Course descriptions

TABLE OF CONTENTS

1. B-VUZde027/22 Abuse prevention 5
2. B-VUZde027/22 Abuse prevention 8
3. B-PSYde002/22 Anatomy and physiology of the nervous system 11
4. B-VUZde008/22 Bachelor thesis seminar 14
5. B-VUZde008/22 Bachelor thesis seminar 16
6. B-VUZšt011/15 Bachelor's thesis defence **(state exam)** 18
7. B-ESPde011/22 Basics of Didactics of Foreign Languages 21
8. B-PSYde034/16 Basics of applied behaviour analysis 24
9. B-PSYde034/16 Basics of applied behaviour analysis 25
10. B-PSYde031/16 Basics of art therapy 26
11. B-PSYde031/16 Basics of art therapy 27
12. B-PSYde032/16 Basics of drama therapy 28
13. B-PSYde032/16 Basics of drama therapy 29
14. B-PSYde033/16 Basics of play therapy 30
15. B-PSYde033/16 Basics of play therapy 31
16. B-PSYde029/22 Basics of psychiatry 32
17. B-PSYde020/22 Basics of sociology 35
18. B-PSYde026/22 Basics of speech therapy 38
19. B-VUZde029/22 Basics of the first aid 41
20. B-VUZde029/22 Basics of the first aid 44
21. B-VUZde031/22 Child biological development and school hygiene 47
22. B-VUZde031/22 Child biological development and school hygiene 51
23. B-VUZde005/22 Communication in education 55
24. B-VUZde005/22 Communication in education 58
25. B-VUZde025/15 Constructivism in education 61
26. B-VUZde025/15 Constructivism in education 62
27. B-ESPde043/22 Creative Drama Workshop in Spanish Language 63
28. B-ESPde043/22 Creative Drama Workshop in Spanish Language 65
29. B-ESPde022/22 Culture and Civilization of Spanish-speaking Countries 1 67
30. B-ESPde022/22 Culture and Civilization of Spanish-speaking Countries 1 69
31. B-ESPde026/22 Culture and Civilization of Spanish-speaking Countries 2 71
32. B-ESPde026/22 Culture and Civilization of Spanish-speaking Countries 2 73
33. B-VUZde035/22 Developing critical thinking 75
34. B-VUZde035/22 Developing critical thinking 77
35. B-PSYde015/22 Developmental disorders 79
36. B-PSYde005/22 Developmental psychology 83
37. B-VUZde002/22 Digital technologies 1 88
38. B-VUZde002/22 Digital technologies 1 97
39. B-VUZde012/22 Digital technologies 2 106
40. B-VUZde012/22 Digital technologies 2 114
41. B-VUZde013/22 Digital technologies 3 122
42. B-VUZde013/22 Digital technologies 3 123
43. B-VUZde037/22 Educational counselling 124
44. B-VUZde037/22 Educational counselling 127
45. B-PSYde011/22 Educational psychology 130
46. B-VUZde030/22 Environmetal education 133
47. B-VUZde030/22 Environmetal education 136

48. B-PSYde021/22 Ethical Propaedeutics....139
49. B-VUZde016/22 Ethics and professional ethics....142
50. B-VUZde016/22 Ethics and professional ethics....145
51. B-ESPde037/22 Exercises in Lexicology and Semantics....148
52. B-ESPde037/22 Exercises in Lexicology and Semantics....150
53. B-ESPde027/22 Exercises in Morphology and Syntax 1....152
54. B-ESPde033/22 Exercises in Morphology and Syntax 2....154
55. B-ESPde023/22 Exercises in Phonetics, Phonology and Orthography....156
56. B-ESPde023/22 Exercises in Phonetics, Phonology and Orthography....158
57. B-VUZde024/22 Family education....160
58. B-VUZde024/22 Family education....163
59. B-VUZde018/22 Gender aspects of education....166
60. B-VUZde018/22 Gender aspects of education....169
61. B-VUZde004/22 General didactics....172
62. B-VUZde004/22 General didactics....176
63. B-PSYde010/22 General pathopsychology....180
64. B-PSYde001/22 General psychology....183
65. B-ROMde014/22 History of Linguistic Theories....187
66. B-ROMde014/22 History of Linguistic Theories....191
67. B-VUZde022/22 History of education....195
68. B-VUZde022/22 History of education....197
69. B-VUZde014/22 History of philosophy 1....199
70. B-VUZde014/22 History of philosophy 1....202
71. B-VUZde015/15 History of philosophy 2....205
72. B-VUZde015/15 History of philosophy 2....206
73. B-PSYde004/22 History of psychology....207
74. B-ROMde032/22 Inclusive Learning and Pluralistic Approaches to Languages....210
75. B-ROMde032/22 Inclusive Learning and Pluralistic Approaches to Languages....212
76. B-ROMde016/22 Information Technologies in Foreign Language Teaching 1....214
77. B-ROMde016/22 Information Technologies in Foreign Language Teaching 1....216
78. B-ROMde019/22 Information Technologies in Foreign Language Teaching 2....218
79. B-ROMde019/22 Information Technologies in Foreign Language Teaching 2....220
80. B-ROMde035/22 Intercultural Communication....222
81. B-ROMde035/22 Intercultural Communication....224
82. B-PSYde022/22 Intercultural psychology....226
83. B-ROMde001/22 Introduction to Linguistics for Students of Romance Languages....229
84. B-ROMde002/22 Introduction to Literature Study for Students of Romance Languages....233
85. B-VUZde017/15 Introduction to gender studies....236
86. B-VUZde017/15 Introduction to gender studies....237
87. B-ESPde003/22 Introduction to the History and Culture of Spanish-speaking Countries....238
88. B-ROMde013/22 Introduction to the Theory of Translation and Interpreting....241
89. B-ROMde013/22 Introduction to the Theory of Translation and Interpreting....245
90. B-PSYde016/22 Introduction to the studying of psychology....249
91. B-PSYde009/22 Introduction to the teaching of psychology....252
92. B-ESPde002/22 Language Activity in Interaction – Listening Comprehension in Spanish Language....256
93. B-ESPde007/22 Language Activity in Interaction – Oral Performance in Spanish Language....258

