational ethics

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers: prof. PaedDr. ThDr. Monika Zaviš, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex018/22	Social antrophology

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Seminar, 5 hours per semester, blended learning
Student workload:
5 hours of teaching, 20 hours to prepare for midterm test, 18 hours to work on written assignment. 17 hours of guided self-study, Total: 60 hours.
Teaching methods:
Heuristic method, discussion on covered topics.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of continuous/final evaluation: 100/0
The continuous evaluation includes a written assignment on school ethnography (40% of the grade) and a midterm test (60% of the grade).
To pass the course, a minimum of 60% of the total score is required.
Grading Scale:
A 100-91%, well done - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the grade (percentage) of the written assignment, corresponds to an A grade.
Note: The score or percentage of the written assignment reflects the degree to which the student's work on the written assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. Both the test and the written assignment are designed to verify the specified learning outcomes.
B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the grade (percentage) of the written assignment, corresponds to a grade of B.
C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points

or percentages, together with the grade (percentage) of the written assignment, corresponds to a C grade.
D 72-66%, satisfactory - acceptable performance. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the grade (percentage) of the intermediate task, corresponds to a D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the grade (percentage) of the written assignment, corresponds to an E.
Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The aim of the course is to expand the knowledge of human beings acquired in other courses to include a sociocultural dimension. It will provide the student with a basic understanding of human sociocultural development as it has taken place in time. He will know the essential connections between the nature of man, the nature of human society and the nature of culture. The student will know the factors maintaining the social cohesion and cultural identity of pre-industrial societies as well as the factors responsible for their persistence over time. The knowledge acquired will enable the student to critically assess those concepts of social reality that are based on anthropocentric postulates. The student will be able to operationalise the knowledge acquired to the conditions of his own society and to the conditions of the school environment. The student will also become acquainted with the basic knowledge of the social and cultural realities of cultural minority groups living in our geographical area. From this perspective, social anthropology can be seen as a valuable contribution to multicultural education. Exposure to the life of other cultures based on different normative orders and worldviews is expected to have a significant preventive effect against various forms of tribalism, ethnocentrism, cultural imperialism, racism and xenophobia.

Class syllabus:
The subject of social anthropology and the benefits of social anthropological knowledge for human civic life. Its place in the system of anthropological sciences. Subdisciplines of social anthropology. Differences in the understanding of society in social anthropology, sociology, social philosophy and sociobiology. Common features (cultural universals) and differences between different developmental types of societies (archaic, traditional, modern society and its successor forms). Key events that led to their demarcation. An analysis of the emotional, normative, relational, behavioural, power, economic and linguistic aspects of the integrity of these types of societies. The regulatory function of culture. The importance of tradition in maintaining the social cohesion of non-industrialized societies. Important figures, methods, trends and schools in social anthropology.

Recommended literature:
SOUKUP, M. (2020) Základy kulturní antropologie. Praha: Nakladatelství Pavel Mervart. ISBN 978-80-7465-186-1.
Recommended readings:
SOUKUP, M. (2019) Antropologie. Teorie, koncepty a osobnosti. Praha: Nakladatelství Pavel Mervart. ISBN 978-80-7465-355-1.
KANOVSKÝ, M. 2004. Kultúrna a sociálna antropológia. Osobnosti a teórie. Bratislava: Chronos, 249 s. ISBN 80-89027-10-5.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 31

A	ABS	B	C	D	E	FX
51,61	0,0	16,13	22,58	6,45	3,23	0,0

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex018/22	Social antrophology

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Seminar, 5 hours per semester, blended learning
Student workload:
5 hours of teaching, 20 hours to prepare for midterm test, 18 hours to work on written assignment. 17 hours of guided self-study, Total: 60 hours.
Teaching methods:
Heuristic method, discussion on covered topics.

Number of credits: 2

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of continuous/final evaluation: 100/0
The continuous evaluation includes a written assignment on school ethnography (40% of the grade) and a midterm test (60% of the grade).
To pass the course, a minimum of 60% of the total score is required.
Grading Scale:
A 100-91%, well done - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the grade (percentage) of the written assignment, corresponds to an A grade.
Note: The score or percentage of the written assignment reflects the degree to which the student's work on the written assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. Both the test and the written assignment are designed to verify the specified learning outcomes.
B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the grade (percentage) of the written assignment, corresponds to a grade of B.
C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points

or percentages, together with the grade (percentage) of the written assignment, corresponds to a C grade.
D 72-66%, satisfactory - acceptable performance. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the grade (percentage) of the intermediate task, corresponds to a D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the grade (percentage) of the written assignment, corresponds to an E.
Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The aim of the course is to expand the knowledge of human beings acquired in other courses to include a sociocultural dimension. It will provide the student with a basic understanding of human sociocultural development as it has taken place in time. He will know the essential connections between the nature of man, the nature of human society and the nature of culture. The student will know the factors maintaining the social cohesion and cultural identity of pre-industrial societies as well as the factors responsible for their persistence over time. The knowledge acquired will enable the student to critically assess those concepts of social reality that are based on anthropocentric postulates. The student will be able to operationalise the knowledge acquired to the conditions of his own society and to the conditions of the school environment. The student will also become acquainted with the basic knowledge of the social and cultural realities of cultural minority groups living in our geographical area. From this perspective, social anthropology can be seen as a valuable contribution to multicultural education. Exposure to the life of other cultures based on different normative orders and worldviews is expected to have a significant preventive effect against various forms of tribalism, ethnocentrism, cultural imperialism, racism and xenophobia.

Class syllabus:
The subject of social anthropology and the benefits of social anthropological knowledge for human civic life. Its place in the system of anthropological sciences. Subdisciplines of social anthropology. Differences in the understanding of society in social anthropology, sociology, social philosophy and sociobiology. Common features (cultural universals) and differences between different developmental types of societies (archaic, traditional, modern society and its successor forms). Key events that led to their demarcation. An analysis of the emotional, normative, relational, behavioural, power, economic and linguistic aspects of the integrity of these types of societies. The regulatory function of culture. The importance of tradition in maintaining the social cohesion of non-industrialized societies. Important figures, methods, trends and schools in social anthropology.

Recommended literature:
SOUKUP, M. (2020) Základy kulturní antropologie. Praha: Nakladatelství Pavel Mervart. ISBN 978-80-7465-186-1.
Recommended readings:
SOUKUP, M. (2019) Antropologie. Teorie, koncepty a osobnosti. Praha: Nakladatelství Pavel Mervart. ISBN 978-80-7465-355-1.
KANOVSKÝ, M. 2004. Kultúrna a sociálna antropológia. Osobnosti a teórie. Bratislava: Chronos, 249 s. ISBN 80-89027-10-5.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 31

A	ABS	B	C	D	E	FX
51,61	0,0	16,13	22,58	6,45	3,23	0,0

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex019/22	Social psychology for teachers

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZex003/22 - Psychology for teachers 1

Course requirements:
Prerequisites: B-VUZex003 Psychology for teachers 1
Prerequisites for successful completion of the course:
100% of the interim assessment. For successful completion of the course it is necessary to obtain at least 60% of the points.
Seminar paper (40% of points) - students work in class with pre-prepared record sheets that contain assignments reflecting on a textbook text or a text of research studies focused on the role of the teacher in an interpersonal context. After completing the worksheets, they discuss the authors' responses in small groups with classmates. Students are evaluated at the end of the seminar for the worksheets they have developed and turned in.
Test (60% of points) - the test reflects the knowledge acquired from the teacher's brief explanation, which will always take place before working with the record sheets. The test consists of open questions or also questions (A/B/C).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For an A grade, students need to continuously submit outstanding performance throughout the semester. Record sheets indicate a high ability of students to reflect on social psychology knowledge in dealing with interpersonal situations in the classroom. They also reflect at a high level on their own attitudes, strengths and weaknesses of their own persona in a hypothetical school group interaction. The knowledge demonstrated in the student's test demonstrates their excellent mastery of theoretical introductions to seminars across a variety of social psychology topics.
A grade of B means that students performed very well continuously throughout the semester. The record sheets reflect well on social psychology knowledge in dealing with interpersonal situations in the classroom. They also reflect at a very good level on their own attitudes, strengths and weaknesses of their own persona in a hypothetical school group interaction. The knowledge

demonstrated in the student's test shows a very good mastery of the theoretical introductions to seminars in the vast majority of social psychology topics.
A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but there are also shortcomings in the ability to apply this knowledge. The knowledge demonstrated in the student's test shows a good grasp of the theoretical introductions with few errors.
A grade of D indicates that students underperformed during the semester. The record sheets show little motivation to think critically about different social situations and are filled in as if "just out of obligation". One's own attitudes, strengths and weaknesses of one's own persona in a hypothetical school group interaction are only minimally reflected upon. The knowledge demonstrated in the students' test shows a sufficient mastery of the theoretical introductions to the seminars.
A grade of E indicates that students performed minimally during the semester. The record sheets do not show an ability to think critically about various social situations and are filled out only sternly, which limits the student's ability to engage in quality group discussion. The student's own attitudes, strengths and weaknesses are not reflected upon in the hypothetical school group interaction. The knowledge demonstrated in the test is minimal.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes and transferable competences:
Learning objectives and outcomes:
The goal of the Social Psychology for Teachers course is to (1) introduce students to the issues of social dynamics and social group interaction, specifically in the school classroom; (2) help students identify social psychological phenomena and mechanisms in concrete examples from the school setting.
By critically reflecting on interpersonal situations from the school environment, the student deepens and actively thinks about (a) solutions to these situations and (b) the application of social psychology knowledge in practice. The student may also reflect on how he or she would address the social needs of students, using communication or intervention practices in the school classroom to achieve desired student behavior. The primary goal of the course is to supplement the student's ability to plan and design instruction with an awareness of the social aspects of the classroom, but also to deepen the student's self-awareness of his/her own functioning (strengths/weaknesses) in interpersonal model situations.
The student after completing the course:
- Knows the process of social group formation and its dynamics.
- Can explain the relationship between group phenomena and pupil behaviour in the classroom.
- Can apply the knowledge of social psychology to the process of school classroom management

Class syllabus:
Brief outline of the course:
1. The pupil in the interaction of social environment and education.
2. Social cognition, the process of forming an impression.
3. Social groups, classification of social groups, group development. group dynamics
4. Social role and social status, role identification and role conflict.
5. Process and types of communication. Teacher-pupil communication.
6. Social behaviour in the school classroom. Social interaction in informal groups.
7. Group norms. Leadership and power.

8. Social impact.
9. Aggressiveness, assertiveness, altruism.
10. Social attitudes.
11. Conflicts and possibilities of their resolution.
12. The use of social psychology knowledge in education and training.

Recommended literature:

Compulsory reading:

CANGELOSI, J. S. (2006). Strategie řízení třídy. Praha: Portál, 296 s. ISBN 80-7367-118-2

Recommended reading:

FONTANA, D. (2003). Psychologie ve školní praxi. Praha: Portál, 383 s. ISBN 8071786268
GAVORA, P. (2001). Výskum životného príbehu: učiteľka Adamová. Pedagogika, 51(3), 352-368.KOLLÁRIK, T. (2004). Sociálna psychológia. Bratislava: Univerzita Komenského, 548 s. ISBN 9788022324793
LEMEŠOVÁ, M. (2012). Socializačné aspekty kultúry školy: o pravidlách, hraniciach a problémoch v školskom prostredí. In Lukšík, I. (Eds.). Kultúra škôl a výchovných zariadení. Univerzita Komenského, s. 146-168.
MASARYK, R. (2013). Medzi človekom a ľuďmi: Úvod do sociálnej psychológie. Bratislava: Iris, 202 s. ISBN 9788089238736
PETRÍK, J., & POPPER, M. (2020). Contact Based School Intervention Program: Enhancing Cooperation Intention and Reducing Prejudice toward Roma. Studia Psychologica, 62(3), 232-245.

Languages necessary to complete the course:

Slovak, Czech and English

Notes:

Notes: students of the psychology teaching (combined) programme do not enrol in the course

Past grade distribution

Total number of evaluated students: 2

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

Lecturers: Mgr. Miroslava Lemešová, PhD., Mgr. Juraj Petrík, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex019/22	Social psychology for teachers

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZex003/22 - Psychology for teachers 1

Course requirements:
Prerequisites: B-VUZex003 Psychology for teachers 1
Prerequisites for successful completion of the course:
100% of the interim assessment. For successful completion of the course it is necessary to obtain at least 60% of the points.
Seminar paper (40% of points) - students work in class with pre-prepared record sheets that contain assignments reflecting on a textbook text or a text of research studies focused on the role of the teacher in an interpersonal context. After completing the worksheets, they discuss the authors' responses in small groups with classmates. Students are evaluated at the end of the seminar for the worksheets they have developed and turned in.
Test (60% of points) - the test reflects the knowledge acquired from the teacher's brief explanation, which will always take place before working with the record sheets. The test consists of open questions or also questions (A/B/C).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For an A grade, students need to continuously submit outstanding performance throughout the semester. Record sheets indicate a high ability of students to reflect on social psychology knowledge in dealing with interpersonal situations in the classroom. They also reflect at a high level on their own attitudes, strengths and weaknesses of their own persona in a hypothetical school group interaction. The knowledge demonstrated in the student's test demonstrates their excellent mastery of theoretical introductions to seminars across a variety of social psychology topics.
A grade of B means that students performed very well continuously throughout the semester. The record sheets reflect well on social psychology knowledge in dealing with interpersonal situations in the classroom. They also reflect at a very good level on their own attitudes, strengths and weaknesses of their own persona in a hypothetical school group interaction. The knowledge

demonstrated in the student's test shows a very good mastery of the theoretical introductions to seminars in the vast majority of social psychology topics.
A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but there are also shortcomings in the ability to apply this knowledge. The knowledge demonstrated in the student's test shows a good grasp of the theoretical introductions with few errors.
A grade of D indicates that students underperformed during the semester. The record sheets show little motivation to think critically about different social situations and are filled in as if "just out of obligation". One's own attitudes, strengths and weaknesses of one's own persona in a hypothetical school group interaction are only minimally reflected upon. The knowledge demonstrated in the students' test shows a sufficient mastery of the theoretical introductions to the seminars.
A grade of E indicates that students performed minimally during the semester. The record sheets do not show an ability to think critically about various social situations and are filled out only sternly, which limits the student's ability to engage in quality group discussion. The student's own attitudes, strengths and weaknesses are not reflected upon in the hypothetical school group interaction. The knowledge demonstrated in the test is minimal.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes and transferable competences:
Learning objectives and outcomes:
The goal of the Social Psychology for Teachers course is to (1) introduce students to the issues of social dynamics and social group interaction, specifically in the school classroom; (2) help students identify social psychological phenomena and mechanisms in concrete examples from the school setting.
By critically reflecting on interpersonal situations from the school environment, the student deepens and actively thinks about (a) solutions to these situations and (b) the application of social psychology knowledge in practice. The student may also reflect on how he or she would address the social needs of students, using communication or intervention practices in the school classroom to achieve desired student behavior. The primary goal of the course is to supplement the student's ability to plan and design instruction with an awareness of the social aspects of the classroom, but also to deepen the student's self-awareness of his/her own functioning (strengths/weaknesses) in interpersonal model situations.
The student after completing the course:
- Knows the process of social group formation and its dynamics.
- Can explain the relationship between group phenomena and pupil behaviour in the classroom.
- Can apply the knowledge of social psychology to the process of school classroom management

Class syllabus:
Brief outline of the course:
1. The pupil in the interaction of social environment and education.
2. Social cognition, the process of forming an impression.
3. Social groups, classification of social groups, group development. group dynamics
4. Social role and social status, role identification and role conflict.
5. Process and types of communication. Teacher-pupil communication.
6. Social behaviour in the school classroom. Social interaction in informal groups.
7. Group norms. Leadership and power.

8. Social impact.
9. Aggressiveness, assertiveness, altruism.
10. Social attitudes.
11. Conflicts and possibilities of their resolution.
12. The use of social psychology knowledge in education and training.

Recommended literature:

Compulsory reading:

CANGELOSI, J. S. (2006). Strategie řízení třídy. Praha: Portál, 296 s. ISBN 80-7367-118-2

Recommended reading:

FONTANA, D. (2003). Psychologie ve školní praxi. Praha: Portál, 383 s. ISBN 8071786268
GAVORA, P. (2001). Výskum životného príbehu: učiteľka Adamová. Pedagogika, 51(3), 352-368.KOLLÁRIK, T. (2004). Sociálna psychológia. Bratislava: Univerzita Komenského, 548 s. ISBN 9788022324793
LEMEŠOVÁ, M. (2012). Socializačné aspekty kultúry školy: o pravidlách, hraniciach a problémoch v školskom prostredí. In Lukšík, I. (Eds.). Kultúra škôl a výchovných zariadení. Univerzita Komenského, s. 146-168.
MASARYK, R. (2013). Medzi človekom a ľuďmi: Úvod do sociálnej psychológie. Bratislava: Iris, 202 s. ISBN 9788089238736
PETRÍK, J., & POPPER, M. (2020). Contact Based School Intervention Program: Enhancing Cooperation Intention and Reducing Prejudice toward Roma. Studia Psychologica, 62(3), 232-245.