94. B-ESPde004/22 Language Activity in Interaction – Reading Comprehension in Spanish Language..... 260
95. B-ESPde010/22 Language Activity in Interaction – Written Performance in Spanish Language..... 262
96. B-ESPde017/22 Language Exercises in Spanish Language 1..... 264
97. B-ESPde020/22 Language Exercises in Spanish Language 2..... 266
98. B-ESPde024/22 Language Exercises in Spanish Language 3..... 268
99. B-ESPde028/22 Language Exercises in Spanish Language 4..... 270
100. B-ESPde034/22 Language Exercises in Spanish Language 5..... 271
101. B-ESPde036/22 Language Exercises in Spanish Language 6..... 273
102. B-VUZde023/22 Leisure time education..... 275
103. B-VUZde023/22 Leisure time education..... 278
104. B-ESPde044/22 Literary Reading Support and Promotion..... 281
105. B-ESPde044/22 Literary Reading Support and Promotion..... 283
106. B-ESPde031/22 Literature for Children and Youth..... 285
107. B-ESPde031/22 Literature for Children and Youth..... 288
108. B-VUZde032/22 Medial education..... 291
109. B-VUZde032/22 Medial education..... 294
110. B-ESPde015/22 Mediation Activities in Spanish Language 1..... 297
111. B-ESPde015/22 Mediation Activities in Spanish Language 1..... 300
112. B-ESPde045/22 Mediation Activities in Spanish Language 2..... 303
113. B-ESPde045/22 Mediation Activities in Spanish Language 2..... 305
114. B-ROMde012/22 Methodology of Professional Text Writing..... 307
115. B-ROMde031/22 Methodology of Teaching Plurilingualism in EU Countries..... 310
116. B-ROMde031/22 Methodology of Teaching Plurilingualism in EU Countries..... 314
117. B-PSYde013/22 Methodology of academic writing in psychology..... 318
118. B-PSYde006/22 Methodology of psychological research..... 321
119. B-VUZde033/22 Multicultural education..... 324
120. B-VUZde033/22 Multicultural education..... 327
121. B-VUZde028/22 Pedagogy of individuals with special educational needs..... 330
122. B-VUZde028/22 Pedagogy of individuals with special educational needs..... 334
123. B-PSYde008/22 Personality psychology..... 338
124. B-PSYde019/22 Philosophical conceptions of man..... 341
125. B-PSYde017/22 Philosophy of education..... 344
126. B-ESPde032/22 Practical Exercises in Didactics of Foreign Languages..... 347
127. B-ESPde032/22 Practical Exercises in Didactics of Foreign Languages..... 349
128. B-ESPde038/16 Practical Spanish Language 1..... 351
129. B-ESPde039/16 Practical Spanish Language 2..... 353
130. B-ESPde040/16 Practical Spanish Language 3..... 355
131. B-PSYde014/22 Psychology of creativity..... 357
132. B-PSYde027/22 Psychology of individuals with hearing impairment..... 360
133. B-PSYde024/22 Psychology of individuals with intellectual disability..... 363
134. B-PSYde028/22 Psychology of individuals with physical disability and chronic illness..... 366
135. B-PSYde025/22 Psychology of individuals with visual impairment..... 369
136. B-VUZde034/22 Rhetoric and communication..... 372
137. B-VUZde034/22 Rhetoric and communication..... 375
138. B-VUZde036/22 School management..... 378
139. B-VUZde036/22 School management..... 381
140. B-PSYde030/22 Social pathology..... 384

141. B-PSYde007/22 Social psychology....387
142. B-VUZde026/22 Social skills of teachers training....391
143. B-VUZde026/22 Social skills of teachers training....392
144. B-PSYde003/22 Social-psychological training I....393
145. B-PSYde035/22 Social-psychological training II....396
146. B-PSYde035/22 Social-psychological training II....397
147. B-ESPde005/22 Spanish Language System 1....398
148. B-ESPde008/22 Spanish Language System 2....401
149. B-VUZde038/22 Specialised foreign language....404
150. B-VUZde038/22 Specialised foreign language....405
151. B-PSYde012/22 Statistical methods and techniques....406
152. B-ESPde006/22 Survey of the History of Spanish Literature 1....409
153. B-ESPde009/22 Survey of the History of Spanish Literature 2....413
154. B-VUZde009/22 Teaching practice (A)....417
155. B-VUZde009/22 Teaching practice (A)....420
156. B-VUZde010/22 Teaching practice (B)....423
157. B-VUZde010/22 Teaching practice (B)....426
158. B-VUZde001/22 Theoretical basics of education....429
159. B-VUZde001/22 Theoretical basics of education....433
160. B-PSYde023/22 Therapeutic Pedagogy for the Helping Professions....437
161. B-PSYde018/22 Training of communication competences....440
162. B-ESPde021/22 Translation Exercises in Spanish Language 1....443
163. B-ESPde021/22 Translation Exercises in Spanish Language 1....445
164. B-ESPde025/22 Translation Exercises in Spanish Language 2....447
165. B-ESPde025/22 Translation Exercises in Spanish Language 2....450
166. B-ESPde029/22 Translation Exercises in Spanish Language 3....453
167. B-ESPde029/22 Translation Exercises in Spanish Language 3....456
168. B-ESPde042/16 Translation Exercises in Spanish Language 4....459
169. B-ESPde042/22 Translation Exercises in Spanish Language 4....462
170. B-VUZde039/23 Zvedavé učenie 1....464
171. B-VUZde040/23 Zvedavé učenie 2....465

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde027/22	Abuse prevention

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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

Learning outcomes:
Learning objectives and outcomes and transferable competences:
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 external 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.
5. The emergence of addiction and its symptoms.
6. 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).
9. 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: 515

A	ABS	B	C	D	E	FX
51,26	0,0	20,78	13,98	6,99	2,52	4,47

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde027/22	**Course title:** Abuse prevention
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
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 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.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:
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 external 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.
5. The emergence of addiction and its symptoms.
6. 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).
9. 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: 515

A	ABS	B	C	D	E	FX
51,26	0,0	20,78	13,98	6,99	2,52	4,47

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde002/22	**Course title:** Anatomy and physiology of the nervous system
Educational activities: **Type of activities:** lecture **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 2 hour lecture; 22 hours total per semester, combined (mostly personal attendance) Student workload: 11 x 2 hours of direct teaching = 22 hours; preparation of seminar work and presentation (18 hours), preparation for the mid-term test (30 hours), preparation for the final examination (30 hours). 100 hours in total. Teaching methods: lecture, heuristic method, work with professional text and information sources.	
Number of credits: 4	
Recommended semester: 1.	
Educational level: I.	
Prerequisites:	
Course requirements: 50% of the interim evaluation + 50% of the final evaluation The interim assessment includes an interim test (30 points) and a seminar paper on the assigned topic and Power Point presentation (20 points). The final assessment will consist of a final exam in the form of a written test (50 points). For successful completion of the course, it is necessary to obtain a minimum of 60% of the points. The grade is awarded on a scale: A (100-94%, excellent - outstanding), 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 minimum criteria), Fx (59-0%, inadequate - additional work required. For a grade of A, students need to perform outstandingly well continuously throughout the semester and be capable of independent study. Students are able to navigate through a patchwork of different literary sources, select relevant sources for their study, are able to understand the anatomy and physiology of the nervous system, and are able to use their knowledge to compare the functions of different parts of the brain and cerebral cortex.	

A grade of B means that students have performed above average throughout the semester, have been able to study independently, have mastered basic information regarding the anatomy and physiology of the nervous system, and are able to navigate the literature study correctly.
A grade of C means that students performed well throughout the semester, their theoretical knowledge of anatomy and physiology of the nervous system is at a good level, but they lack the ability to apply this knowledge correctly, to critically evaluate and compare literature sources.
A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to anatomy and physiology of the nervous system. They have considerable difficulties in working independently, they cannot critically analyse information on their own.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyse and compare multiple pieces of knowledge correctly, but have mastered most of the necessary theoretical knowledge from the course.
A grade of Fx indicates that the student needs extra study to acquire the necessary knowledge.
Scale of assessment (preliminary/final): 50% of the interim evaluation + 50% of the final evaluation.

Learning outcomes:
The aim of the course is to be familiar with the anatomy and physiology of the nervous system and to know the functions of the nervous system (in general) and the individual parts of the brain. By completing the course, the student will learn basic anatomical and physiological terminology. The student will acquire knowledge of the structure, functions of the nervous system (in general), individual parts of the brain, cerebral cortex, central and peripheral nervous system. Acquire basic information about the structure and functional manifestations of neurons and nervous tissue. The knowledge will be the basis for the study of related psychological disciplines.

Class syllabus:
Course outcomes of subject (content):
1. Introduction to the study: functional systems of the human brain, CNS and PNS, nervous excitement.
2. Nervous tissue. Neuron. Synapse. Mechanisms and modes of signalling in neurons and in the nervous
system.
3. Spinal cord. Extended spinal cord.
4. Brain. Midbrain. Forebrain.
5. Hind brain. Cerebellum. Bridge.
6. Nerves. Cranial nerves. Spinal nerves. Vegetative nerves.
7. Pyramidal pathway.
8. Cerebral cortex. Neurons of the cerebral cortex.
9. Sympathetic and parasympathetic functions.
10. Reflexes and instincts.

Recommended literature:
Required reading:
Silbernagl, S., & Despopoulos, A. (2004). Atlas fyziologie člověka. Grada.
Trojan, S. a kol. (1992). Fyziológia. Osveta.
Recommended readings:
Abrahams, P. H., & Zlatoš J. (2004). Ľudské telo: atlas anatómie človeka. Ottovo nakl.
Ackermann, U. (1992). Essentials of human physiology. Mosby.
Beder, J. (2005). Fyziológia človeka. UK.
Carola, R. et al. (1990). Human Anatomy and Physiology. McGraw, Hill.

Ganong, W. F. (2005). Přehled lékařské fyziologie. 20. vyd. Galén.
Sperelakis, N. (1998). Cell Physiology. 2nd Ed. Acad. Press.
Widmaier, E. C., Raff, H., & Strang, K. T. (2011). Vander`s Human Physiology: the mechanisms of body function. 12th ed. McGraw-Hill.