Languages necessary to complete the course:

Slovak, Czech and English

Notes:

Notes: students of the psychology teaching (combined) programme do not enrol in the course

Past grade distribution

Total number of evaluated students: 2

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

Lecturers: Mgr. Miroslava Lemešová, PhD., Mgr. Juraj Petrík, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex026/22	Social skills of teachers training

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 107

A	ABS	B	C	D	E	FX
95,33	0,0	0,0	0,0	0,0	1,87	2,8

Lecturers:

Last change: 24.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex026/22	Social skills of teachers training

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 107

A	ABS	B	C	D	E	FX
95,33	0,0	0,0	0,0	0,0	1,87	2,8

Lecturers:

Last change: 24.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBex014/22	**Course title:** Social-psychological training for citizenship education

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 8s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
Exercise, 8 hours per semester, combined method
Student workload:
8 hours of direct teaching; 12 hours of preparation before the training; 2 hours devoted to reflection on the events of the training after its completion; 28 hours of guided self-study. 50 hours of work in total.
Teaching methods: the methodological framework consists of active social learning and experiential learning (dialogical and discussion methods, didactic, psychological and cooperative games, self-discovery techniques, staging methods, reflective essay), e-learning (Moodle)

Number of credits: 2

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0
Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out in an individual or group form in the pre-, during and post-training phase. Before the training, the interim evaluation consists of three tasks (preparation of the self-presentation = 10%; development of criteria for quality of life assessment = 10%; self-perception development exercise = 10%), which are further worked on during the training. In the course of the training, activities and exercises are carried out to enable the development of the full range of social-psychological competences necessary for the exercise of the teaching profession (50%), e.g. interpersonal or social-inclusive. After the training, the continuous evaluation consists of structured feedback on the events in the training group and the development of own competences (20%).
To pass the course, a minimum score of 60% is required.
The assessment is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),

Fx (59-0%, inadequate - additional work required)
For a grade of A, the student completed all assignments given before and immediately after the training. During the course of the training he/she actively participates in the activities and shows interest and effort to develop his/her own social-psychological competences and civic competences, seeks original and creative solutions to the tasks set, reflects on the emerging changes brought by the training, manifests himself/herself as a full member of the training group and actively expresses his/her own opinion.
A grade of B means that the student has completed all the tasks set before and immediately after the training. During the training, the student is actively involved in individual activities and shows interest and effort to develop his/her own social-psychological and civic competences, to a lesser extent looks for original and creative solutions to the tasks set, reflects the emerging changes that the training brings, but needs more time and space for their verbalization, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
A grade of C will be awarded if the student has completed all the tasks set before and immediately after the training. At the same time, he/she is usually actively involved in individual activities, shows interest and effort in developing some of his/her social-psychological and civic competences, makes little use of his/her personality assumptions in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by the training, manifests himself/herself as a full-fledged member of the training group, and actively expresses his/her own opinion.
A grade of D means that the student has completed at least half of the tasks set before and immediately after the training. The student has limited involvement in individual activities and shows only sporadic interest and effort to develop his/her competences, often only with external help looking for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes that the training brings, is more passive and more like a peripheral member of the training group, although actively expressing his/her own opinion.
A grade of E will be awarded to a student who has completed only some of the tasks set before and immediately after the training. The student behaves passively and is minimally involved in individual activities, shows no interest and effort to develop his/her competences, relies on the group to find original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by the training, cannot find his/her place in the training group, expresses his/her own opinion sporadically and not always in an appropriate way.
The Fx grade is given exceptionally, most often due to non-participation in training and failure to complete the set training tasks, non-cooperation, refusal to take a stand on the required topics and to express his/her own opinion.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The main aim of the course Social Psychological Training for Education for Citizenship is to develop the whole spectrum of social psychological competences of students, with particular emphasis on the area of self-knowledge, knowledge of others, cooperation and acceptance of difference in society. All training activities have an overlap towards the development of students' civic competences.
The student after completing the course:
- is aware of his/her values and attitudes and is able to compare them with the values and attitudes essential for life in a democratic society,
- is able to detect stereotypes and prejudices in the perception of the world from a global and local perspective,
- perceive and realise the importance of accepting difference and the importance of tolerance and human rights,

- can link themes of personal development and self-knowledge with themes of civic participation, social and environmental responsibility and decision-making,
- is aware of the importance of self-knowledge and personal development in teaching practice.

Class syllabus:

1. Self-knowledge and cognition of others (social-psychological mechanisms of social cognition and the most common mistakes).
2. Development of one's own social-psychological competences and their overlap into the field of civic competences (one's own competence model, strengths and weaknesses).
3. Own identity and the identity of others (self as a personality).
4. Value and attitudinal orientation in relation to the natural and social environment (self as a result of the natural, social and cultural environment).
5. Acceptance, tolerance and respect for the diversity of different countries, nations and ethnicities (self and others).
6. World culture - blurring of boundaries, local traditions or regional differences.

Recommended literature:

Hermochová, S. (2006). Teambuilding. Grada.
Komárková, R. Slaměník, I., & Výrost, J. (2001). Aplikovaná sociální psychologie III. Sociálněpsychologický výcvik. Grada.
Kuneš, D. (2009). Sebepoznání. Portál.
Lemešová, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0. Slovenská asociácia pre učiteľstvo psychológie.
Lemešová, M., Hamranová, A., Minarovičová, K., Sabová, L., & Sokolová, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
83,82	0,0	2,94	1,47	0,0	1,47	10,29

Lecturers: Mgr. Miroslava Lemešová, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex014/22	Social-psychological training for citizenship education

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 8s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
Exercise, 8 hours per semester, combined method
Student workload:
8 hours of direct teaching; 12 hours of preparation before the training; 2 hours devoted to reflection on the events of the training after its completion; 28 hours of guided self-study. 50 hours of work in total.
Teaching methods: the methodological framework consists of active social learning and experiential learning (dialogical and discussion methods, didactic, psychological and cooperative games, self-discovery techniques, staging methods, reflective essay), e-learning (Moodle)

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0
Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out in an individual or group form in the pre-, during and post-training phase. Before the training, the interim evaluation consists of three tasks (preparation of the self-presentation = 10%; development of criteria for quality of life assessment = 10%; self-perception development exercise = 10%), which are further worked on during the training. In the course of the training, activities and exercises are carried out to enable the development of the full range of social-psychological competences necessary for the exercise of the teaching profession (50%), e.g. interpersonal or social-inclusive. After the training, the continuous evaluation consists of structured feedback on the events in the training group and the development of own competences (20%).
To pass the course, a minimum score of 60% is required.
The assessment is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),

Fx (59-0%, inadequate - additional work required)
For a grade of A, the student completed all assignments given before and immediately after the training. During the course of the training he/she actively participates in the activities and shows interest and effort to develop his/her own social-psychological competences and civic competences, seeks original and creative solutions to the tasks set, reflects on the emerging changes brought by the training, manifests himself/herself as a full member of the training group and actively expresses his/her own opinion.
A grade of B means that the student has completed all the tasks set before and immediately after the training. During the training, the student is actively involved in individual activities and shows interest and effort to develop his/her own social-psychological and civic competences, to a lesser extent looks for original and creative solutions to the tasks set, reflects the emerging changes that the training brings, but needs more time and space for their verbalization, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
A grade of C will be awarded if the student has completed all the tasks set before and immediately after the training. At the same time, he/she is usually actively involved in individual activities, shows interest and effort in developing some of his/her social-psychological and civic competences, makes little use of his/her personality assumptions in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by the training, manifests himself/herself as a full-fledged member of the training group, and actively expresses his/her own opinion.
A grade of D means that the student has completed at least half of the tasks set before and immediately after the training. The student has limited involvement in individual activities and shows only sporadic interest and effort to develop his/her competences, often only with external help looking for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes that the training brings, is more passive and more like a peripheral member of the training group, although actively expressing his/her own opinion.
A grade of E will be awarded to a student who has completed only some of the tasks set before and immediately after the training. The student behaves passively and is minimally involved in individual activities, shows no interest and effort to develop his/her competences, relies on the group to find original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by the training, cannot find his/her place in the training group, expresses his/her own opinion sporadically and not always in an appropriate way.
The Fx grade is given exceptionally, most often due to non-participation in training and failure to complete the set training tasks, non-cooperation, refusal to take a stand on the required topics and to express his/her own opinion.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The main aim of the course Social Psychological Training for Education for Citizenship is to develop the whole spectrum of social psychological competences of students, with particular emphasis on the area of self-knowledge, knowledge of others, cooperation and acceptance of difference in society. All training activities have an overlap towards the development of students' civic competences.
The student after completing the course:
- is aware of his/her values and attitudes and is able to compare them with the values and attitudes essential for life in a democratic society,
- is able to detect stereotypes and prejudices in the perception of the world from a global and local perspective,
- perceive and realise the importance of accepting difference and the importance of tolerance and human rights,

- can link themes of personal development and self-knowledge with themes of civic participation, social and environmental responsibility and decision-making,
- is aware of the importance of self-knowledge and personal development in teaching practice.

Class syllabus:

1. Self-knowledge and cognition of others (social-psychological mechanisms of social cognition and the most common mistakes).
2. Development of one's own social-psychological competences and their overlap into the field of civic competences (one's own competence model, strengths and weaknesses).
3. Own identity and the identity of others (self as a personality).
4. Value and attitudinal orientation in relation to the natural and social environment (self as a result of the natural, social and cultural environment).
5. Acceptance, tolerance and respect for the diversity of different countries, nations and ethnicities (self and others).
6. World culture - blurring of boundaries, local traditions or regional differences.

Recommended literature:

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Komárková, R. Slaměník, I., & Výrost, J. (2001). Aplikovaná sociální psychologie III. Sociálněpsychologický výcvik. Grada.
Kuneš, D. (2009). Sebepoznání. Portál.
Lemešová, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0. Slovenská asociácia pre učiteľstvo psychológie.
Lemešová, M., Hamranová, A., Minarovičová, K., Sabová, L., & Sokolová, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
83,82	0,0	2,94	1,47	0,0	1,47	10,29

Lecturers: Mgr. Miroslava Lemešová, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex021/22	Socio-educational training for teachers

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZex003/22 - Psychology for teachers 1

Course requirements:
Prerequisites: B-VUZex003 / Psychology for teachers 1
Prerequisites for successful completion of the course: 100% of continuous assessment
Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out in an individual or group form in the pre-, during and post-training phase. Before the training, the mid-term evaluation consists of three tasks (reflective essay on expectations related to the self-discovery training = 10%; work with tests and questionnaires = 10%; individual preparation for the role-play = 10%), which are further worked on during the training. In the course of the training, activities and exercises are carried out to facilitate, in particular, a wide range of social-psychological competences: the development of intrapersonal (20%), interpersonal (20%) and social-inclusive competences (20%) of the students (dating activities, role-playing games, cooperative games, trust games, etc.). After the training, the continuous evaluation consists of structured feedback on the events in the training group (10%).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the course it is necessary to obtain at least 60% of the points.
For an A grade, the student is actively involved in individual activities and shows interest and effort to develop his/her competencies, seeks original and creative solutions to the tasks set, reflects on the emerging changes that the training brings, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
B grade means that the student is actively involved in individual activities and shows interest and effort to develop his/her competences, to a lesser extent looks for original and creative solutions to the tasks set, reflects the emerging changes that the training brings, but needs more time and space for their verbalization, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.

A C grade is awarded if the student is usually actively involved in individual activities, shows interest and effort to develop his/her competences, but only in some topics and areas, makes little use of his/her personality in finding original and creative solutions to the tasks set, reflects to some extent the emerging changes brought by the training, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
D grade means that the student is involved to a limited extent in individual activities and shows only sporadic interest and effort to develop his/her competencies, often with distance learning help looking for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes that the training brings, is more passive and more like a marginal member of the training group, although actively expressing his/her own opinion.
Grade E is awarded to a student who behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competencies, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes that the training brings, cannot find his/her place in the training group, expresses his/her own opinion sporadically and not always in an appropriate way.
The grade of Fx is given on an exceptional basis, most often due to non-attendance and failure to complete assigned midterm assignments, non-cooperation, refusal to take a stand on required topics and to express one's own opinion.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes and transferable competences:
Learning objectives and outcomes:
The aim of the Social Psychological Training for Teachers course is to motivate and develop self-knowledge and self-reflection in teacher education students of different study programmes.
The student after completing the course:
- is aware of the importance of self-knowledge, reflection and personal development in teaching practice,
- can define their strengths and weaknesses as well as challenges and pitfalls in their own self-development,
- can name and identify the most General errors in social perception and apply them to teaching practice,
- identifies with the teacher's role, profession and its specifics,
- Through experiential activities, gain experience of active social and experiential learning.

Class syllabus:
Brief outline of the course:
The course is implemented through experiential activities and exercises aimed mainly at:
1. The sphere of the distance learning world in the process of self-discovery (the individual's membership in various social groups, the teacher's role in the school classroom and the teacher's team).
2. The area of the inner world in the process of self-knowledge (experiencing, thinking, decision-making, the ways in which our emotions or our body affect us, what hidden beliefs influence our thinking, etc.).
3. The area of the transition zone of self-knowledge (behaviour, communication, etc.)..
4. Increasing sensitivity to one's own experience and to the experience and emotions of others.
5. Building a positive self-image in the context of pro-teacher identification.

Recommended literature:
Recommended reading:

KOMÁRKOVÁ, R. (2001). Aplikovaná sociální psychologie III. Sociálněpsychologický výcvik. Praha: Grada, 224 s. ISBN 8024701804
KOLAŘÍK, M. (2011). Interakční psychologický výcvik. Praha: Grada, 160 s. ISBN 9788024729411
KOLAŘÍK, M. (2013). Interakční psychologický výcvik pro praxi. Praha: Grada, 128 s. ISBN 978-80-247-8602-5
KUNEŠ, D. (2009). Sebepoznání. Praha: Portál, 152 s. ISBN 978-80-7367-541-7
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ L. (2017). Psychológia zážitkom. Metodická príručka. Bratislava: Univerzita Komenského, 497 s. ISBN978-80-223-3655-0

Languages necessary to complete the course:
slovak and czech

Notes:
Notes: students of the psychology teaching (combined) programme do not enrol in the course

Past grade distribution
Total number of evaluated students: 2

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

Lecturers: PaedDr. Anežka Hamranová, PhD., Mgr. Miroslava Lemešová, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex021/22	Socio-educational training for teachers

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 2

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZex003/22 - Psychology for teachers 1

Course requirements:
Prerequisites: B-VUZex003 / Psychology for teachers 1
Prerequisites for successful completion of the course: 100% of continuous assessment
Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out in an individual or group form in the pre-, during and post-training phase. Before the training, the mid-term evaluation consists of three tasks (reflective essay on expectations related to the self-discovery training = 10%; work with tests and questionnaires = 10%; individual preparation for the role-play = 10%), which are further worked on during the training. In the course of the training, activities and exercises are carried out to facilitate, in particular, a wide range of social-psychological competences: the development of intrapersonal (20%), interpersonal (20%) and social-inclusive competences (20%) of the students (dating activities, role-playing games, cooperative games, trust games, etc.). After the training, the continuous evaluation consists of structured feedback on the events in the training group (10%).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the course it is necessary to obtain at least 60% of the points.
For an A grade, the student is actively involved in individual activities and shows interest and effort to develop his/her competencies, seeks original and creative solutions to the tasks set, reflects on the emerging changes that the training brings, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
B grade means that the student is actively involved in individual activities and shows interest and effort to develop his/her competences, to a lesser extent looks for original and creative solutions to the tasks set, reflects the emerging changes that the training brings, but needs more time and space for their verbalization, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.

A C grade is awarded if the student is usually actively involved in individual activities, shows interest and effort to develop his/her competences, but only in some topics and areas, makes little use of his/her personality in finding original and creative solutions to the tasks set, reflects to some extent the emerging changes brought by the training, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
D grade means that the student is involved to a limited extent in individual activities and shows only sporadic interest and effort to develop his/her competencies, often with distance learning help looking for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes that the training brings, is more passive and more like a marginal member of the training group, although actively expressing his/her own opinion.
Grade E is awarded to a student who behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competencies, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes that the training brings, cannot find his/her place in the training group, expresses his/her own opinion sporadically and not always in an appropriate way.
The grade of Fx is given on an exceptional basis, most often due to non-attendance and failure to complete assigned midterm assignments, non-cooperation, refusal to take a stand on required topics and to express one's own opinion.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes and transferable competences:
Learning objectives and outcomes:
The aim of the Social Psychological Training for Teachers course is to motivate and develop self-knowledge and self-reflection in teacher education students of different study programmes.
The student after completing the course:
- is aware of the importance of self-knowledge, reflection and personal development in teaching practice,
- can define their strengths and weaknesses as well as challenges and pitfalls in their own self-development,
- can name and identify the most General errors in social perception and apply them to teaching practice,
- identifies with the teacher's role, profession and its specifics,
- Through experiential activities, gain experience of active social and experiential learning.