Languages necessary to complete the course:
Slovak and Czech language, English language (to deepen studies)

Notes:

Past grade distribution
Total number of evaluated students: 214

A	ABS	B	C	D	E	FX
30,84	0,0	13,55	12,15	12,15	15,89	15,42

Lecturers:

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/B-VUZde008/22	Bachelor thesis seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 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 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).

Learning outcomes:

Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the course is to familiarize students theoretically and practically with the principles and procedures that need to be mastered for the successful preparation of a 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: 848

A	ABS	B	C	D	E	FX
58,84	0,0	23,7	10,26	3,18	1,18	2,83

Lecturers:

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.KP/B-VUZde008/22	Bachelor thesis seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 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 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).

Learning outcomes:

Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the course is to familiarize students theoretically and practically with the principles and procedures that need to be mastered for the successful preparation of a 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: 848

A	ABS	B	C	D	E	FX
58,84	0,0	23,7	10,26	3,18	1,18	2,83

Lecturers: Mgr. Miriam Viršinská, PhD., Mgr. Veronika Valkovičová, PhD., Mgr. Miroslava Repiská, PhD., PhDr. Mojmír Malovecký, PhD., doc. Mgr. Jaroslav Šrank, PhD., doc. PhDr. Blandína Šramová, PhD., doc. Mgr. Andrea Mikulášová, PhD., Mgr. Tomáš Hlava, PhD.

Last change: 09.11.2022

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: PdF.KRoJL/B-ESPde011/22	**Course title:** Basics of Didactics of Foreign Languages
Educational activities: **Type of activities:** seminar / lecture **Number of hours:** **per week:** 2 / 2 **per level/semester:** 26 / 26 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Type and scope of teaching: 2 hours a week lecture, 2 hours per week seminar; total per semester 44 hours Study method: combined (primary attendance) Student workload: 44 hours of in-person teaching; 40 hours of ongoing tasks and study; 20 of hours preparation of an assignment requiring individual work; 46 hours individual study of professional literature and preparation for exam. A total of 150 hours of student work. Teaching methods: interpretation, explanation, discussion, application of theoretical knowledge on practical examples, written works, presentations, controlled self-study, work in small groups, solution of tasks and assignments, observation and written reflection, brainstorming, class simulation and written self-reflection, e-learning.	
Number of credits: 6	
Recommended semester: 4., 6.	
Educational level: I.	
Prerequisites:	
Course requirements: The student will be evaluated continuously and at the end of the course. The interim evaluation is 35 %: active participation in classroom activities10 %; elaboration of ongoing written tasks on individual topics of 10 %; elaboration of an individual task according to the assignment of 15 %. Fulfilment of the conditions for interim evaluation is a condition for participation in the examination. The final test represents 65 % of the evaluation. Assessment of the test: (the sum of the points for all responses reflects the level of knowledge acquisition) 60-65: The student has learned knowledge of the basics of didactics of the Spanish language, is excellently oriented in the given issue and knows terminology. 55-59: The student has learned knowledge of the basics of Spanish-language didactics and focuses on the issue at above-standard level, in the answers there are occasional minor inaccuracies, he uses the correct terminology. 50-54: The student has acquired standard knowledge of the basics of didactics of the Spanish language, in the answers there are less serious terminological or content deficiencies. 45-49: The student has acquired knowledge of the basics of Spanish-language didactics at a satisfactory level, the level of responses is average, there are terminological or content deficiencies.	

44-40: The student has acquired knowledge of the basics of Didactics of the Spanish language at a minimum acceptable level, the level of responses is unbalanced, there are several content deficiencies and terminological inaccuracy.
0-39: The student does not have sufficient acquired knowledge of the basics of didactics of the Spanish language; does not control terminology; responses are incomplete and unsatisfactory.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to acquire the ability to orientate in the basic issue of didactics of the Spanish language as a foreign language in both theoretical and practical terms.
Educational outcomes:
After successful completion of the course, the student
• knows the basics of foreign language didactics and knows the teaching methods and forms supporting the active learning of the pupil,
• can define the objectives of teaching and formulate them in the form of teaching requirements,
• become acquainted with the main principles for planning and designing teaching, implementation of teaching, evaluation of the progress and results of teaching and learning of pupils, is able to apply them in the preparation and implementation of sub-tasks in teaching and short outputs,
• knows learning materials (textbooks, games, paintings, songs, films, etc.),
• is aware of the content and requirements of the Common European Framework of Reference.
The completion of the course contributes to the development of the student's communication competence in the Spanish language, in particular the ability to understand longer speech, including lectures from his/her specialization, the ability to understand appropriately demanding professional texts from his specialization, as well as the development of oral and written speech in Spanish.

Class syllabus:
• Didactics: definition and objectives.
• Teaching pronunciation, grammar and vocabulary.
• Teaching methods and approaches.
• Common European Framework of Reference and Portfolio.
• Language activities: oral and written speech, listening and reading with comprehension, interaction and mediation activities.
• Didactic materials.
• Planning a lesson.
• Evaluation and correction of errors.
• Exercises focused on the practical aspects of Spanish language teaching.

Recommended literature:
BUTAŠOVÁ, A. et. al. 2007. Koncepcia vyučovania cudzích jazykov v základných a stredných školách. Bratislava, 2007. ISBN 978-80-892-2531-6.
GÓMEZ-PABLOS, B. 2014. Didáctica de ELE. Fundamentos de didáctica. Nümbrecht: Kirsch Verlag, 2014. ISBN 978-3-943906-15-8.