Class syllabus:
Brief outline of the course:
The course is implemented through experiential activities and exercises aimed mainly at:
1. The sphere of the distance learning world in the process of self-discovery (the individual's membership in various social groups, the teacher's role in the school classroom and the teacher's team).
2. The area of the inner world in the process of self-knowledge (experiencing, thinking, decision-making, the ways in which our emotions or our body affect us, what hidden beliefs influence our thinking, etc.).
3. The area of the transition zone of self-knowledge (behaviour, communication, etc.)..
4. Increasing sensitivity to one's own experience and to the experience and emotions of others.
5. Building a positive self-image in the context of pro-teacher identification.

Recommended literature:
Recommended reading:

KOMÁRKOVÁ, R. (2001). Aplikovaná sociální psychologie III. Sociálněpsychologický výcvik. Praha: Grada, 224 s. ISBN 8024701804
KOLAŘÍK, M. (2011). Interakční psychologický výcvik. Praha: Grada, 160 s. ISBN 9788024729411
KOLAŘÍK, M. (2013). Interakční psychologický výcvik pro praxi. Praha: Grada, 128 s. ISBN 978-80-247-8602-5
KUNEŠ, D. (2009). Sebepoznání. Praha: Portál, 152 s. ISBN 978-80-7367-541-7
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ L. (2017). Psychológia zážitkom. Metodická príručka. Bratislava: Univerzita Komenského, 497 s. ISBN978-80-223-3655-0

Languages necessary to complete the course:
slovak and czech

Notes:
Notes: students of the psychology teaching (combined) programme do not enrol in the course

Past grade distribution
Total number of evaluated students: 2

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

Lecturers: PaedDr. Anežka Hamranová, PhD., Mgr. Miroslava Lemešová, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex009/22	Sociology

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Lecture+seminar, 5 hours per semester, combined method
Student workload:
5 hours of direct instruction, 22 hours of preparation and processing of midterm assignments, 21 hours of seminar preparation, 55 hours of test preparation, 17 hours of guided self-study. 120 hours in total
Teaching methods:
lecture combined with discussion, work with professional text, group work, guided self-study (e-learning, solving tasks and assignments)

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
The course is completed by examination, the weight of the intermediate and final assessment is 50/50.
Intermediate assessment includes 4-5 assignments focused on working with a professional text using the moodle e-learning environment (50% of the assessment). In order to participate in the final assessment, all interim assignments must be handed in. The final assessment during the exam period includes a final test (50% of the assessment, a minimum of 40% of the maximum score is required to pass the test).
The grade is awarded on a scale:
A 100-94%, excellent - outstanding results; students have performed well, their theoretical knowledge of sociology is at an excellent level, they have a standard ability to apply knowledge, critically evaluate and compare literary sources in sociology, they hand in intermediate assignments on time, they have passed the test at an excellent level.
B 93-86%, very good - above average standard; students performed well, their theoretical knowledge of sociology is at a very good level, they have a good ability to apply knowledge, critically evaluate and compare literary sources at a very good level, they usually hand in intermediate assignments on time, they passed the test at a very good level.
C 85-76%, good - routinely reliable work; students performed standardly well, their theoretical knowledge of sociology is at a good level, but they lack the ability to apply this knowledge, critically

evaluate and compare literary sources and knowledge of sociology, they passed the test at a good level.
D 75-68%, satisfactory - acceptable results; students were less prepared during the semester, turning in midterm assignments after the assignment due date. Slightly deficient in sociology theory, unable to process information analytically, took the test at a satisfactory level.
E 67-60%, Satisfactory - Results meet minimum criteria, students were less prepared during the semester, turned in assignments after the assignment due date. They are more deficient in sociological theory, they cannot process information analytically and critically, they took the test at a satisfactory level.
Fx 59-0%, insufficient - additional work required, extra study
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Educational Objective:
Students will gain an overview of basic sociological concepts and theories. The course also aims to show, in the context of contemporary sociological thought, the connection between the biographical experience of individual actors and the historical dynamics of the institutional structures of society. Students will become familiar with the social aspects of relationships, institutions and social life.
Learning Outcomes:
The course will introduce students to the key concepts of sociology. Selected topics include understanding sociology as a form of knowledge, issues of people and society, social change, and power structures. At the end of the course, students will become familiar with the basic methods of sociological research, gain competence in reading research reports with comprehension, and become familiar with statistical concepts, graphs and tables. They will be able to look at changes in society through the lens of sociological vision.

Class syllabus:
1. Introduction to the subject - What is sociology, what is it concerned with and how can sociology be useful to us, sociological theories.
2. Culture, society and the individual. Types of societies. Social interaction in everyday life. Symbols, language of culture and religion.
3. Socialization - Gender and sexuality - gender differences (nature vs. culture), socialization by gender, gender identity and sexuality, human sexuality. Body and society, ageing.
4. Stratification, class structure of society, ethnicity. Class inequalities, prejudice and discrimination, poverty and inequality.
5. Work and economic life - paid and unpaid work, women in the workforce. Modern organisations, bureaucracy.
6. Governments, political power and war. Revolution and social movements. Social control, social deviance and crime.
7. Mass media and popular culture
8. Sociological research methods, results and data interpretation.

Recommended literature:
Compulsory readings:
Baumann, Z. (2010). Myslet sociologicky. Praha: SLON.
Jandourek, J. (2003). Úvod do sociologie. Praha: Portál.
Recommended readings:
Giddens, A. (2013). Sociologie. Praha: Argo.
Keller, J. (2012). Úvod do sociologie. Praha: SLON.
Kol. autorov. (2009). Stručný prehľad sociológie. Bratislava: Enigma.
Malík, B. (2021). Sociálna filozofia. Bratislava: Iris.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 43

A	ABS	B	C	D	E	FX
67,44	0,0	16,28	0,0	0,0	0,0	16,28

Lecturers: Mgr. Katarína Minarovičová, PhD., doc. PhDr. Branislav Malík, CSc.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex009/22	Sociology

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Lecture+seminar, 5 hours per semester, combined method
Student workload:
5 hours of direct instruction, 22 hours of preparation and processing of midterm assignments, 21 hours of seminar preparation, 55 hours of test preparation, 17 hours of guided self-study. 120 hours in total
Teaching methods:
lecture combined with discussion, work with professional text, group work, guided self-study (e-learning, solving tasks and assignments)

Number of credits: 4

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
The course is completed by examination, the weight of the intermediate and final assessment is 50/50.
Intermediate assessment includes 4-5 assignments focused on working with a professional text using the moodle e-learning environment (50% of the assessment). In order to participate in the final assessment, all interim assignments must be handed in. The final assessment during the exam period includes a final test (50% of the assessment, a minimum of 40% of the maximum score is required to pass the test).
The grade is awarded on a scale:
A 100-94%, excellent - outstanding results; students have performed well, their theoretical knowledge of sociology is at an excellent level, they have a standard ability to apply knowledge, critically evaluate and compare literary sources in sociology, they hand in intermediate assignments on time, they have passed the test at an excellent level.
B 93-86%, very good - above average standard; students performed well, their theoretical knowledge of sociology is at a very good level, they have a good ability to apply knowledge, critically evaluate and compare literary sources at a very good level, they usually hand in intermediate assignments on time, they passed the test at a very good level.
C 85-76%, good - routinely reliable work; students performed standardly well, their theoretical knowledge of sociology is at a good level, but they lack the ability to apply this knowledge, critically

evaluate and compare literary sources and knowledge of sociology, they passed the test at a good level.
D 75-68%, satisfactory - acceptable results; students were less prepared during the semester, turning in midterm assignments after the assignment due date. Slightly deficient in sociology theory, unable to process information analytically, took the test at a satisfactory level.
E 67-60%, Satisfactory - Results meet minimum criteria, students were less prepared during the semester, turned in assignments after the assignment due date. They are more deficient in sociological theory, they cannot process information analytically and critically, they took the test at a satisfactory level.
Fx 59-0%, insufficient - additional work required, extra study
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Educational Objective:
Students will gain an overview of basic sociological concepts and theories. The course also aims to show, in the context of contemporary sociological thought, the connection between the biographical experience of individual actors and the historical dynamics of the institutional structures of society. Students will become familiar with the social aspects of relationships, institutions and social life.
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Class syllabus:
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3. Socialization - Gender and sexuality - gender differences (nature vs. culture), socialization by gender, gender identity and sexuality, human sexuality. Body and society, ageing.
4. Stratification, class structure of society, ethnicity. Class inequalities, prejudice and discrimination, poverty and inequality.
5. Work and economic life - paid and unpaid work, women in the workforce. Modern organisations, bureaucracy.
6. Governments, political power and war. Revolution and social movements. Social control, social deviance and crime.
7. Mass media and popular culture
8. Sociological research methods, results and data interpretation.

Recommended literature:
Compulsory readings:
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Jandourek, J. (2003). Úvod do sociologie. Praha: Portál.
Recommended readings:
Giddens, A. (2013). Sociologie. Praha: Argo.
Keller, J. (2012). Úvod do sociologie. Praha: SLON.
Kol. autorov. (2009). Stručný prehľad sociológie. Bratislava: Enigma.
Malík, B. (2021). Sociálna filozofia. Bratislava: Iris.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 43

A	ABS	B	C	D	E	FX
67,44	0,0	16,28	0,0	0,0	0,0	16,28

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex020/22	Sociology of education and youth

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of direct instruction, 22 hours of processing of interim assignments, 23 hours of guided self-study, 50 hours total.
Teaching methods: lecture, work with professional text, guided self-study, discussion, group work

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final assessment 100/0
Includes about 6-8 intermediate tasks. Students will use the e-learning environment moodle. To pass the course, a minimum score of 60% is required. Grades are awarded on a scale of A (excellent - outstanding results), B (very good - above average standard), C (good - normal reliable work), D (satisfactory - acceptable results), E (adequate - results meet minimum criteria) and Fx (inadequate - extra work required).
Grading (ECTS): A: 100-91%, B 90-81%, C 80-73%, D 72-66%, E 65-60%, FX 59-0%.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Definition of sociology of education (sociology, definition and themes of social education, outline of development). Sociological approaches in the sociology of education (functionalist, interactionist, conflict). The relationship between society, education and education. Functions of upbringing and education in society. Upbringing and education in relation to human socialization. Social and educational communication, school status and roles. The school as an organisation, an institution. Equality of opportunity in education, training and life. Youth and youth as a social phenomenon, youth subcultures, deviance and youth sexual behaviour. Youth organizations, state policy - youth care, youth participation in civil society.

Class syllabus:
Definition of sociology of education (sociology, definition and themes of social education, outline of development). Sociological approaches in the sociology of education (functionalist, interactionist, conflict). The relationship between society, education and education. Functions of upbringing and

education in society. Upbringing and education in relation to human socialization. Social and educational communication, school status and roles. The school as an organisation, an institution. Equality of opportunity in education, training and life. Youth and youth as a social phenomenon, youth subcultures, deviance and youth sexual behaviour. Youth organizations, state policy - youth care, youth participation in civil society.

Recommended literature:

HAVLÍK, R., KOŤA, J. Sociologie výchovy a školy. Praha : Portál, 2011. 176 s. ISBN 978-80-262-0042-0

ONDREJKOVIČ, P. Negatívne stránky individualizácie mládeže. PDF UK : Bratislava, 2000. ISBN 80-88868-60-2.

ONDREJKOVIČ, P. Socializácia v sociológii výchovy. Bratislava : Veda, 2004. 200 s. ISBN 80-224-0781-X.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 12

A	ABS	B	C	D	E	FX
91,67	0,0	0,0	0,0	0,0	0,0	8,33

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex020/22	Sociology of education and youth

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of direct instruction, 22 hours of processing of interim assignments, 23 hours of guided self-study, 50 hours total.
Teaching methods: lecture, work with professional text, guided self-study, discussion, group work

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final assessment 100/0
Includes about 6-8 intermediate tasks. Students will use the e-learning environment moodle. To pass the course, a minimum score of 60% is required. Grades are awarded on a scale of A (excellent - outstanding results), B (very good - above average standard), C (good - normal reliable work), D (satisfactory - acceptable results), E (adequate - results meet minimum criteria) and Fx (inadequate - extra work required).
Grading (ECTS): A: 100-91%, B 90-81%, C 80-73%, D 72-66%, E 65-60%, FX 59-0%.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Definition of sociology of education (sociology, definition and themes of social education, outline of development). Sociological approaches in the sociology of education (functionalist, interactionist, conflict). The relationship between society, education and education. Functions of upbringing and education in society. Upbringing and education in relation to human socialization. Social and educational communication, school status and roles. The school as an organisation, an institution. Equality of opportunity in education, training and life. Youth and youth as a social phenomenon, youth subcultures, deviance and youth sexual behaviour. Youth organizations, state policy - youth care, youth participation in civil society.

Class syllabus:
Definition of sociology of education (sociology, definition and themes of social education, outline of development). Sociological approaches in the sociology of education (functionalist, interactionist, conflict). The relationship between society, education and education. Functions of upbringing and

education in society. Upbringing and education in relation to human socialization. Social and educational communication, school status and roles. The school as an organisation, an institution. Equality of opportunity in education, training and life. Youth and youth as a social phenomenon, youth subcultures, deviance and youth sexual behaviour. Youth organizations, state policy - youth care, youth participation in civil society.

Recommended literature:

HAVLÍK, R., KOŤA, J. Sociologie výchovy a školy. Praha : Portál, 2011. 176 s. ISBN 978-80-262-0042-0

ONDREJKOVIČ, P. Negatívne stránky individualizácie mládeže. PDF UK : Bratislava, 2000. ISBN 80-88868-60-2.

ONDREJKOVIČ, P. Socializácia v sociológii výchovy. Bratislava : Veda, 2004. 200 s. ISBN 80-224-0781-X.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 12

A	ABS	B	C	D	E	FX
91,67	0,0	0,0	0,0	0,0	0,0	8,33

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex038/22	Specialised foreign language

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: PaedDr. Peter Gergel, PhD., Mgr. Alexandra Lenzi Kučmová, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex038/22	Specialised foreign language

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: PaedDr. Peter Gergel, PhD., Mgr. Alexandra Lenzi Kučmová, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex012/22	Survey of American Literature

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5(L+S)
Teaching mode: combined, distance learning
Scope (number of hours): 5 per semester
Student workload: 75 hours in total
Direct teaching = 5 hours (combination of in-person and distant teaching), continuous home preparation = 15 hours, preparation for the term tests = 16 hours, preparation for the exam = 39 hours
Type of activities:
Brief presentation of lecture material, dialogical methods (debates, discussions), analysis of video recordings (filmed examples of works, relevant social events), heuristic method, presentation of individual opinions, guided self-study

Number of credits: 3

Recommended semester: 5.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (40 points/percent):
Mid-term test (20 points/percent)
End-of-term test (20 points/per cent)
The term tests assess students' ability to cope with literary texts, that is, their ability to systematically analyse a literary text, critically evaluate and contextualize it, or creatively elaborate the text for pedagogical application.
Final assessment (60 points/percent):
Written exam, which assesses students' theoretical knowledge of the subject, e.g. literary terminology, their practical application to a literary text, and broader context.
Grading:
100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX
A (excellent performance): The student knows the terminology and can apply it to unfamiliar texts, knows the origins and development of literary movements, genres of American literature,

representative works, and the social and pedagogical contexts of American and, to some extent, Anglophone literature of the period. The student understands the context and significance of literary movements and genres, can apply all terms to unfamiliar literary works. In the term tests, the student is knowledgeable in the interpretation of texts. In the oral exam, the student demonstrates the ability to creatively interpret, analyse, compare, and synthesize individual works in their theoretical contexts.
B (very good performance): The student is mostly aware of knowledge of the subdiscipline of American Literature listed in (A) with minor errors and inaccuracies, understands the vast majority of literary movements and genres of the period. In the term tests, the student is able to interpret the texts discussed with some minor mistakes. In the oral exam, the student demonstrates the ability to interpret, analyse, compare and synthesize individual works with occasional confusions or mistakes in language.
C (good performance): The student is reliably aware of the core knowledge of the sub-discipline of American literature with several errors and inaccuracies, understands most of the literary movements and genres of the period in question, can apply some terms to some unfamiliar literary works. In the term tests, the student is able to interpret the texts discussed with some major confusions and mistakes in language. In the oral exam, the student demonstrates the ability to partially interpret, analyse, compare, and synthesize most works with some major mistakes.
D (satisfactory performance): The student has some elementary command of the core knowledge of the subdiscipline of American literature with numerous errors and inaccuracies, understands some of the literary movements and genres of the period in question, cannot apply some terms to a familiar literary work, text. In the term tests, the student demonstrates some essential knowledge and its application, with numerous errors. In the oral exam, the student demonstrates the ability to partially interpret, analyse and compare most works.
E (sufficient performance): The student demonstrates some knowledge of the subdiscipline of American literature with numerous errors and inaccuracies, understands only some of the literary movements and genres, cannot apply terms to a familiar literary work. In the term tests, the student demonstrates minimal ability to interpret the texts discussed. In the oral exam, the student demonstrates the ability to partially interpret, analyse and compare some works.
FX (insufficient; additional work is required): The student does not have sufficient core knowledge of the sub-discipline of American Literature, or their knowledge is uncontextualized, with multiple errors and inaccuracies, does not understand the significance and impact of literary movements and genres of the period in question, and cannot apply the terms discussed to any familiar or unfamiliar literary work. In the term tests, the student fails to interpret the texts discussed. In the oral exam, the student fails to demonstrate the ability to interpret, analyse and compare works.
Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Mid-term test (20 points/percent) End-of-term test (20 points/per cent) The term tests assess students' ability to cope with literary texts, that is, their ability to systematically analyse a literary text, critically evaluate and contextualize it, or creatively elaborate the text for pedagogical application. Final assessment (60 points/percent): Written exam, which assesses students' theoretical knowledge of the subject, e.g. literary terminology, their practical application to a literary text, and broader context.

Learning outcomes:
Objectives and learning outcomes
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
- The student is oriented to the sub-discipline of American Literature, i.e., understands the literary terminology and contextual background of the course.

- The student has acquired nuanced knowledge of the history, literature and culture of countries where English is used as a first language and knows its application potential in developing intercultural literacy.
- The student understands the significance and impact of the major literary movements in American and more broadly, Anglophone literature during the period in question.
- The student learns about the development of literary genres of poetry, prose, and drama in American and Anglophone literature, and the diachronic and synchronic relations of genres.
- The student is familiar with representative works of American literature.
- The student recognizes the prosodic features of text, imagery, tropes, and figures.
- The student is oriented to the pedagogical contexts of literature and the teaching of American literature of the pre-modern period.
- The student is familiar with the basic methodology of the use of literary text in the pedagogical process.

Skills:
- The student is able to work with fiction (primary) and nonfiction (secondary) literature.
- The student is able to critically analyse the cultural, social and political phenomena represented in literary works.
- The student can apply the principles of literary criticism.
- The student can understand and interpret the latest findings of the discipline, apply analytical-critical and linguistic thinking, leading to creativity and empathy.
- The student has developed the skills to communicate fluently about professional aspects of literature and culture in English at B2 level.
- The student acquires presentation and digital skills, can search for relevant information in digital environments and work in the digital learning environment Moodle.
- The student is familiar with the pedagogical potentials of working with literary texts in English language teaching.

Competences:
- The student is able to read and interpret literature (fiction and non-fiction) in English.
- The student is able to argue, present and defend his/her views and opinions.
- The student can plan and organise own learning, use self-study strategies,
- The student learns self-discovery strategies leading to deepening metacognitive awareness.
- The student acquires interpersonal skills, e.g. they can communicate effectively in a group and solve professional problems as a#team.
- The student acquires literary and intercultural competences.
- The student develops the prerequisites for active involvement in professional life.

Class syllabus:

Course contents:

Main themes of the course: Colonial beginnings, the early and late colonial periods, 18th-century political rhetoric, New England Renaissance, Transcendentalism, Romantic prose, Romantic poetry, the Gilded Age, experimentation with various forms of the novel, turn-of-the-century naturalism, psychological realism, emergence of modernism.

Through the above course content and methods of education, students will acquire knowledge, develop their pedagogical skills and competences corresponding to the profile of a graduate of the bachelor’s degree in the study programme Teaching of English Language and Literature in Combination.

Recommended literature:

Compulsory readings:

Primary sources according to the course requirements: B. Franklin: Autobiography, selected passages from Poor Richard's Almanach, Puritan writings from the 17th century, The Declaration of Independence, selected poems by E. Dickinson, W. Whitman and E. A. Poe (The Raven, Anabelle Lee), short stories by Poe (Tell-Tale Heart, The Cask of Amontillado), M. Twain: Adventures of T. Sawyer, Adventures of H. Finn, selected works of turn-of-the-century literature
JAVORČÍKOVÁ, J. (2017). A#Compendium of American Literature. Bratislava : Z-F LINGUA.
GREY, R. (2011). Brief History of American Literature. London: Wiley-Blackwell.
Recommended readings:
BRADBURY, M. and RULAND, R. (1992). From Puritanism to Postmodernism: A History of American Literature. London: Penguin Books.
GENETTE, G. (1980). Narrative Discourse. New York: Cornell University Press.
HIGH, P. B. (1986). An Outline of American Literature. Edinburgh: Longman.
These resources are available in Slovak libraries and bookstores, as well as on the free internet.

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

Notes:

Past grade distribution
Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
28,57	0,0	28,57	14,29	23,81	0,0	4,76

Lecturers: Mgr. Andrea Demovičová, PhD., Dr. habil. Tamás Karáth, PhD.

Last change: 04.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex005/22	Survey of English Literature

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5(L+S)
Teaching mode: combined, distance learning
Scope (number of hours): 5 per semester
Student workload: 75 hours in total
Direct teaching = 5 hours (combination of in-person and distant teaching), continuous home preparation = 30 hours, preparation for the term tests = 10 hours, preparation for the oral exam = 30 hours
Type of activities:
Brief presentation of lecture material, dialogical methods (debates, discussions), analysis of video recordings (filmed examples of works, relevant social events), heuristic method, presentation of individual opinions, guided self-study

Number of credits: 3

Recommended semester: 3.

Educational level: I.

Prerequisites: PdF.KAJL/B-ANGex002/22 - Introduction to the study of anglophone literature

Recommended prerequisites:
B-ANGex002 (Introduction to the Study of Anglophone Literature)

Course requirements:
Course completion requirements
Continuous assessment (40 points/percent):
Presentation (40 points/40%) or weekly term tests during the semester (10 tests in total, 40 points/ per cent)
Students write weekly tests on the material covered. The tests assess students' ability to cope with literary texts, that is, their ability to systematically analyse a literary text, to critically evaluate and contextualize it and to creatively elaborate the text for pedagogical application.
Final assessment (60 points/percent):
Final oral exam, which assesses the theoretical knowledge of students, e.g. literary terminology and its application to a literary text, awareness of the broader context.
Grading:
100–95% A, 94–90% B, 89–85%, C, 84–80% D, 79–75% E, 74–0% FX

A (excellent performance): The student has a core knowledge of the subdiscipline of English literature, and is proficient in representative works and the context of the social and pedagogical implications of Anglophone literature of the period in question. The student understands the significance and impact of literary movements, is aware of fundamental genres, and can apply all the terms studied also to new literary works. The students demonstrates systemic knowledge and its application in the tests. In the oral exam, the student demonstrates comprehensive and systematic knowledge, the ability to independently analyse, interpret, compare and synthesize works.
B (very good performance): The student masters the knowledge of the sub-discipline of English Literature, listed in (A) with minor errors and inaccuracies, understands the vast majority of the significance and impact of literary movements and genres of the period in question. The student demonstrates systemic knowledge and its application, with minor errors, in the term tests. In the oral exam, the student proves complex and systematic knowledge, ability to analyse, interpret, compare and synthesize works independently.
C (good and reliable performance): The student masters a substantial part of the knowledge of the sub-discipline of English literature, with several errors and inaccuracies, understands most of the significance and impacts of literary movements and genres of the period in question, can apply some terms to specific unfamiliar literary works. The student demonstrates substantial knowledge in the term tests, with several errors. In the oral exam the student demonstrates extensive knowledge and the ability to adequately analyse, interpret, compare, and synthesize most works.
D (satisfactory performance): The student masters a substantial part of the knowledge of the sub-discipline of English literature, with numerous errors and inaccuracies, understands some of the significance and impacts of literary movements and genres of the period in question, cannot apply some terms to well-known literary works. In the term tests the student demonstrates some essential knowledge and its application, with numerous errors. In the oral exam the student demonstrates complex and systematic knowledge and a partial ability to analyse, interpret, compare and synthesize some works.
E (sufficient performance): The student has minimal knowledge of the subdiscipline of English literature, with numerous errors and inaccuracies, understands only some of the significance and impact of literary movements and genres, cannot apply the terms to well-known literary works. The student does not demonstrate substantial knowledge and application of knowledge in the term tests. In the oral exam the student demonstrates unsystematic knowledge, minimal ability to analyse, interpret, compare and partially synthesize some works.
FX (insufficient performance; additional work is required): The student does not know basics of the sub-discipline of English literature, or their knowledge is without context, with numerous errors and inaccuracies, does not understand the significance and impact of literary movements and genres of the period in question, cannot apply the studied terms to any literary work. In the term tests, the student fails to demonstrate essential knowledge and its application. In the oral exam, the student fails to demonstrate systematic knowledge, the ability to analyse, interpret, compare and synthesize works.
Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Presentation (40 points/40%) or weekly term tests during the semester (10 tests in total, 40 points/per cent) Students write weekly tests on the material covered. The tests assess students' ability to cope with literary texts, that is, their ability to systematically analyse a literary text, to critically evaluate and contextualize it and to creatively elaborate the text for pedagogical application. Final assessment (60 points/percent): Final oral exam, which assesses the theoretical knowledge of students, e.g. literary terminology and its application to a literary text, awareness of the broader context.

Learning outcomes:
Objectives and learning outcomes

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
- The student is oriented in the sub-discipline of "English Literature", i.e. he/she understands the literary terminology and the contextual background of the course.
- The student acquires nuanced knowledge of the history, literature, culture and realities of countries where English is used as a mother tongue and knows their application potential in developing intercultural literacy.
- The student understands the significance and impact of the main literary movements in English (more broadly speaking, Anglophone) literature in the period in question.
- The student learns about the development of literary genres of poetry, prose and drama in English (Anglophone) literature, as well as the diachronic and synchronic relations of genre.
- The student becomes familiar with representative works of English literature of the period in question.
- The student recognises the prosodic features of texts, visual devices, tropes and figures.
- The student becomes familiar with the pedagogical contexts of literature and the educational potentials of teaching English literature.
Skills:
- The student critically evaluates cultural, social and political phenomena portrayed in literary works.
- The student is able to work with fiction (primary) and non-fiction (secondary) literature, and learns about the principles of literary criticism.
- The student can analyse the latest findings of the discipline, apply analytical-critical and linguistic thinking, leading to creativity and empathy.
- The student develops the skills to communicate fluently on professional aspects of literature and culture in English at B2 level.
- The student acquires presentation and digital skills, is able to search for relevant information in the digital environment and to work in the digital learning environment Moodle.
- The student learns how to work with literary texts in English language teaching.
Competences:
- The student is able to read and interpret literature (fiction and non-fiction) in English.
- The student is able to argue, present and defend his/her views and opinions, communicate effectively in a group and solve professional problems as a#team.
- The student can plan and organise his/her own learning, use self-study strategies.
- The student masters self-knowledge strategies leading to deepening metacognitive awareness.
- The student gains intercultural competences.
- The student develops the prerequisites for active involvement in professional life

Class syllabus:

Course contents:
Main themes of the course: Literature of the Old and Middle English periods, English Renaissance literature, 17th- century literature and the Enlightenment, the origins and rise of the novel, major representatives of the 18th-century novel, Romanticism in poetry and fiction, the Victorian period and realist fiction. The fin de siècle and the origins of modernism.
Through the above course content and methods of education, students will acquire knowledge, develop their pedagogical skills and competences corresponding to the profile of a graduate of the bachelor’s degree in the study programme Teaching of English Language and Literature in Combination.

Recommended literature:

Compulsory readings
Primary texts according as required by the teacher
FRANKO, Š. (1994). Theory of Anglophonic Literatures. Prešov: Slovacontact.
JAVORČÍKOVÁ, J. and ŠIPOŠOVÁ, M. (2017). Thinking About Literature: Language, Pedagogical Contexts and Cultural Identity of Literature. Bratislava: Z-F Lingua.
KARÁTH, T. (2022). A Student's Guide to Pre-Modern British Literature Bratislava: Z-F Lingua.
Recommended readings
CUDDON, J. A. (1998, repr. in 2000, 2008). The Penguin Dictionary of Literary Terms and Literary Theory. London: Penguin.
EAGLETON, T. (1994, repr. in 2000). Literary Theory. Minneapolis: University of Minnesota.
JAVORČÍKOVÁ, J. (2009). K problémom teórie literárnych žánrov - štúdia z komparatívnej genológie = On some problems of literary genres - a study in comparative genology. In Conversatoria Litteraria: Miedzynarodowy rocznik naukowy. Issue 2. Siedlce: Instytut Filologii Polskiej, Akademia Podlaska.
JAVORČÍKOVÁ, J. (2009). Postmoderný text ako médium významu. In Mladá veda 2009: Humanitné vedy – literárna veda. Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied.
These resources are available in Slovak libraries and bookstores, as well as on the free internet.

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

Notes:

Past grade distribution
Total number of evaluated students: 53

A	ABS	B	C	D	E	FX
20,75	0,0	11,32	11,32	7,55	20,75	28,3

Lecturers: Dr. habil. Tamás Karáth, PhD., Mgr. Andrea Demovičová, PhD.

Last change: 02.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KAJL/B-ANGex005/22	**Course title:** Survey of English Literature
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** **per level/semester:** 5s **Form of the course:** combined	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5(L+S) Teaching mode: combined, distance learning Scope (number of hours): 5 per semester Student workload: 75 hours in total Direct teaching = 5 hours (combination of in-person and distant teaching), continuous home preparation = 30 hours, preparation for the term tests = 10 hours, preparation for the oral exam = 30 hours Type of activities: Brief presentation of lecture material, dialogical methods (debates, discussions), analysis of video recordings (filmed examples of works, relevant social events), heuristic method, presentation of individual opinions, guided self-study	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: I.	
Prerequisites: PdF.KAJL/B-ANGex002/22 - Introduction to the study of anglophone literature	
Recommended prerequisites: B-ANGex002 (Introduction to the Study of Anglophone Literature)	
Course requirements: Course completion requirements Continuous assessment (40 points/percent): Presentation (40 points/40%) or weekly term tests during the semester (10 tests in total, 40 points/ per cent) Students write weekly tests on the material covered. The tests assess students' ability to cope with literary texts, that is, their ability to systematically analyse a literary text, to critically evaluate and contextualize it and to creatively elaborate the text for pedagogical application. Final assessment (60 points/percent): Final oral exam, which assesses the theoretical knowledge of students, e.g. literary terminology and its application to a literary text, awareness of the broader context. Grading: 100–95% A, 94–90% B, 89–85%, C, 84–80% D, 79–75% E, 74–0% FX	

A (excellent performance): The student has a core knowledge of the subdiscipline of English literature, and is proficient in representative works and the context of the social and pedagogical implications of Anglophone literature of the period in question. The student understands the significance and impact of literary movements, is aware of fundamental genres, and can apply all the terms studied also to new literary works. The students demonstrates systemic knowledge and its application in the tests. In the oral exam, the student demonstrates comprehensive and systematic knowledge, the ability to independently analyse, interpret, compare and synthesize works.
B (very good performance): The student masters the knowledge of the sub-discipline of English Literature, listed in (A) with minor errors and inaccuracies, understands the vast majority of the significance and impact of literary movements and genres of the period in question. The student demonstrates systemic knowledge and its application, with minor errors, in the term tests. In the oral exam, the student proves complex and systematic knowledge, ability to analyse, interpret, compare and synthesize works independently.
C (good and reliable performance): The student masters a substantial part of the knowledge of the sub-discipline of English literature, with several errors and inaccuracies, understands most of the significance and impacts of literary movements and genres of the period in question, can apply some terms to specific unfamiliar literary works. The student demonstrates substantial knowledge in the term tests, with several errors. In the oral exam the student demonstrates extensive knowledge and the ability to adequately analyse, interpret, compare, and synthesize most works.
D (satisfactory performance): The student masters a substantial part of the knowledge of the sub-discipline of English literature, with numerous errors and inaccuracies, understands some of the significance and impacts of literary movements and genres of the period in question, cannot apply some terms to well-known literary works. In the term tests the student demonstrates some essential knowledge and its application, with numerous errors. In the oral exam the student demonstrates complex and systematic knowledge and a partial ability to analyse, interpret, compare and synthesize some works.
E (sufficient performance): The student has minimal knowledge of the subdiscipline of English literature, with numerous errors and inaccuracies, understands only some of the significance and impact of literary movements and genres, cannot apply the terms to well-known literary works. The student does not demonstrate substantial knowledge and application of knowledge in the term tests. In the oral exam the student demonstrates unsystematic knowledge, minimal ability to analyse, interpret, compare and partially synthesize some works.
FX (insufficient performance; additional work is required): The student does not know basics of the sub-discipline of English literature, or their knowledge is without context, with numerous errors and inaccuracies, does not understand the significance and impact of literary movements and genres of the period in question, cannot apply the studied terms to any literary work. In the term tests, the student fails to demonstrate essential knowledge and its application. In the oral exam, the student fails to demonstrate systematic knowledge, the ability to analyse, interpret, compare and synthesize works.
Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Presentation (40 points/40%) or weekly term tests during the semester (10 tests in total, 40 points/per cent) Students write weekly tests on the material covered. The tests assess students' ability to cope with literary texts, that is, their ability to systematically analyse a literary text, to critically evaluate and contextualize it and to creatively elaborate the text for pedagogical application. Final assessment (60 points/percent): Final oral exam, which assesses the theoretical knowledge of students, e.g. literary terminology and its application to a literary text, awareness of the broader context.