RADA EURÓPY EURÓPSKEJ ÚNIE. 2017. Spoločný európsky referenčný rámec pre jazyky. Bratislava: Štátny pedagogický ústav. Available at: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf
TUREK, I. 2014. Didaktika. Bratislava: Wolters Kluwer, 2014. ISBN 978-80-8168-004-5.
Fundamental pedagogical documents (Štátny vzdelávací program State educational programme, Decrees of the Ministry of Education on the teaching of foreign languages).

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 56

A	ABS	B	C	D	E	FX
33,93	0,0	21,43	19,64	10,71	3,57	10,71

Lecturers: doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde034/16	Basics of applied behaviour analysis

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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.KPsPp/B-PSYde034/16	Basics of applied behaviour analysis

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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.KPsPp/B-PSYde031/16	Basics of art therapy

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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.KPsPp/B-PSYde031/16	Basics of art therapy

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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.KPsPp/B-PSYde032/16	Basics of drama therapy

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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.KPsPp/B-PSYde032/16	Basics of drama therapy

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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.KPsPp/B-PSYde033/16	Basics of play therapy

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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: PaedDr. Eva Vancu, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde033/16	Basics of play therapy

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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.KPsPp/B-PSYde029/22	Basics of psychiatry

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
2 hours seminar/week; 22 hours total per semester, combined (mostly attendance)
Student workload:
11 x 2 hours of direct teaching = 22 hours; preparation of seminar paper and presentation (18 hours), preparation for the mid-term test (20 hours). 60 hours in total.
Teaching methods:
active group work, heuristic method, case study, work with professional text and information sources.

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde008/22 - Personality psychology

Recommended prerequisites:
B-PSYde008 Personality psychology

Course requirements:
100% of the interim evaluation
Interim assessment (100%) includes the creation and presentation of a seminar paper in PowerPoint (60% of the assessment) and a midterm exam (40%).
For successful completion of the course, it is necessary to obtain a minimum of 60% of the points.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
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 minimum criteria),
Fx (59-0%, inadequate - additional work required).
For a grade of A, students need to perform outstandingly well continuously throughout the semester and be capable of independent study. Students are able to navigate through a patchwork of different literary sources, select relevant sources for their study, are able to understand the theoretical foundations of psychiatry.
A grade of B means that students have performed above average throughout the semester, have been able to study independently, have mastered basic information regarding the manifestations of mental disorders, and are able to navigate the literature correctly.

A grade of C means that students performed well throughout the semester, their theoretical knowledge of psychiatry is at a good level, but they lack the ability to apply this knowledge correctly, to critically evaluate and compare literature sources.
A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to psychiatry. They have considerable difficulties in working independently, they cannot critically analyse information on their own.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyse and compare multiple pieces of knowledge correctly, but have mastered most of the necessary theoretical knowledge from the course.
A grade of Fx indicates that the student needs extra study to acquire the necessary knowledge.
Scale of assessment (preliminary/final): 100% of the interim evaluation

Learning outcomes:
The aim is to learn the theoretical foundations of psychiatry and to gain a basic overview of the manifestations of mental disorders.
Upon completion of the course, the student will master the basic concepts of psychiatry. The student will gain a basic overview and information about the classification of mental disorders, treatment methods used in psychiatry.
After completing the course, students must:
grasp:
- the theoretical foundations of psychiatry
- the basic directions of psychiatry
- the basic methods of psychiatry
understand:
- key concepts of psychiatry
- the epidemiology, aetiology and pathogenesis of mental disorders
- the structure of psychopathological syndromes in adults and children
be able to:
- work with knowledge in the field of psychiatry
- critically analyse psychopathological clinical manifestations in adults and children
- apply knowledge in practice.

Class syllabus:
1. Introduction to the study of psychiatry: the subject, roles, directions and history of psychiatry.
2. Epidemiology, aetiology and pathogenesis of mental disorders. The biopsychosocial model.
3. Classification of mental disorders. Classification systems ICD-10, DSM-V.
4. Syndromology: psychopathological symptom, syndrome, nosological diagnosis.
5. Psychopathology: disorders of perception, thinking, attention, intellect, emotionality, instincts, consciousness.
6. Psychotic disorders: epidemiology, causes, classification, clinical manifestations. Schizophrenia: clinical forms, courses and manifestations.
7. Affective disorders: epidemiology, aetiology, classification, clinical manifestations.
8. Organic psychiatric disorders. Epilepsy: clinical forms, courses and manifestations.
9. Personality disorders: epidemiology, causes, classification, clinical manifestations.
10. Anxiety disorders: epidemiology, aetiology, classification, clinical manifestations.
11. Substance and non-substance addictions. Alcoholism: epidemiology, clinical forms and manifestations.
12. Sexual pathology. Sexual dysfunctions. Sexual deviations (paraphilias).
13. Child psychiatry. Disorders characteristic of children.
14. Overview of therapeutic methods used in psychiatry.

15. Organisation of psychiatric care in Slovakia.

Recommended literature:
Required reading:
Kolibáš, E. et al. (2011): Všeobecná psychiatria. UK.
Novotný, V. et al. (2010): Špeciálna psychiatria. UK.
Recommended readings:
Fleischer J., & V. Čaplová (1991). Psychiatria pre študentov psychológie. UK.
Kolibáš, E. (2010). Príručka klinickej psychiatrie. Psychoprof.
Nábělková, A., Nábělek, L., & Vajda, D. (1988). Neurológia a psychiatria pre špeciálnych pedagógov. UK.
Praško, J. et al. (2003). Poruchy osobnosti. Portál: Praha.