Learning outcomes:
Objectives and learning outcomes

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
- The student is oriented in the sub-discipline of "English Literature", i.e. he/she understands the literary terminology and the contextual background of the course.
- The student acquires nuanced knowledge of the history, literature, culture and realities of countries where English is used as a mother tongue and knows their application potential in developing intercultural literacy.
- The student understands the significance and impact of the main literary movements in English (more broadly speaking, Anglophone) literature in the period in question.
- The student learns about the development of literary genres of poetry, prose and drama in English (Anglophone) literature, as well as the diachronic and synchronic relations of genre.
- The student becomes familiar with representative works of English literature of the period in question.
- The student recognises the prosodic features of texts, visual devices, tropes and figures.
- The student becomes familiar with the pedagogical contexts of literature and the educational potentials of teaching English literature.
Skills:
- The student critically evaluates cultural, social and political phenomena portrayed in literary works.
- The student is able to work with fiction (primary) and non-fiction (secondary) literature, and learns about the principles of literary criticism.
- The student can analyse the latest findings of the discipline, apply analytical-critical and linguistic thinking, leading to creativity and empathy.
- The student develops the skills to communicate fluently on professional aspects of literature and culture in English at B2 level.
- The student acquires presentation and digital skills, is able to search for relevant information in the digital environment and to work in the digital learning environment Moodle.
- The student learns how to work with literary texts in English language teaching.
Competences:
- The student is able to read and interpret literature (fiction and non-fiction) in English.
- The student is able to argue, present and defend his/her views and opinions, communicate effectively in a group and solve professional problems as a#team.
- The student can plan and organise his/her own learning, use self-study strategies.
- The student masters self-knowledge strategies leading to deepening metacognitive awareness.
- The student gains intercultural competences.
- The student develops the prerequisites for active involvement in professional life

Class syllabus:

Course contents:
Main themes of the course: Literature of the Old and Middle English periods, English Renaissance literature, 17th- century literature and the Enlightenment, the origins and rise of the novel, major representatives of the 18th-century novel, Romanticism in poetry and fiction, the Victorian period and realist fiction. The fin de siècle and the origins of modernism.
Through the above course content and methods of education, students will acquire knowledge, develop their pedagogical skills and competences corresponding to the profile of a graduate of the bachelor’s degree in the study programme Teaching of English Language and Literature in Combination.

Recommended literature:

Compulsory readings
Primary texts according as required by the teacher
FRANKO, Š. (1994). Theory of Anglophonic Literatures. Prešov: Slovacontact.
JAVORČÍKOVÁ, J. and ŠIPOŠOVÁ, M. (2017). Thinking About Literature: Language, Pedagogical Contexts and Cultural Identity of Literature. Bratislava: Z-F Lingua.
KARÁTH, T. (2022). A Student's Guide to Pre-Modern British Literature Bratislava: Z-F Lingua.
Recommended readings
CUDDON, J. A. (1998, repr. in 2000, 2008). The Penguin Dictionary of Literary Terms and Literary Theory. London: Penguin.
EAGLETON, T. (1994, repr. in 2000). Literary Theory. Minneapolis: University of Minnesota.
JAVORČÍKOVÁ, J. (2009). K problémom teórie literárnych žánrov - štúdia z komparatívnej genológie = On some problems of literary genres - a study in comparative genology. In Conversatoria Litteraria: Miedzynarodowy rocznik naukowy. Issue 2. Siedlce: Instytut Filologii Polskiej, Akademia Podlaska.
JAVORČÍKOVÁ, J. (2009). Postmoderný text ako médium významu. In Mladá veda 2009: Humanitné vedy – literárna veda. Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied.
These resources are available in Slovak libraries and bookstores, as well as on the free internet.

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

Notes:

Past grade distribution
Total number of evaluated students: 53

A	ABS	B	C	D	E	FX
20,75	0,0	11,32	11,32	7,55	20,75	28,3

Lecturers: Dr. habil. Tamás Karáth, PhD., Mgr. Andrea Demovičová, PhD.

Last change: 02.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex023/22	Teacher´s communication and presentation skills

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 8s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
Exercise, 8 hours per semester, combined method
Student workload:
8 hours of direct instruction; 10 hours of preparation for group presentation; 14 hours of preparation for direct instruction (reading of professional texts), 18 hours of guided self-study. 50 hours in total.
Teaching methods:
Discussion, interview, role-play method, quizzes, brainstorming, mind-mapping, interpretation, text work, small group work, group presentation

Number of credits: 2

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
Scope of interim and final evaluation: 100/0
The evaluation will consist of the following components:
- Participation in teaching or active involvement in discussions and activities (50 points);
- group presentation (50 points):
The topic of the presentation is different communication didactic methods from the publication: ČAPEK, R. (2015). Modern didactics. Modern Teaching of Modern Pedagogy (modern pedagogical methods): Grada. Each group will present a different group of didactic methods, which they will also practically demonstrate with their classmates.
The final grade A requires at least 91 points, grade B at least 81 points, grade C at least 73 points, grade D at least 66 points and grade E at least 60 points. To pass the course, a minimum of 60% of the points must be obtained.
For a grade of A, the student must perform consistently well, be able to study independently, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is proficient in theoretical and empirical knowledge in the field of communication in the school environment and can apply it in his/her teaching practice. At the same time, students are able to work in a team and collaborate on assignments.

A grade of B means that the student has performed above average throughout the semester, has been able to study independently, is proficient in basic information related to communication in the school environment, can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are deficiencies in his/her critical and creative thinking. At the same time, students are able to work in teams and collaborate on assignments.
A grade of C means that the student has performed well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare different literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.
A grade of D means that the student has been less well prepared during the semester, has moderate deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work as well as in group work, cannot critically analyse information and has problems applying knowledge to practice.
A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyse and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge of the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The aim of the course is to give students the opportunity to improve their communication and presentation skills. To use experiential learning to discuss the need for good and respectful communication with students, parents and colleagues. Thorough acquisition and development of communication skills can contribute not only to the improvement of pupil/child learning but also to the building of open working and friendly relationships in the school.
They will also be able to assess, analyse and compare information, be able to think critically and evaluate individual examples of good practice and generalise knowledge.

Class syllabus:
- The meaning of communication, basic concepts, pedagogical communication.
- Aspects of communication - what I perceive, what I hear as a teacher - relational and factual aspect.
- Experiential learning - training in active listening, questioning and feedback and its use for strengthening presentation skills.
- Non-verbal communication , the body as a means of self-expression and expressing relationships with others - especially in relation to presentation. Working with the voice - modulation of speech and its impact on pupils
- Videotaped examples of good practice in teacher communication.
- Analysis of own presentation skills.
- Typologies of teacher communication styles and power constellations in the classroom.
- Communication and cooperation between teachers and parents

Recommended literature:
ČÁP, J. a MAREŠ, J. (2001). Psychologie pro učitele. Praha: Portál.
ČAPEK, R. (2015). Moderní didaktika. Praha: Grada
ČERNOTOVÁ, M. (2005). Ako komunikovať s žiakmi. Prešov: Metodicko-pedagogické centrum v Prešove
HIEROLD, E. (2005) Rétorika a prezentace. Praha : Grada, ISBN 80-247-0782-9.
LEMOV, D. (2015) Teach like a champion 2.0: 62 techniques that put students on the path to college. San Francisco: Jossey-Bass
ŠEĎOVÁ, K., ŠVAŘÍČEK, R. a ŠALAMOUNOVÁ, Z. (2012). Komunikace ve školní třídě. Praha: Portál
VYBÍRAL, Z. (2005). Psychologie komunikace. Praha: Portál.

Languages necessary to complete the course:
Slovak, Czech and English language

Notes:
knowledge of the English language is an advantage

Past grade distribution
Total number of evaluated students: 25

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

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex023/22	Teacher´s communication and presentation skills

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 8s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
Exercise, 8 hours per semester, combined method
Student workload:
8 hours of direct instruction; 10 hours of preparation for group presentation; 14 hours of preparation for direct instruction (reading of professional texts), 18 hours of guided self-study. 50 hours in total.
Teaching methods:
Discussion, interview, role-play method, quizzes, brainstorming, mind-mapping, interpretation, text work, small group work, group presentation

Number of credits: 2

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Course requirements:
Scope of interim and final evaluation: 100/0
The evaluation will consist of the following components:
- Participation in teaching or active involvement in discussions and activities (50 points);
- group presentation (50 points):
The topic of the presentation is different communication didactic methods from the publication: ČAPEK, R. (2015). Modern didactics. Modern Teaching of Modern Pedagogy (modern pedagogical methods): Grada. Each group will present a different group of didactic methods, which they will also practically demonstrate with their classmates.
The final grade A requires at least 91 points, grade B at least 81 points, grade C at least 73 points, grade D at least 66 points and grade E at least 60 points. To pass the course, a minimum of 60% of the points must be obtained.
For a grade of A, the student must perform consistently well, be able to study independently, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is proficient in theoretical and empirical knowledge in the field of communication in the school environment and can apply it in his/her teaching practice. At the same time, students are able to work in a team and collaborate on assignments.

A grade of B means that the student has performed above average throughout the semester, has been able to study independently, is proficient in basic information related to communication in the school environment, can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are deficiencies in his/her critical and creative thinking. At the same time, students are able to work in teams and collaborate on assignments.
A grade of C means that the student has performed well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare different literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.
A grade of D means that the student has been less well prepared during the semester, has moderate deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work as well as in group work, cannot critically analyse information and has problems applying knowledge to practice.
A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyse and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge of the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The aim of the course is to give students the opportunity to improve their communication and presentation skills. To use experiential learning to discuss the need for good and respectful communication with students, parents and colleagues. Thorough acquisition and development of communication skills can contribute not only to the improvement of pupil/child learning but also to the building of open working and friendly relationships in the school.
They will also be able to assess, analyse and compare information, be able to think critically and evaluate individual examples of good practice and generalise knowledge.

Class syllabus:
- The meaning of communication, basic concepts, pedagogical communication.
- Aspects of communication - what I perceive, what I hear as a teacher - relational and factual aspect.
- Experiential learning - training in active listening, questioning and feedback and its use for strengthening presentation skills.
- Non-verbal communication , the body as a means of self-expression and expressing relationships with others - especially in relation to presentation. Working with the voice - modulation of speech and its impact on pupils
- Videotaped examples of good practice in teacher communication.
- Analysis of own presentation skills.
- Typologies of teacher communication styles and power constellations in the classroom.
- Communication and cooperation between teachers and parents

Recommended literature:
ČÁP, J. a MAREŠ, J. (2001). Psychologie pro učitele. Praha: Portál.
ČAPEK, R. (2015). Moderní didaktika. Praha: Grada
ČERNOTOVÁ, M. (2005). Ako komunikovať s žiakmi. Prešov: Metodicko-pedagogické centrum v Prešove
HIEROLD, E. (2005) Rétorika a prezentace. Praha : Grada, ISBN 80-247-0782-9.
LEMOV, D. (2015) Teach like a champion 2.0: 62 techniques that put students on the path to college. San Francisco: Jossey-Bass
ŠEĎOVÁ, K., ŠVAŘÍČEK, R. a ŠALAMOUNOVÁ, Z. (2012). Komunikace ve školní třídě. Praha: Portál
VYBÍRAL, Z. (2005). Psychologie komunikace. Praha: Portál.

Languages necessary to complete the course:
Slovak, Czech and English language

Notes:
knowledge of the English language is an advantage

Past grade distribution
Total number of evaluated students: 25

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

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZex009/22	**Course title:** Teaching practice (A)
Educational activities: **Type of activities:** practice **Number of hours:** **per week:** **per level/semester:** 1t **Form of the course:** combined	
Number of credits: 2	
Recommended semester: 3., 5.	
Educational level: I.	
Prerequisites:	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment).

The student completes an introductory practice seminar with the practice methodologist and a hospitality in a primary or secondary school according to the subject/subject specialization of the practice in the range of 10 - 20 hours. The student will keep a practice portfolio of the hours of hospitalisation, which he/she will submit to the practice methodologist/methodologist for evaluation in print or electronic form (as agreed with the methodologist/methodologist). The final assessment takes the form of a colloquium. To pass the course, a minimum score of 60% is required.

The rating is awarded on a scale:

A (100-91%, excellent - excellent results with only minimal errors),

B (90-81%, very good - above average results with minor errors),

C (80-73%, good - normal reliable work, average results),

D (72-66%, satisfactory - acceptable results, but significant errors occur),

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

Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).

A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.

B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes:
The goal of the Teaching Practicum (A) is to initiate the professional vision of male and female student teachers, particularly in terms of descriptive and identification. After completing the course, the student knows and can navigate in school documentation, can process the record of the educational unit hospitalization, can describe educational phenomena (elements of communication in the learning group, individual differences of pupils, phenomena of the dynamics of the learning group), can identify the individual educational goals, methods, forms, principles and content elements of education. The aim of the course is also to observe and analyse the manifestations of the teacher's personality and the classroom environment. The student will be able to distinguish and evaluate the application of positive and negative evaluation in teaching, be able to identify non-standard educational situations and evaluate the effectiveness of their solution.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization - pre-praxis meeting: definition of the objectives, methods and focus of the hospitalization.
The implementation phase of hospitalization - own observation of the educational process and processing of the hospitalization portfolio with emphasis on aspects of pedagogical communication, elements of communication, individual differences of pupils, phenomena of the dynamics of the learning group, educational goals, methods, forms, principles and content elements of education, manifestations of the teacher's personality and the classroom environment, positive and negative evaluations in teaching, non-standard educational situations.
Final phase of the hospitalization - post-hospitalization colloquium: analysis of the practice portfolio, reflection and interpretation of the observed educational phenomena. Familiarisation with the school documentation: state and school curriculum, electronic class book, online student book, Edupage information system. Educational standards, individual education plans, etc.

Recommended literature:
Recommended reading:
Compulsory reading:
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 198 s. ISBN: 978-80-8083-867-6
GOGOVÁ, A., KROČKOVÁ, Š., PINTES, G. 2004. Žiak - sloboda - výchova. Prešov: Vydavateľstvo M. Vaška, 312 s. ISBN 80-8050-675-2
Recommended reading:

IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7.
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 101 s. ISBN 978-80-7097-904-4.
KOSTRUB, D., SEVERINI, E. Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. 2016. Učitelské praxe – současné poznatky a perspektivy. Brno. 2016. Masarykova univerzita. ISBN 978-80-210-8274-8
STRAKOŠ, J. 2021. Mimovyučovacie činnosti učiteľa v škole: Metodika stáže A. Bratislava: Univerzita Komenského, 2021. ISBN 978-80-223-5231-4
The national curriculum for ISCED 2 and ISCED 3.
Pedagogical documentation

Languages necessary to complete the course:
slovak language

Notes:
: The student enrolls in Teaching practice (A) concurrently with the course or after completing the course Theoretical Foundations of Education. Pedagogical Practices are carried out on dates determined by the schedule of the academic year of the Faculty of Arts of Charles University and are preceded by an introductory instructional session with the student's practice methodologist.

Past grade distribution
Total number of evaluated students: 110

A	ABS	B	C	D	E	FX
58,18	0,0	23,64	8,18	0,91	1,82	7,27

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex009/22	Teaching practice (A)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 1t
Form of the course: combined

Number of credits: 2

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment).
The student completes an introductory practice seminar with the practice methodologist and a hospitality in a primary or secondary school according to the subject/subject specialization of the practice in the range of 10 - 20 hours. The student will keep a practice portfolio of the hours of hospitalisation, which he/she will submit to the practice methodologist/methodologist for evaluation in print or electronic form (as agreed with the methodologist/methodologist). The final assessment takes the form of a colloquium. To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes:
The goal of the Teaching Practicum (A) is to initiate the professional vision of male and female student teachers, particularly in terms of descriptive and identification. After completing the course, the student knows and can navigate in school documentation, can process the record of the educational unit hospitalization, can describe educational phenomena (elements of communication in the learning group, individual differences of pupils, phenomena of the dynamics of the learning group), can identify the individual educational goals, methods, forms, principles and content elements of education. The aim of the course is also to observe and analyse the manifestations of the teacher's personality and the classroom environment. The student will be able to distinguish and evaluate the application of positive and negative evaluation in teaching, be able to identify non-standard educational situations and evaluate the effectiveness of their solution.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization - pre-praxis meeting: definition of the objectives, methods and focus of the hospitalization.
The implementation phase of hospitalization - own observation of the educational process and processing of the hospitalization portfolio with emphasis on aspects of pedagogical communication, elements of communication, individual differences of pupils, phenomena of the dynamics of the learning group, educational goals, methods, forms, principles and content elements of education, manifestations of the teacher's personality and the classroom environment, positive and negative evaluations in teaching, non-standard educational situations.
Final phase of the hospitalization - post-hospitalization colloquium: analysis of the practice portfolio, reflection and interpretation of the observed educational phenomena. Familiarisation with the school documentation: state and school curriculum, electronic class book, online student book, Edupage information system. Educational standards, individual education plans, etc.