Languages necessary to complete the course:
Slovak, Czech language, English language (to deepen studies)

Notes:

Past grade distribution
Total number of evaluated students: 4

A	ABS	B	C	D	E	FX
25,0	0,0	75,0	0,0	0,0	0,0	0,0

Lecturers:

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.KPsPp/B-PSYde020/22	Basics of sociology

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
2 hours seminar per week, total 22 hours per semester, combined form (primarily full-time)
Student workload:
11 x 2 hours of direct teaching = 22 hours, preparation for midterm test 15 hours, preparation of midterm assignments 23 hours, total 60 hours
Teaching methods:
lecture combined with discussion, work with professional text, guided self-study (e-learning, solving tasks and assignments).

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
100% of continuous assessment.
Intermediate assessment includes: 2x midterm test (50%) and completion of assignments (50%). Students will use an e-learning environment for their studies. A minimum of 60% of the course grade is required for successful completion of the course.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
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 minimum criteria),
Fx (59-0%, inadequate - extra work required).
A grade of A will be awarded if students have performed excellently, their theoretical knowledge of the foundations of sociology is at an excellent level, they have a standard ability to apply knowledge, critically evaluate and compare literary sources in sociology, and they hand in continuous assignments on time.
A grade of B is awarded if students perform very well, their theoretical knowledge of the foundations 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, and they usually hand in intermediate assignments on time.

A grade of C will be awarded to students who perform at an average standard, their theoretical knowledge of the foundations 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.
A grade of D will be given if students were less prepared during the semester, turning in midterm assignments after the assignment due date. They are slightly deficient in basic sociology theory. They cannot process information analytically.
A grade of E will be given to students who were less prepared during the semester, turning in assignments after the assignment due date. They have major deficiencies in the theory of the foundations of sociology, cannot process information analytically and critically.
A grade of Fx requires extra work and study.
Scale of assessment (preliminary/final): 100% of continuous assessment

Learning outcomes:
The aim of the education is to provide students with a basic overview of the sociological view of society, its structure and changes. Students will be introduced to the subject and focus of sociology and to the foundations of sociological cognition, the key concepts of sociology. They will be able to identify social inequalities in society, issues of people and society, social change and the structure of society. They can navigate research reports, statistical concepts and tables of sociological research.

Class syllabus:
Course outcomes of subject (content):
1. Sociological imagination.
2. The individual and the social world in which he/she lives and which he/she shapes.
3. Basic theoretical approaches and theoretical dilemmas in sociology.
4. Types of societies. Culture. Socialization. Social control.
5. Social interactions and social groups.
6. Social inequalities and stratification of society.
7. Institutions (family, school, media).
8. Social change.
9. Transformation of society and social problems.
10. Methods of sociological research.

Recommended literature:
Compulsory/Recommended readings:
Baumann, Z. (2010). Thinking sociologically. SLON.
Jandourek, J. (2003).Úvod do sociologie. Portal.
Recommended reading:
Giddens, A. (2013). Sociology. Argo.
Keller, J. (2012). Úvod do sociologie. SLON.
Col. Authors. (2009). A brief overview of sociology. Enigma.

Languages necessary to complete the course:
Slovak and Czech

Notes:

Past grade distribution
Total number of evaluated students: 32

A	ABS	B	C	D	E	FX
84,38	0,0	12,5	0,0	0,0	3,13	0,0

Lecturers: Mgr. Katarína Minarovičová, PhD.

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.KPsPp/B-PSYde026/22	Basics of speech therapy

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
2 hours seminar/week; total of 22 hours per semester, combined form (primarily full-time
Student workload:
22 hours of teaching, 14 hours of preparation of seminar papers, 16 hours of preparation for the knowledge test. Total 50 hours of student work.
Teaching methods: Teaching with a continuous application of the theoretical knowledge on practical examples and video demonstrations followed by a discussion on the topic, graphic processing of the studied subject.

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
100% continuous assessment
During the term, the student will prepare Seminar paper 1 (preparation of a leaflet on one NKS, 20%), Seminar paper 2 (study preparation, 20%) and pass a knowledge test (60%). To pass the knowledge test, a minimum of 60% of the score is required.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good – above-average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, marginal performance - results fulfil the minimum criteria),
Fx (59-0%, inadequate - additional work required).
A mark is achieved if the student correctly and actively reflects critically and creatively on speech therapy concepts, including its meaningful integration with knowledge from psychology.
B mark is achieved if the student reflects appropriately both critically and creatively on speech therapy concepts, including its meaningful integration with knowledge from psychology.
For a C mark, the student reflects more or less critically on speech therapy concepts and knows the interdisciplinary context.
For a D mark, the student reflects critically on speech therapy concepts to a limited extent, is moderately critical, and has a partial understanding of interdisciplinary contexts.

E mark will be given if the student meets the minimum criteria, reflects only to a limited extent on speech therapy concepts, and interdisciplinary connections are insufficient.
Fx mark indicates that the student needs further study in the subject matter and additional work is required.
Scale of assessment (preliminary/final): 100% continuous assessment

Learning outcomes:
The aim of the course is to acquire the basic theoretical knowledge concerning the different types of impaired communication skills and the basic terminological apparatus.
The student will acquire basic information in the field of speech therapy as a discipline and profession. The student will learn the basic terminology of speech therapy. Upon successful completion, the student will have an overview of the processes in speech production and comprehension, become familiar with the stages in speech development, and gain information about the aetiology, classification, and symptomatology of the most common types of impaired communicative ability in both child and adult speech therapy patients. The acquired knowledge is crucial for effective cooperation between psychologists and speech therapists in practice.

Class syllabus:
1. Speech therapy as a discipline and profession
2. Impaired communication ability
3. Speech development in early childhood, preschool and younger school age
4. Specifics of speech development in bilingual population
5. Developmental language disorder
6. Articulatory and phonological disorder
7. Dyslexia (specific learning disability)
8. Fluency disorders (stuttering and babbling)
9. Voice disorders
10. Disorders of motor speech production
11. Acquired disorders of speech production and comprehension (aphasia, cognitive-communication deficits)

Recommended literature:
Compulsory/Recommended readings:
Kerekrétiová, A. et al. (2016). Logopedická propedeutika. UK.
Kerekrétiová, A. et al. (2016). Logopédia. UK.
Recommended literature:
Horňáková, K. et al. (2005). Kniha o detskej reči. Slniečko..
Kapalková, S. et al. (2010). Hodnotenie komunikačných schopností detí v ranom veku. MABAG.

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 17

A	ABS	B	C	D	E	FX
52,94	0,0	29,41	11,76	5,88	0,0	0,0

Lecturers: Mgr. Monika Janíková, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde029/22	**Course title:** Basics of the first aid
Educational activities: **Type of activities:** practicals **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 2., 4., 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:
(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 an active performance of 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 theoretical knowledge of medical procedures in cases of health threat, can simulate a case of health threat based on 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, although 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 on their basis, 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), insufficient 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 objectives and outcomes and transferable competences:
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: 359

A	ABS	B	C	D	E	FX
67,41	0,0	10,86	7,52	5,01	4,46	4,74

Lecturers: Mgr. Mária Fuchsová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde029/22	**Course title:** Basics of the first aid
Educational activities: **Type of activities:** practicals **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 1., 3., 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:
(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 an active performance of 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 theoretical knowledge of medical procedures in cases of health threat, can simulate a case of health threat based on 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, although 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 on their basis, 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), insufficient 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 objectives and outcomes and transferable competences:
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: 359

A	ABS	B	C	D	E	FX
67,41	0,0	10,86	7,52	5,01	4,46	4,74

Lecturers: Mgr. Mária Fuchsová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde031/22	**Course title:** Child biological development and school hygiene
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
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 subject is finished:

(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 has 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 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 the 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 is he or she 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:
Learning objectives and outcomes and transferable competences:
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, external, 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 psychological 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: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde031/22	**Course title:** Child biological development and school hygiene
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
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 subject is finished:

(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 has 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 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 the 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 is he or she 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:
Learning objectives and outcomes and transferable competences:
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, external, 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 psychological 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: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde005/22	Communication in education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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. 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 review of the knowledge acquired, 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 minimum of 81 points is required to obtain a B grade. 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.

For a grade of C at least 73 points. 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.
For a grade of D at least 66 points. 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 of knowledge 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 class during the semester in collaboration with the instructor or other students.
At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance 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 Communication in education 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 of 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:
Communication in education in theory - definition of communication, types of communication, information theory and its components. Communication in education - 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.
Communication in education in practice - teachers' inappropriate approaches in Communication in education. 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
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: 1340

A	ABS	B	C	D	E	FX
51,34	0,0	24,55	11,27	4,33	2,99	5,52

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

Last change: 11.08.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde005/22	Communication in education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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. 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 review of the knowledge acquired, 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 minimum of 81 points is required to obtain a B grade. 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.

For a grade of C at least 73 points. 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.
For a grade of D at least 66 points. 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 of knowledge 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 class during the semester in collaboration with the instructor or other students.
At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance 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 Communication in education 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 of 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:
Communication in education in theory - definition of communication, types of communication, information theory and its components. Communication in education - 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.
Communication in education in practice - teachers' inappropriate approaches in Communication in education. 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
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: 1340

A	ABS	B	C	D	E	FX
51,34	0,0	24,55	11,27	4,33	2,99	5,52

Lecturers: Mgr. Barbora Jaslovská, PhD.

Last change: 11.08.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde025/15	Constructivism in education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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: 37

A	ABS	B	C	D	E	FX
86,49	0,0	2,7	5,41	2,7	0,0	2,7

Lecturers: prof. PaedDr. Dušan Kostrub, PhD.

Last change: 03.09.2016

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde025/15	Constructivism in education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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: 37

A	ABS	B	C	D	E	FX
86,49	0,0	2,7	5,41	2,7	0,0	2,7

Lecturers: prof. PaedDr. Dušan Kostrub, PhD.

Last change: 03.09.2016

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde043/22	Creative Drama Workshop in Spanish Language

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 28 hours of continuous home preparation for lessons, sub-tasking.
Teaching methods: working with foreign-language text, critical analysis of texts, problem solving tasks, discussion, dramatization of texts

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in classroom activities 50 % and home preparation 50 %.
The student will be evaluated on the basis of 100% of the ongoing tasks assigned during the semester.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)
In order to obtain an A rating, precise preparation and implementation of the specified tasks is required, as well as active assistance to the group in making joint progress.
In order to obtain a B rating, precise preparation and execution of the tasks assigned with occasional hesitation is required, as well as active assistance to the group in making joint progress.
The C rating will be awarded to students with the average preparation and execution of the specified tasks respectively. The average rate of assistance to the group in moving forward.
Evaluation D shall be awarded for sufficient preparation and implementation of the tasks assigned to prevent the group from advancing its joint work.
Evaluations of E shall be awarded for the preparation and implementation of the tasks assigned at border level, but which does not prevent the group from progressing in joint work.

Fx ratings will be awarded for insufficient preparation and implementation of the tasks assigned to prevent the group from advancing its joint work.