Recommended literature:
Recommended reading:
Compulsory reading:
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 198 s. ISBN: 978-80-8083-867-6
GOGOVÁ, A., KROČKOVÁ, Š., PINTES, G. 2004. Žiak - sloboda - výchova. Prešov: Vydavateľstvo M. Vaška, 312 s. ISBN 80-8050-675-2
Recommended reading:

IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7.
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KOSTRUB, D., SEVERINI, E. Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. 2016. Učitelské praxe – současné poznatky a perspektivy. Brno. 2016. Masarykova univerzita. ISBN 978-80-210-8274-8
STRAKOŠ, J. 2021. Mimovyučovacie činnosti učiteľa v škole: Metodika stáže A. Bratislava: Univerzita Komenského, 2021. ISBN 978-80-223-5231-4
The national curriculum for ISCED 2 and ISCED 3.
Pedagogical documentation

Languages necessary to complete the course:
slovak language

Notes:
: The student enrolls in Teaching practice (A) concurrently with the course or after completing the course Theoretical Foundations of Education. Pedagogical Practices are carried out on dates determined by the schedule of the academic year of the Faculty of Arts of Charles University and are preceded by an introductory instructional session with the student's practice methodologist.

Past grade distribution
Total number of evaluated students: 110

A	ABS	B	C	D	E	FX
58,18	0,0	23,64	8,18	0,91	1,82	7,27

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex010/22	Teaching practice (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 1t
Form of the course: combined

Number of credits: 2

Recommended semester: 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment).
The student will attend a pre-practise seminar with the practice methodologist, and will complete at least 10 hours of hospitalization at a primary or secondary school according to the subject/content specialization. The student will keep a personal portfolio of teaching practice from the hours of hospitalization. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The portfolio is submitted by the student to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on his/her teaching practice.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes and transferable competences:
The goal of Teaching Practice B is to initiate students' professional vision at the level of descriptive and identification. After completing the pedagogical practice B, the student knows and can work with pedagogical documentation, can process the record of the teaching unit hospitalization. Identifies the main objectives, methods, forms and phases of the teaching process. Can describe the elements of communication and classroom dynamics.

Class syllabus:
Brief outline of the course:
The aim of teaching practice B is to enable students to observe the teaching process from the perspective of a future teacher. During the practicum, students observe the teaching process of the practicing teachers and, on the basis of theoretical knowledge of general didactics, analyse the teaching process in its entirety and, in the final reflection, formulate a characterisation of the observed teaching, the working atmosphere, evaluate the pedagogical competence of the practicing teachers, point out the positives and negatives, propose their own solutions and describe suggestions for change, and give their own reflections on the profession of teaching, where they are in relation to the observed teaching process.
Preparatory phase for the practice: pre-practicum seminar, definition of requirements for the implementation of the practice, preparation and study of hospitality sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
The implementation phase of the practice: self-observation of the teaching process, processing of hospitality sheets with emphasis on aspects of objectives, methods, pedagogical communication, teacher and pupils' activities, identification of teaching phases, cognitive functions, pupils' activity and activation, and a comprehensive record of the teaching process.
Evaluation phase of practice: interpretation of observed educational phenomena, analysis of the hospital portfolio, reflection on the pedagogical practice B.

Recommended literature:
Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7.
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 101 s. ISBN 978-80-7097-904-4.
KOMENSKÝ, J. A. (1954). Veľká didaktika. Bratislava: SPN, 272 s. ISBN 9-3264/53
KOSTRUB, D., SEVERINI, E. Portfólio v pedagogickej praxi študenta. In: ŠVEC, V., LOJDOVÁ, K., PRAVDOVÁ, B. 2016. Učitelské praxe – současné poznatky a perspektivy.

Brno: Masarykova univerzita. ISBN 978-80-210-8274-8 https://munispace.muni.cz/library/catalog/book/829
KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. (2017). Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov: Rokus. 370 s., ISBN 978-80-8951-061-0
KOSTRUB, D. 2008. Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6
KOSTRUB, D., OSTRADICKÝ, P. (2016). Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MLODZIEZY I DOROSLYCH, 2016, s. 428-438. ISBN 978-83-941235-5-0.
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. 28 s. ISBN 978-80-210-9581-6 https://www.phil.muni.cz/do/fi/is/sebehodnotici_nastroj/Standard-kvality-profesnich-kompetenci.pdf
STRAKOŠ, J. 2021. Mimovyučovacie činnosti učiteľa v škole: Metodika stáže A. Bratislava: Univerzita Komenského, 2021, 30 s., (1,45 AH), ISBN 978-80-223-5231-4
National curriculum for ISCED 2 and ISCED 3

Languages necessary to complete the course:
slovak, english and czech

Notes:
Remarks: The student enrolls in Pedagogical Practice (B) concurrently with the course or after completing the course General Didactics. Pedagogical Practices are carried out on dates determined by the schedule of the academic year of the Faculty of Arts of Charles University and are preceded by an introductory instructional session with the student's practice methodologist.

Past grade distribution
Total number of evaluated students: 84

A	ABS	B	C	D	E	FX
53,57	0,0	22,62	11,9	7,14	1,19	3,57

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex010/22	Teaching practice (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 1t
Form of the course: combined

Number of credits: 2

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment).
The student will attend a pre-practise seminar with the practice methodologist, and will complete at least 10 hours of hospitalization at a primary or secondary school according to the subject/content specialization. The student will keep a personal portfolio of teaching practice from the hours of hospitalization. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The portfolio is submitted by the student to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on his/her teaching practice.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes and transferable competences:
The goal of Teaching Practice B is to initiate students' professional vision at the level of descriptive and identification. After completing the pedagogical practice B, the student knows and can work with pedagogical documentation, can process the record of the teaching unit hospitalization. Identifies the main objectives, methods, forms and phases of the teaching process. Can describe the elements of communication and classroom dynamics.

Class syllabus:
Brief outline of the course:
The aim of teaching practice B is to enable students to observe the teaching process from the perspective of a future teacher. During the practicum, students observe the teaching process of the practicing teachers and, on the basis of theoretical knowledge of general didactics, analyse the teaching process in its entirety and, in the final reflection, formulate a characterisation of the observed teaching, the working atmosphere, evaluate the pedagogical competence of the practicing teachers, point out the positives and negatives, propose their own solutions and describe suggestions for change, and give their own reflections on the profession of teaching, where they are in relation to the observed teaching process.
Preparatory phase for the practice: pre-practicum seminar, definition of requirements for the implementation of the practice, preparation and study of hospitality sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
The implementation phase of the practice: self-observation of the teaching process, processing of hospitality sheets with emphasis on aspects of objectives, methods, pedagogical communication, teacher and pupils' activities, identification of teaching phases, cognitive functions, pupils' activity and activation, and a comprehensive record of the teaching process.
Evaluation phase of practice: interpretation of observed educational phenomena, analysis of the hospital portfolio, reflection on the pedagogical practice B.

Recommended literature:
Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7.
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 101 s. ISBN 978-80-7097-904-4.
KOMENSKÝ, J. A. (1954). Veľká didaktika. Bratislava: SPN, 272 s. ISBN 9-3264/53
KOSTRUB, D., SEVERINI, E. Portfólio v pedagogickej praxi študenta. In: ŠVEC, V., LOJDOVÁ, K., PRAVDOVÁ, B. 2016. Učitelské praxe – současné poznatky a perspektivy.

Brno: Masarykova univerzita. ISBN 978-80-210-8274-8 https://munispace.muni.cz/library/catalog/book/829
KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. (2017). Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov: Rokus. 370 s., ISBN 978-80-8951-061-0
KOSTRUB, D. 2008. Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6
KOSTRUB, D., OSTRADICKÝ, P. (2016). Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MLODZIEZY I DOROSLYCH, 2016, s. 428-438. ISBN 978-83-941235-5-0.
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. 28 s. ISBN 978-80-210-9581-6 https://www.phil.muni.cz/do/fi/is/sebehodnotici_nastroj/Standard-kvality-profesnich-kompetenci.pdf
STRAKOŠ, J. 2021. Mimovyučovacie činnosti učiteľa v škole: Metodika stáže A. Bratislava: Univerzita Komenského, 2021, 30 s., (1,45 AH), ISBN 978-80-223-5231-4
National curriculum for ISCED 2 and ISCED 3

Languages necessary to complete the course:
slovak, english and czech

Notes:
Remarks: The student enrolls in Pedagogical Practice (B) concurrently with the course or after completing the course General Didactics. Pedagogical Practices are carried out on dates determined by the schedule of the academic year of the Faculty of Arts of Charles University and are preceded by an introductory instructional session with the student's practice methodologist.

Past grade distribution
Total number of evaluated students: 84

A	ABS	B	C	D	E	FX
53,57	0,0	22,62	11,9	7,14	1,19	3,57

Lecturers: Ing. Eva Tóblová, PhD.

Last change: 08.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex035/22	The Culture of Anglophone Countries

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 5 hours (combination of in-person and distant teaching), home preparation for class (reading assigned texts, working on online quizzes) = 25 hours; presentation of a topic of the culture of English-speaking countries = 20 hours; preparation for the final assessment = 25 hours
Type of activities:
Discussion and critical analysis of journal articles and theoretical works; dialogical methods (debate, discussion); group work; comparison of variations in Anglophone countries; brainstorming on pedagogical applications of selected cultural phenomena; media presentations of cultural themes; critical reflection on presentations; e-learning (online quizzes before class)

Number of credits: 3

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (100%):
Online quizzes – not graded
A minimum score of 70% on the quizzes is required for the completion of the course. Students have an unlimited number of attempts before the actual class.
Presentation of a topic from the culture of English-speaking countries (30 points/percent)
Active participation in class discussions (10 points/percent)
Portfolio (60 points/percent):
Submission of a portfolio containing four of the following assignments:
- A summary of two class discussions
- A review of one scholarly study related to any aspect of the course
- An essay on the pedagogical application of any topic or work related to the class topic

- A critical review of an iconic film related to Canadian, Australian or South African culture,
- An interview with a contemporary Canadian, Australian or South African artist or scholar of cultural studies
- Reflection on how the course has contributed to a better understanding of English-speaking cultures
- Exploration of the cultural relations between Slovakia and a selected English-speaking country, focusing on the presence of the culture of the selected country in Slovakia
- Preparation of a proposal for a Canadian/Australian/South African Culture Day to be held at Comenius University with a detailed description of the program and a rationale for the choice of program (or the same at the high school)

Grading:

100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

A (excellent performance): The student has profound knowledge of themes and works related to the cultural heritage of English-speaking countries, understands the complex relationships between majority and minority cultures, can independently analyse and present selected texts in their contexts, reflects critically on classroom discussions, has an excellent ability to use cultural phenomena of English-speaking countries in the context of teaching and cultural mediation.

B (very good performance): The student has a solid understanding of themes and works related to the cultural heritage of English-speaking countries, understands the relationship between majority and minority cultures, can independently analyse and present selected texts in their contexts with minor interpretive errors, is able deduce important conclusions from class discussions, has a good ability to use cultural phenomena of English-speaking countries in the context of teaching and cultural mediation.

C (good performance): The student has a good understanding of themes and works related to the cultural heritage of English-speaking countries, mostly understands the relationship between majority and minority cultures, can analyse and present selected texts in their contexts to some extent, selectively understands the main conclusions of class discussions, has some ability to use cultural phenomena of English-speaking countries in the context of teaching and cultural mediation, three of the four portfolio assignments are acceptable.

D (satisfactory performance): The student has sufficient knowledge of themes and works related to the cultural heritage of English-speaking countries, has a limited understanding of the relationship between majority and minority cultures, and analyses and presents selected texts in their contexts without adequate critical reflection and clarity, can understand only a#few ideas raised in class discussions, has minimal ability to use cultural phenomena of English-speaking countries in the context of teaching and cultural mediation, two of the four portfolio assignments are acceptable.

E (sufficient performance): The student has minimal knowledge of themes and works related to the cultural heritage of English-speaking countries, has a reduced understanding of majority and minority cultures, presents selected texts without analysis, summarizes class discussions superficially without due arguments, is unable to elaborate on the use of culture in teaching or cultural mediation, only one of the four portfolio assignments is acceptable.

FX (insufficient performance; extra work is required): The student presents inadequate or no research on the chosen topic, the quality of the written work is inadequate or not presented, the results do not meet the criteria specified for Grades A, B, C, D, and E.

Scale of assessment (preliminary/final): Continuous assessment (100%): Online quizzes – not graded A minimum score of 70% on the quizzes is required for the completion of the course. Students have an unlimited number of attempts before the actual class. Presentation of a topic from the culture of English-speaking countries (30 points/percent) Active participation in class discussions (10 points/percent) Portfolio (60 points/percent): Submission of a portfolio containing four of the following assignments: - A summary of two class discussions - A review of one

scholarly study related to any aspect of the course - An essay on the pedagogical application of any topic or work related to the class topic - A critical review of an iconic film related to Canadian, Australian or South African culture, - An interview with a contemporary Canadian, Australian or South African artist or scholar of cultural studies - Reflection on how the course has contributed to a better understanding of English-speaking cultures - Exploration of the cultural relations between Slovakia and a selected English-speaking country, focusing on the presence of the culture of the selected country in Slovakia - Preparation of a proposal for a Canadian/Australian/South African Culture Day to be held at Comenius University with a detailed description of the program and a rationale for the choice of program (or the same at the high school)

Learning outcomes:

Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
- Students gain knowledge of the cultural heritage of English-speaking countries with a particular focus on Australia, New Zealand, Canada and South Africa.
- Students become aware of the legacy of indigenous cultures in these countries and the interactions between minority (indigenous) and majority cultures.
- Students learn about current significant cultural achievements and trends in lesser-known regions of the Anglophone world, and will be familiar with the cultural and ethnic diversity of Anglophone provenance.
- Students will be able to apply the topics presented to their teaching (create a lesson based on a cultural studies theme, teaching the language in interaction with the culture of Canada and North America).
Skills:
- Students will be able to work with scholarly text, critically analyse and present selected texts in their broader cultural contexts.
- Students develop presentation and argumentation skills.
- Students can analyse the latest findings of the discipline, apply analytical-critical and linguistic thinking to selected cultural phenomena, leading to creativity and empathy.
- Students develop foreign language skills to communicate fluently about professional aspects of culture and the teaching of culture in English at B2 level.
- Students acquire presentation and digital skills, can search for relevant information in the digital environment and work in the digital learning environment Moodle; they also acquire presentation and project development skills.
Competences:
- Students identify arguments in debates and are able to take a position and defend their views.
- Students are able to critically approach and present a written text and its wider cultural context.
- Students are able to apply the cultural legacy of English-speaking countries as competent and culturally knowledgeable teachers in primary and secondary education in Slovakia and in any other situation of cultural mediation.
- Students are able to apply critical analysis in the evaluation of selected cultural, social and political phenomena.
- Students can effectively use self-study strategies.
- Students can read scholarly literature in a foreign language.
- Students acquire intercultural competences and competences for intercultural approach in language education.
- Students obtain the prerequisites for active participation in professional life.

Class syllabus:

Course contents:

1. General knowledge of the spread of the English language and culture in the world: The British Empire, the US and the Cold War, globalization, different English-speaking societies in the world
2. Travelling in the English-speaking world: natural and cultural sites and monuments, iconic landscapes, people's adaptation to the landscape
3. Colonial background and post-colonial heritage of Canada, Australia, New Zealand and South Africa
4. Minority cultures in Canada, Australia, New Zealand and South Africa, interactions between minority and non-indigenous cultures
5. Contemporary cultural achievements and trends in Canada, Australia and South Africa, iconic visual depictions and films of the respective countries

Through the above course content and methods of education, students will acquire knowledge, develop their pedagogical skills and competences corresponding to the profile of a graduate of the bachelor's degree in the study programme Teaching of English Language and Literature in Combination.

Recommended literature:

Compulsory readings:

ADELMAN, C. and SCHWARTZ, B. L., eds. (2013). Prairie Directory of North America: The United States, Canada, and Mexico. 2nd ed. Oxford University Press.
BOEHMER, E. (2008). Nelson Mandela: A Very Short Introduction. Oxford University Press.
FERGUSON, N. (2003).#Empire. New York: Allen Lane.
MORGAN, K. (2012). Australia: A Very Short Introduction. Oxford University Press.
SCHAPERA, I., ed. (2004). Western Civilization and the Natives of South Africa: Studies in Culture Contact. Routledge.
WRIGHT, D. (2020). Canada: A#Very Short Introduction. Oxford University Press.

Recommended readings:

SAYERS, A. (2001). Australian Art. Oxford University Press.
WHITELAW, A., FOSS, B., and PAIKOWSKY, S., eds. (2010). The Visual Arts in Canada: The Twentieth Century. Oxford University Press.

These resources are available in Slovak libraries and bookstores, as well as on the free internet.

Languages necessary to complete the course:

Languages necessary to complete the course: English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 31

A	ABS	B	C	D	E	FX
45,16	0,0	9,68	6,45	12,9	6,45	19,35

Lecturers: M. A. Paul Vincent McCullough

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/B-ANGex035/22	The Culture of Anglophone Countries

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 5S
Teaching mode: combined, distance learning
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 5 hours (combination of in-person and distant teaching), home preparation for class (reading assigned texts, working on online quizzes) = 25 hours; presentation of a topic of the culture of English-speaking countries = 20 hours; preparation for the final assessment = 25 hours
Type of activities:
Discussion and critical analysis of journal articles and theoretical works; dialogical methods (debate, discussion); group work; comparison of variations in Anglophone countries; brainstorming on pedagogical applications of selected cultural phenomena; media presentations of cultural themes; critical reflection on presentations; e-learning (online quizzes before class)

Number of credits: 3

Recommended semester: 3.