Learning outcomes:
The aim of the course is to develop the creativity of students and to get acquainted with the possibilities of using dramatization as a didactic means.
Educational outcomes:
The student gains active experience of practicing language skills, acquires knowledge about ways of developing language competences through creative playwright activities. He is able to carry out independently and in the group analysis of dramatic text and actively participate in the joint creative activity under the guidance of the educator.

Class syllabus:
Project creative drama workshop. Exercises led by an educator aimed at the complex development of language competences through applied creative playwrights in Spanish.

Recommended literature:
BEKÉNYOVÁ, Ľ. 2012. Tvorivá dramatika v edukačnom procese. Bratislava: Metodicko-pedagogické centrum. ISBN 9788080524043.
JANÁKOVÁ, L. 1996. Tvorivá dramatika ako prostriedok motivácie. Banská Bystrica: Univerzita Mateja Bela. ISBN 9878088825791.
KOŤÁTKOVÁ, S. 1998. Vybrané kapitoly z dramatické výchovy. Praha: Karolinum. ISBN 8071847569.
MALOVECKÝ, M. – MEDVECZKÁ, M. Calderónov Stály kráľovič – medzi originálom a prekladom. In: Philologia. Roč. 29, č. 1-2 (2019), s. 139-150 ISSN 1339-2026.

Languages necessary to complete the course:
Slovak or Spanish

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. Mária Medveczká, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde043/22	Creative Drama Workshop in Spanish Language

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 28 hours of continuous home preparation for lessons, sub-tasking.
Teaching methods: working with foreign-language text, critical analysis of texts, problem solving tasks, discussion, dramatization of texts

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in classroom activities 50 % and home preparation 50 %.
The student will be evaluated on the basis of 100% of the ongoing tasks assigned during the semester.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)
In order to obtain an A rating, precise preparation and implementation of the specified tasks is required, as well as active assistance to the group in making joint progress.
In order to obtain a B rating, precise preparation and execution of the tasks assigned with occasional hesitation is required, as well as active assistance to the group in making joint progress.
The C rating will be awarded to students with the average preparation and execution of the specified tasks respectively. The average rate of assistance to the group in moving forward.
Evaluation D shall be awarded for sufficient preparation and implementation of the tasks assigned to prevent the group from advancing its joint work.
Evaluations of E shall be awarded for the preparation and implementation of the tasks assigned at border level, but which does not prevent the group from progressing in joint work.

Fx ratings will be awarded for insufficient preparation and implementation of the tasks assigned to prevent the group from advancing its joint work.

Learning outcomes:
The aim of the course is to develop the creativity of students and to get acquainted with the possibilities of using dramatization as a didactic means.
Educational outcomes:
The student gains active experience of practicing language skills, acquires knowledge about ways of developing language competences through creative playwright activities. He is able to carry out independently and in the group analysis of dramatic text and actively participate in the joint creative activity under the guidance of the educator.

Class syllabus:
Project creative drama workshop. Exercises led by an educator aimed at the complex development of language competences through applied creative playwrights in Spanish.

Recommended literature:
BEKÉNYOVÁ, Ľ. 2012. Tvorivá dramatika v edukačnom procese. Bratislava: Metodicko-pedagogické centrum. ISBN 9788080524043.
JANÁKOVÁ, L. 1996. Tvorivá dramatika ako prostriedok motivácie. Banská Bystrica: Univerzita Mateja Bela. ISBN 9878088825791.
KOŤÁTKOVÁ, S. 1998. Vybrané kapitoly z dramatické výchovy. Praha: Karolinum. ISBN 8071847569.
MALOVECKÝ, M. – MEDVECZKÁ, M. Calderónov Stály kráľovič – medzi originálom a prekladom. In: Philologia. Roč. 29, č. 1-2 (2019), s. 139-150 ISSN 1339-2026.

Languages necessary to complete the course:
Slovak or Spanish

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. Mária Medveczká, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde022/22	Culture and Civilization of Spanish-speaking Countries 1.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week seminar, total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 75 hours of student work of which: in-person teaching = 22 hours; elaboration of seminar work and preparation of its presentation = 20 hours; elaboration of ongoing tasks = 33 hours;
Teaching methods:
interpretation, discussion, working with authentic texts, working with authentic audiovisual material, independent work of students, working in groups, presentation of students, analysis of textbooks

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: active participation in classroom activities
40 points: elaboration of ongoing homework
30 points: preparation of seminar work and presentation to classmates
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to get acquainted with the basic characteristics of Spanish-speaking countries of Latin America.

Educational outcomes:
After successful completion of the course, the student has basic knowledge of the geographical, political, economic, socioeconomic and cultural context of the Spanish-speaking countries of Latin America and can put them in the context of Spanish teaching in the Slovak school system. It will increase communicative competence and personal motivation.

Class syllabus:
· Landscape science and realities of the countries of the Laplat region.
· Landscape science and realities of the Andean countries.
· The landscape and realities of the Caribbean Spanish-speaking countries of South America.
· Landscapes and realities of Spanish-speaking countries of the island Caribbean.
· Landscape science and realities of Spanish-speaking countries of the Central American Shia.
· Mexico's landscape and realities.
· Landscape science and realities of Spanish-speaking countries in Spanish teaching in primary and secondary schools.

Recommended literature:
INDURÁIN PONS, J. (ed.). 2019. Atlas actual de geografía universal. VOX. Barcelona: Larousse Editorial, 2019. 208 p. ISBN: 978-84-9974-323-3.
MÁJSKY, J. – DERKA, T. 2016