Educational level: I.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (100%):
Online quizzes – not graded
A minimum score of 70% on the quizzes is required for the completion of the course. Students have an unlimited number of attempts before the actual class.
Presentation of a topic from the culture of English-speaking countries (30 points/percent)
Active participation in class discussions (10 points/percent)
Portfolio (60 points/percent):
Submission of a portfolio containing four of the following assignments:
- A summary of two class discussions
- A review of one scholarly study related to any aspect of the course
- An essay on the pedagogical application of any topic or work related to the class topic

- A critical review of an iconic film related to Canadian, Australian or South African culture,
- An interview with a contemporary Canadian, Australian or South African artist or scholar of cultural studies
- Reflection on how the course has contributed to a better understanding of English-speaking cultures
- Exploration of the cultural relations between Slovakia and a selected English-speaking country, focusing on the presence of the culture of the selected country in Slovakia
- Preparation of a proposal for a Canadian/Australian/South African Culture Day to be held at Comenius University with a detailed description of the program and a rationale for the choice of program (or the same at the high school)

Grading:

100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

A (excellent performance): The student has profound knowledge of themes and works related to the cultural heritage of English-speaking countries, understands the complex relationships between majority and minority cultures, can independently analyse and present selected texts in their contexts, reflects critically on classroom discussions, has an excellent ability to use cultural phenomena of English-speaking countries in the context of teaching and cultural mediation.

B (very good performance): The student has a solid understanding of themes and works related to the cultural heritage of English-speaking countries, understands the relationship between majority and minority cultures, can independently analyse and present selected texts in their contexts with minor interpretive errors, is able deduce important conclusions from class discussions, has a good ability to use cultural phenomena of English-speaking countries in the context of teaching and cultural mediation.

C (good performance): The student has a good understanding of themes and works related to the cultural heritage of English-speaking countries, mostly understands the relationship between majority and minority cultures, can analyse and present selected texts in their contexts to some extent, selectively understands the main conclusions of class discussions, has some ability to use cultural phenomena of English-speaking countries in the context of teaching and cultural mediation, three of the four portfolio assignments are acceptable.

D (satisfactory performance): The student has sufficient knowledge of themes and works related to the cultural heritage of English-speaking countries, has a limited understanding of the relationship between majority and minority cultures, and analyses and presents selected texts in their contexts without adequate critical reflection and clarity, can understand only a#few ideas raised in class discussions, has minimal ability to use cultural phenomena of English-speaking countries in the context of teaching and cultural mediation, two of the four portfolio assignments are acceptable.

E (sufficient performance): The student has minimal knowledge of themes and works related to the cultural heritage of English-speaking countries, has a reduced understanding of majority and minority cultures, presents selected texts without analysis, summarizes class discussions superficially without due arguments, is unable to elaborate on the use of culture in teaching or cultural mediation, only one of the four portfolio assignments is acceptable.

FX (insufficient performance; extra work is required): The student presents inadequate or no research on the chosen topic, the quality of the written work is inadequate or not presented, the results do not meet the criteria specified for Grades A, B, C, D, and E.

Scale of assessment (preliminary/final): Continuous assessment (100%): Online quizzes – not graded A minimum score of 70% on the quizzes is required for the completion of the course. Students have an unlimited number of attempts before the actual class. Presentation of a topic from the culture of English-speaking countries (30 points/percent) Active participation in class discussions (10 points/percent) Portfolio (60 points/percent): Submission of a portfolio containing four of the following assignments: - A summary of two class discussions - A review of one

scholarly study related to any aspect of the course - An essay on the pedagogical application of any topic or work related to the class topic - A critical review of an iconic film related to Canadian, Australian or South African culture, - An interview with a contemporary Canadian, Australian or South African artist or scholar of cultural studies - Reflection on how the course has contributed to a better understanding of English-speaking cultures - Exploration of the cultural relations between Slovakia and a selected English-speaking country, focusing on the presence of the culture of the selected country in Slovakia - Preparation of a proposal for a Canadian/Australian/South African Culture Day to be held at Comenius University with a detailed description of the program and a rationale for the choice of program (or the same at the high school)

Learning outcomes:

Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
- Students gain knowledge of the cultural heritage of English-speaking countries with a particular focus on Australia, New Zealand, Canada and South Africa.
- Students become aware of the legacy of indigenous cultures in these countries and the interactions between minority (indigenous) and majority cultures.
- Students learn about current significant cultural achievements and trends in lesser-known regions of the Anglophone world, and will be familiar with the cultural and ethnic diversity of Anglophone provenance.
- Students will be able to apply the topics presented to their teaching (create a lesson based on a cultural studies theme, teaching the language in interaction with the culture of Canada and North America).
Skills:
- Students will be able to work with scholarly text, critically analyse and present selected texts in their broader cultural contexts.
- Students develop presentation and argumentation skills.
- Students can analyse the latest findings of the discipline, apply analytical-critical and linguistic thinking to selected cultural phenomena, leading to creativity and empathy.
- Students develop foreign language skills to communicate fluently about professional aspects of culture and the teaching of culture in English at B2 level.
- Students acquire presentation and digital skills, can search for relevant information in the digital environment and work in the digital learning environment Moodle; they also acquire presentation and project development skills.
Competences:
- Students identify arguments in debates and are able to take a position and defend their views.
- Students are able to critically approach and present a written text and its wider cultural context.
- Students are able to apply the cultural legacy of English-speaking countries as competent and culturally knowledgeable teachers in primary and secondary education in Slovakia and in any other situation of cultural mediation.
- Students are able to apply critical analysis in the evaluation of selected cultural, social and political phenomena.
- Students can effectively use self-study strategies.
- Students can read scholarly literature in a foreign language.
- Students acquire intercultural competences and competences for intercultural approach in language education.
- Students obtain the prerequisites for active participation in professional life.

Class syllabus:

Course contents:

1. General knowledge of the spread of the English language and culture in the world: The British Empire, the US and the Cold War, globalization, different English-speaking societies in the world
2. Travelling in the English-speaking world: natural and cultural sites and monuments, iconic landscapes, people's adaptation to the landscape
3. Colonial background and post-colonial heritage of Canada, Australia, New Zealand and South Africa
4. Minority cultures in Canada, Australia, New Zealand and South Africa, interactions between minority and non-indigenous cultures
5. Contemporary cultural achievements and trends in Canada, Australia and South Africa, iconic visual depictions and films of the respective countries

Through the above course content and methods of education, students will acquire knowledge, develop their pedagogical skills and competences corresponding to the profile of a graduate of the bachelor's degree in the study programme Teaching of English Language and Literature in Combination.

Recommended literature:

Compulsory readings:

ADELMAN, C. and SCHWARTZ, B. L., eds. (2013). Prairie Directory of North America: The United States, Canada, and Mexico. 2nd ed. Oxford University Press.
BOEHMER, E. (2008). Nelson Mandela: A Very Short Introduction. Oxford University Press.
FERGUSON, N. (2003).#Empire. New York: Allen Lane.
MORGAN, K. (2012). Australia: A Very Short Introduction. Oxford University Press.
SCHAPERA, I., ed. (2004). Western Civilization and the Natives of South Africa: Studies in Culture Contact. Routledge.
WRIGHT, D. (2020). Canada: A#Very Short Introduction. Oxford University Press.

Recommended readings:

SAYERS, A. (2001). Australian Art. Oxford University Press.
WHITELAW, A., FOSS, B., and PAIKOWSKY, S., eds. (2010). The Visual Arts in Canada: The Twentieth Century. Oxford University Press.

These resources are available in Slovak libraries and bookstores, as well as on the free internet.

Languages necessary to complete the course:

Languages necessary to complete the course: English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 31

A	ABS	B	C	D	E	FX
45,16	0,0	9,68	6,45	12,9	6,45	19,35

Lecturers: M. A. Paul Vincent McCullough

Last change: 05.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex001/22	Theoretical basics of education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
13 hours lecture + seminar/semester, combined method
Student workload: 13 hours of teaching; 9 hours of guided self-study, 20 hours of preparation for mid-term papers, 33 hours of term paper preparation, 45 hours of exam preparation. Total 120 hours of student work.
Methods of education: interpretation combined with discussion, situational methods, activating methods, problem-based methods, application of theoretical knowledge to practical examples and tasks, guided self-study - solving tasks and assignments

Number of credits: 4

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Course requirements:
The course is completed by examination, 50% of the interim and 50% of the final assessment
The interim evaluation includes the following:
- continuous work during the semester focused on current issues of education, defining educational goals, concretizing educational principles, identifying educational methods, etc. - 15 points,
- term paper focused on a selected area of education - 35 points.
The final evaluation includes the following:
- final written examination - 50 points.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:

Students will gain knowledge and understanding of the educational and self-educational process in a social context with emphasis on the application of the principles of creative-humanistic education and the presentation of new approaches and perspectives in the development of modern educational theory. On a theoretical-empirical level, students are able to implement a variety of educational activities and activities that can be applied within the profession of teacher/educator/teaching assistant and have the competence to solve basic problem situations in educational practice in collaboration with other professionals.
Transferable competences: the course develops students' analytical, critical, evaluative and creative thinking, reasoning in context and supports the development of their interpersonal skills, self-development and personal and professional growth.

Class syllabus:

An introduction to the discipline of educational theory. Theoretical foundations and determinants of education. Creative-humanistic education.
Views on education. Education in different historical periods.
School documents and legislation with a focus on education. Educational programme.
Goals of education and their determination.
The concept of education and self-education, functions, conditions and factors of education. The process of education/self-education and its phases.
Educational methods and new trends.
Characteristics and classification of educational principles.
Concretization of the content of educational action: moral education, pro-social education, intellectual education, aesthetic education, work education, physical education, ecological and environmental education, multicultural education, etc.
Organizational forms and means of education.

The personality of the teacher/educator/teaching assistant in the educational process. Educational styles and requirements for the personality of the teacher/educator/teaching assistant. Code of ethics of the teaching profession.
The personality of the child in the educational process. Categorization of factors of personality formation, bio-psycho-social determination of personality development and education.
Educational environment and its importance for a person.
Family and family education. Educational styles in the family. Negative tendencies in family upbringing.
Educational conditions of the school environment. Negative phenomena in the school environment and their prevention.
Education outside the classroom and its specifics.

Recommended literature:

POTOČÁROVÁ, M., DERKOVÁ, J., FERKOVÁ, Š., KOLDEOVÁ, L. (2021). Teória výchovy 1. Bratislava: UK. ISBN 978-80-223-5327-4
GOGOVÁ, A., KROČKOVÁ, Š., PINTES, G. (2004). Žiak - sloboda - výchova. Prešov: Vydavateľstvo M. Vaška. 312 s. ISBN 80-8050-675-2
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov

Recommended reading:

DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: Iris, 2018. 144s. ISBN 978-80-8200 034-7
FERKOVÁ, Š., PREVENDÁROVÁ, J., KOLDEOVÁ, L. et al. (2017). Morálne kompetencie žiakov. Metodická príručka pre učiteľov na nižšom sekundárnom stupni vzdelávania. Bratislava: UK. 212 s. ISBN 978-80-223-4432-6
HLÁSNA, S., HORVÁTHOVÁ, K., MUCHA, M., TÓTHOVÁ, R. (2006). Úvod do pedagogiky. Nitra: Enigma, 2006. 356 s. ISBN 80-89132-29-4
KOLDEOVÁ, L. (2018). Odmeny a tresty v rodinnej výchove. Bratislava: UK. 161 s. ISBN 978-80-223-4649-8
KOSOVÁ, B. (2015). Filozofické a globálne súvislosti edukácie. Banská Bystrica: Belianum. 174 s. ISBN 978-80-557-1021-1
KRATOCHVÍLOVÁ, E. et a. (2007). Úvod do pedagogiky. Trnava: PF TU. 168 s. ISBN 978-80-8082-145-6 PELIKÁN, J. (1995). Výchova jako teoretický problém. Ostrava: Amosium Servis. 234 s. ISBN 80-85498-27-8
SKARUPSKÁ, H. 2016. Filozofie a Teorie výchovy. Studijní opora. Praha: Hnutí R. 51 s. ISBN 978-80-86798-70-7
POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská rodinnej výchovy. Bratislava: Univerzita Komenského. 216 s. ISBN: 978-80-223-2458-8
STROUHAL, M. (2013). Teorie výchovy. Praha: Grada. 192 s. ISBN 978-80-2474-212-0
TRABALÍKOVÁ, J., MACHÁČEK, D., ZEMANČÍKOVÁ, V. (2014). Výchova v utváraní osobnosti. Žilina: Žilinská univerzita. 195 s. ISBN 978-80-554-0904-7
ZELINA, M. (2010). Teórie výchovy alebo hľadanie dobra. Bratislava: SPN. 232 s. ISBN 978-80-1001-884-0

Languages necessary to complete the course:

slovak and czech

Notes:

Notes: students of the Teacher Education (combined) programme do not enrol in the course

Past grade distribution
Total number of evaluated students: 221

A	ABS	B	C	D	E	FX
24,89	0,0	19,0	20,36	8,6	6,79	20,36

Lecturers: PaedDr. Eva Labudová, PhD.

Last change: 07.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZex001/22	Theoretical basics of education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
13 hours lecture + seminar/semester, combined method
Student workload: 13 hours of teaching; 9 hours of guided self-study, 20 hours of preparation for mid-term papers, 33 hours of term paper preparation, 45 hours of exam preparation. Total 120 hours of student work.
Methods of education: interpretation combined with discussion, situational methods, activating methods, problem-based methods, application of theoretical knowledge to practical examples and tasks, guided self-study - solving tasks and assignments

Number of credits: 4

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
The course is completed by examination, 50% of the interim and 50% of the final assessment
The interim evaluation includes the following:
- continuous work during the semester focused on current issues of education, defining educational goals, concretizing educational principles, identifying educational methods, etc. - 15 points,
- term paper focused on a selected area of education - 35 points.
The final evaluation includes the following:
- final written examination - 50 points.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:

Students will gain knowledge and understanding of the educational and self-educational process in a social context with emphasis on the application of the principles of creative-humanistic education and the presentation of new approaches and perspectives in the development of modern educational theory. On a theoretical-empirical level, students are able to implement a variety of educational activities and activities that can be applied within the profession of teacher/educator/teaching assistant and have the competence to solve basic problem situations in educational practice in collaboration with other professionals.
Transferable competences: the course develops students' analytical, critical, evaluative and creative thinking, reasoning in context and supports the development of their interpersonal skills, self-development and personal and professional growth.

Class syllabus:

An introduction to the discipline of educational theory. Theoretical foundations and determinants of education. Creative-humanistic education.
Views on education. Education in different historical periods.
School documents and legislation with a focus on education. Educational programme.
Goals of education and their determination.
The concept of education and self-education, functions, conditions and factors of education. The process of education/self-education and its phases.
Educational methods and new trends.
Characteristics and classification of educational principles.
Concretization of the content of educational action: moral education, pro-social education, intellectual education, aesthetic education, work education, physical education, ecological and environmental education, multicultural education, etc.
Organizational forms and means of education.

The personality of the teacher/educator/teaching assistant in the educational process. Educational styles and requirements for the personality of the teacher/educator/teaching assistant. Code of ethics of the teaching profession.
The personality of the child in the educational process. Categorization of factors of personality formation, bio-psycho-social determination of personality development and education.
Educational environment and its importance for a person.
Family and family education. Educational styles in the family. Negative tendencies in family upbringing.
Educational conditions of the school environment. Negative phenomena in the school environment and their prevention.
Education outside the classroom and its specifics.

Recommended literature:

POTOČÁROVÁ, M., DERKOVÁ, J., FERKOVÁ, Š., KOLDEOVÁ, L. (2021). Teória výchovy 1. Bratislava: UK. ISBN 978-80-223-5327-4
GOGOVÁ, A., KROČKOVÁ, Š., PINTES, G. (2004). Žiak - sloboda - výchova. Prešov: Vydavateľstvo M. Vaška. 312 s. ISBN 80-8050-675-2
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov

Recommended reading:

DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: Iris, 2018. 144s. ISBN 978-80-8200 034-7
FERKOVÁ, Š., PREVENDÁROVÁ, J., KOLDEOVÁ, L. et al. (2017). Morálne kompetencie žiakov. Metodická príručka pre učiteľov na nižšom sekundárnom stupni vzdelávania. Bratislava: UK. 212 s. ISBN 978-80-223-4432-6
HLÁSNA, S., HORVÁTHOVÁ, K., MUCHA, M., TÓTHOVÁ, R. (2006). Úvod do pedagogiky. Nitra: Enigma, 2006. 356 s. ISBN 80-89132-29-4
KOLDEOVÁ, L. (2018). Odmeny a tresty v rodinnej výchove. Bratislava: UK. 161 s. ISBN 978-80-223-4649-8
KOSOVÁ, B. (2015). Filozofické a globálne súvislosti edukácie. Banská Bystrica: Belianum. 174 s. ISBN 978-80-557-1021-1
KRATOCHVÍLOVÁ, E. et a. (2007). Úvod do pedagogiky. Trnava: PF TU. 168 s. ISBN 978-80-8082-145-6 PELIKÁN, J. (1995). Výchova jako teoretický problém. Ostrava: Amosium Servis. 234 s. ISBN 80-85498-27-8
SKARUPSKÁ, H. 2016. Filozofie a Teorie výchovy. Studijní opora. Praha: Hnutí R. 51 s. ISBN 978-80-86798-70-7
POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská rodinnej výchovy. Bratislava: Univerzita Komenského. 216 s. ISBN: 978-80-223-2458-8
STROUHAL, M. (2013). Teorie výchovy. Praha: Grada. 192 s. ISBN 978-80-2474-212-0
TRABALÍKOVÁ, J., MACHÁČEK, D., ZEMANČÍKOVÁ, V. (2014). Výchova v utváraní osobnosti. Žilina: Žilinská univerzita. 195 s. ISBN 978-80-554-0904-7
ZELINA, M. (2010). Teórie výchovy alebo hľadanie dobra. Bratislava: SPN. 232 s. ISBN 978-80-1001-884-0

Languages necessary to complete the course:

slovak and czech

Notes:

Notes: students of the Teacher Education (combined) programme do not enrol in the course

Past grade distribution
Total number of evaluated students: 221

A	ABS	B	C	D	E	FX
24,89	0,0	19,0	20,36	8,6	6,79	20,36

Lecturers: Mgr. Štefánia Ferková, PhD., prof. PhDr. Mária Potočárová, PhD.

Last change: 07.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex017/22	Theory of democracy

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of teaching, 20 hours of midterm test preparation, 18 hours of midterm assignment development, 17 hours of guided self-study. Total 60 hours
Teaching methods: problem-based interpretation and discussion of the assigned topics

Number of credits: 2

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBex003/22 - Political science II.

Recommended prerequisites:
B-VOBex003 Political science II.

Course requirements:
Weighting of interim/final assessment: 100/0
The interim assessment includes an interim written assignment on democracy theory (40% of the grade) and an interim didactic test (60% of the grade). To pass the course, a minimum of 60% of the total mark is required.
The rating is awarded on a scale:
A 100-94%, excellent - outstanding results; students performed well, their theoretical knowledge of theories of democracy is at an excellent level, they have a standard very good ability to critically and analytically evaluate knowledge, compare different concepts of democracies, they hand in assignments on time. In the midterm test, they have demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the score (percentage) of the midterm written assignment, corresponds to an A grade.
B 93-86%, very good - above average standard; students performed well, their theoretical knowledge of theories of democracy is at a very good level, they have a good ability to apply knowledge critically and analytically, they critically evaluate and compare literary sources at a very good level, they generally hand in interim assignments on time. They have demonstrated a level of knowledge (extent of knowledge acquired and cognitive abilities mobilised) in the interim test which, in terms of points or percentage, together with the score (percentage) of the interim written assignment, corresponds to a grade B.
C 85-76%, good - routinely reliable work; students performed standardly well, their theoretical knowledge of theories of democracy is at a good level, but they lack the ability to compare

this knowledge analytically and critically evaluate individual concepts. In the midterm test, they demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilized) that, in terms of points or percentages, together with the scores (percentages) on the midterm writing assignment, corresponds to a grade of C.
D 75-68%, satisfactory - acceptable performance; students were less prepared during the semester, turning in interim assignments after the assignment due date. They are slightly deficient in theories of democracies; they cannot analytically process the concepts. Information. They demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) in the midterm test that, in terms of points or percentage, together with the score (percentage) of the midterm writing assignment, corresponds to a grade of D.
E 67-60%, adequate - results meet minimum criteria, students were less prepared during the semester, turned in assignments after the assignment due date. They are more deficient in theories of democracies, unable to process information analytically and critically. In the midterm test, they demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) that, in terms of points or percentage, together with the score (percentage) of the midterm writing assignment, corresponds to a grade of E.
Fx 59-0%, Inadequate - additional work, extra study required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Students will be introduced to the theories and transformations of democracy and to the basic analytical concept of democracy. They will acquire the ability to critically analyse the democratic process, to work through a problem in theories of democracy and to demonstrate the knowledge gained in a continuous work. They will acquire the ability to interpret and define the basic concepts of theories of democracy. They will be able to differentiate between theories, explain the analytical concept of democracy, understand it and the theories, and find adequate responses to the democratic and democratisation processes of the present day.

Class syllabus:
The many meanings of democracy. Transformations of democracy from a historical perspective. Democracy in analytical perspective. The structure of the democratic process. Overview of theories of democracy from Athens to polyarchy and deliberative democracy. Direct democracy, semi-direct democracy, referendum as a form of direct democracy. Constitutional anchoring of the referendum. The status of self-government. Education for democratic citizenship. Council of Europe documents on education for democratic citizenship. The political system of the Slovak Republic. Elections and electoral systems. Culture and morality in Slovak politics. Corruption.

Recommended literature:
GOŇCOVÁ, M. 2010 Krize demokracie ve 20. století a Evropa. Brno : Masarykova univerzita.182 s. ISBN 978-80-210-5346-5
HLOUŠEK, V.; KOPEČEK, L. 2003. Demokracie. Brno: IIPS. 379 s. ISBN 978-80-210-4249-0
Recommended readings:
SARTORI, G. 1994. Teória demokracie. Bratislava: Archa. 512 s. ISBN 80-7115-049-5
HABERMAS, J.: 2018 Diskursivní teorie liberální demokracie. Praha. Karolinum. Kapitola 3. ISBN978-80-246-3826-3
FUKUYAMA, F. 2002 Konec dějin a poslední člověk. Praha : Rybka Publishers. 382 s. ISBN80-86182-27-4

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 34

A	ABS	B	C	D	E	FX
32,35	0,0	20,59	38,24	2,94	0,0	5,88

Lecturers: prof. PhDr. Jozef Lysý, CSc.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBex017/22	**Course title:** Theory of democracy
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** **per level/semester:** 5s **Form of the course:** combined	
Type, volume, methods and workload of the student - additional information Seminar, 5 hours per semester, combined method Student workload: 5 hours of teaching, 20 hours of midterm test preparation, 18 hours of midterm assignment development, 17 hours of guided self-study. Total 60 hours Teaching methods: problem-based interpretation and discussion of the assigned topics	
Number of credits: 2	
Recommended semester: 4.	
Educational level: I.	
Prerequisites: PdF.KEOV/B-VOBex003/22 - Political science II.	
Recommended prerequisites: B-VOBex003 Political science II.	
Course requirements: Weighting of interim/final assessment: 100/0 The interim assessment includes an interim written assignment on democracy theory (40% of the grade) and an interim didactic test (60% of the grade). To pass the course, a minimum of 60% of the total mark is required. The rating is awarded on a scale: A 100-94%, excellent - outstanding results; students performed well, their theoretical knowledge of theories of democracy is at an excellent level, they have a standard very good ability to critically and analytically evaluate knowledge, compare different concepts of democracies, they hand in assignments on time. In the midterm test, they have demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the score (percentage) of the midterm written assignment, corresponds to an A grade. B 93-86%, very good - above average standard; students performed well, their theoretical knowledge of theories of democracy is at a very good level, they have a good ability to apply knowledge critically and analytically, they critically evaluate and compare literary sources at a very good level, they generally hand in interim assignments on time. They have demonstrated a level of knowledge (extent of knowledge acquired and cognitive abilities mobilised) in the interim test which, in terms of points or percentage, together with the score (percentage) of the interim written assignment, corresponds to a grade B. C 85-76%, good - routinely reliable work; students performed standardly well, their theoretical knowledge of theories of democracy is at a good level, but they lack the ability to compare	

this knowledge analytically and critically evaluate individual concepts. In the midterm test, they demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilized) that, in terms of points or percentages, together with the scores (percentages) on the midterm writing assignment, corresponds to a grade of C.
D 75-68%, satisfactory - acceptable performance; students were less prepared during the semester, turning in interim assignments after the assignment due date. They are slightly deficient in theories of democracies; they cannot analytically process the concepts. Information. They demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) in the midterm test that, in terms of points or percentage, together with the score (percentage) of the midterm writing assignment, corresponds to a grade of D.
E 67-60%, adequate - results meet minimum criteria, students were less prepared during the semester, turned in assignments after the assignment due date. They are more deficient in theories of democracies, unable to process information analytically and critically. In the midterm test, they demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) that, in terms of points or percentage, together with the score (percentage) of the midterm writing assignment, corresponds to a grade of E.
Fx 59-0%, Inadequate - additional work, extra study required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Students will be introduced to the theories and transformations of democracy and to the basic analytical concept of democracy. They will acquire the ability to critically analyse the democratic process, to work through a problem in theories of democracy and to demonstrate the knowledge gained in a continuous work. They will acquire the ability to interpret and define the basic concepts of theories of democracy. They will be able to differentiate between theories, explain the analytical concept of democracy, understand it and the theories, and find adequate responses to the democratic and democratisation processes of the present day.

Class syllabus:
The many meanings of democracy. Transformations of democracy from a historical perspective. Democracy in analytical perspective. The structure of the democratic process. Overview of theories of democracy from Athens to polyarchy and deliberative democracy. Direct democracy, semi-direct democracy, referendum as a form of direct democracy. Constitutional anchoring of the referendum. The status of self-government. Education for democratic citizenship. Council of Europe documents on education for democratic citizenship. The political system of the Slovak Republic. Elections and electoral systems. Culture and morality in Slovak politics. Corruption.

Recommended literature:
GOŇCOVÁ, M. 2010 Krize demokracie ve 20. století a Evropa. Brno : Masarykova univerzita.182 s. ISBN 978-80-210-5346-5
HLOUŠEK, V.; KOPEČEK, L. 2003. Demokracie. Brno: IIPS. 379 s. ISBN 978-80-210-4249-0
Recommended readings:
SARTORI, G. 1994. Teória demokracie. Bratislava: Archa. 512 s. ISBN 80-7115-049-5
HABERMAS, J.: 2018 Diskursivní teorie liberální demokracie. Praha. Karolinum. Kapitola 3. ISBN978-80-246-3826-3
FUKUYAMA, F. 2002 Konec dějin a poslední člověk. Praha : Rybka Publishers. 382 s. ISBN80-86182-27-4

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 34

A	ABS	B	C	D	E	FX
32,35	0,0	20,59	38,24	2,94	0,0	5,88

Lecturers: prof. PhDr. Jozef Lysý, CSc.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex015/22	Values and education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of teaching, 28 hours of project work; 17 hours of guided self-study. Total 50 hours of work.
Teaching methods:
- Seminar: lecture combined with discussion of the topic under discussion; various examples are given for each subject area. Critical reflection and awareness of the possibility of applying this knowledge to school or life practice is essential.
Emphasis on discussion. Outcome - project.

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Weight of continuous and final appraising 100/0, which includes 30% class activity and 70% project.
A minimum of 60% of the course rating is required for successful completion of the course.
The grade is awarded on a scale of:
A (100-94%, excellent - outstanding), the student reflects knowledges correctly and actively both critically and creatively, including its meaningful integration into life reality and pedagogical practice.
B (93-86%, very good - above average standard), the student reflects appropriately critically on the knowledge,
including their meaningful integration into life reality and pedagogical practice.
C (85-76%, good - routinely reliable work), students performed at a good standard during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge.
D (75-68%, satisfactory - acceptable performance), students were less prepared during the semester, they have moderate deficiencies in theoretical knowledges. They are unable to critically analyze information.
E (67-60%, satisfactory - results meet minimum criteria), students have limited theoretical knowledges, are unable to critically analyze the knowledges, and are only minimally able to apply the knowledges.

Fx (59-0%, insufficient - additional work is required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Through experiential learning methods, students will realize that values are what give events, things, and relationships meaning as well as individuality and authenticity. In the content area, they will acquire the necessary knowledge of value theory (concepts, orientations, problems). They will gain the impetus for understanding the goals and methods of values education (civic education, ethics education, personal and social education).They will acquire the skills to present and defend their own views on the role of values in education.
This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).
Objectives of the course: the course contributes to the gradual development of important professional competences of future teachers in accordance with the profile of the graduate by its focus and educational methods.

Class syllabus:
Values and needs, values and norms, hierarchy of values.
2. The nature of axiology, theory of values. Axiology its relation to pedagogy and to the problems of education.
3. Values and culture, plurality of values in the contemporary world - implications for communication culture and education.
4. Leadership to values in the family and school environment.
5. Logotherapy

Recommended literature:
BROŽÍK, V. Hodnotové orientácie. Nitra : FF UKF, 2000. ISBN 80-8050-368-0. DÚBRAVOVÁ, V. Výchova k hodnotám v príprave budúcich učiteľov. In: Hodnoty a výchova. In: Šimoník, O., Horká, H., Střelec (eds). Zborník Hodnoty a výchova. Brno : PdF MU(CD), 2007. ISBN 978-80-86633-78-7. EYRE,L., EYRE, R. Jak naučit děti hodnotám. Praha : Portál, 2007. ISBN978-80-7367-275-1. KUČEROVÁ, S. Človek – hodnoty – výchova. Prešov : ManaCon, 1996. ISBN80-85668-34-3. LUKASOVÁ, E. Základy logoterapie. Bratislava : Lúč, 2009. ISBN 978-80-7114-704-6. PELIKÁN, J. Hledání těžiště výchovy. Praha : Karolinum. 2007. ISBN978-80246-1265-2. VARGOVÁ, D. Hodnoty v etickej výchove. In.: Hodnoty ve výchově, umění a sportu. Praha :KREACE, 2008.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 20

A	ABS	B	C	D	E	FX
55,0	0,0	20,0	10,0	5,0	5,0	5,0

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 11.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBex015/22	Values and education

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 5s
Form of the course: combined

Type, volume, methods and workload of the student - additional information
Seminar, 5 hours per semester, combined method
Student workload:
5 hours of teaching, 28 hours of project work; 17 hours of guided self-study. Total 50 hours of work.
Teaching methods:
- Seminar: lecture combined with discussion of the topic under discussion; various examples are given for each subject area. Critical reflection and awareness of the possibility of applying this knowledge to school or life practice is essential.
Emphasis on discussion. Outcome - project.

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Weight of continuous and final appraising 100/0, which includes 30% class activity and 70% project.
A minimum of 60% of the course rating is required for successful completion of the course.
The grade is awarded on a scale of:
A (100-94%, excellent - outstanding), the student reflects knowledges correctly and actively both critically and creatively, including its meaningful integration into life reality and pedagogical practice.
B (93-86%, very good - above average standard), the student reflects appropriately critically on the knowledge,
including their meaningful integration into life reality and pedagogical practice.
C (85-76%, good - routinely reliable work), students performed at a good standard during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge.
D (75-68%, satisfactory - acceptable performance), students were less prepared during the semester, they have moderate deficiencies in theoretical knowledges. They are unable to critically analyze information.
E (67-60%, satisfactory - results meet minimum criteria), students have limited theoretical knowledges, are unable to critically analyze the knowledges, and are only minimally able to apply the knowledges.

Fx (59-0%, insufficient - additional work is required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Through experiential learning methods, students will realize that values are what give events, things, and relationships meaning as well as individuality and authenticity. In the content area, they will acquire the necessary knowledge of value theory (concepts, orientations, problems). They will gain the impetus for understanding the goals and methods of values education (civic education, ethics education, personal and social education).They will acquire the skills to present and defend their own views on the role of values in education.
This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).
Objectives of the course: the course contributes to the gradual development of important professional competences of future teachers in accordance with the profile of the graduate by its focus and educational methods.

Class syllabus:
Values and needs, values and norms, hierarchy of values.
2. The nature of axiology, theory of values. Axiology its relation to pedagogy and to the problems of education.
3. Values and culture, plurality of values in the contemporary world - implications for communication culture and education.
4. Leadership to values in the family and school environment.
5. Logotherapy

Recommended literature:
BROŽÍK, V. Hodnotové orientácie. Nitra : FF UKF, 2000. ISBN 80-8050-368-0. DÚBRAVOVÁ, V. Výchova k hodnotám v príprave budúcich učiteľov. In: Hodnoty a výchova. In: Šimoník, O., Horká, H., Střelec (eds). Zborník Hodnoty a výchova. Brno : PdF MU(CD), 2007. ISBN 978-80-86633-78-7. EYRE,L., EYRE, R. Jak naučit děti hodnotám. Praha : Portál, 2007. ISBN978-80-7367-275-1. KUČEROVÁ, S. Človek – hodnoty – výchova. Prešov : ManaCon, 1996. ISBN80-85668-34-3. LUKASOVÁ, E. Základy logoterapie. Bratislava : Lúč, 2009. ISBN 978-80-7114-704-6. PELIKÁN, J. Hledání těžiště výchovy. Praha : Karolinum. 2007. ISBN978-80246-1265-2. VARGOVÁ, D. Hodnoty v etickej výchove. In.: Hodnoty ve výchově, umění a sportu. Praha :KREACE, 2008.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 20

A	ABS	B	C	D	E	FX
55,0	0,0	20,0	10,0	5,0	5,0	5,0

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 11.09.2023

Approved by: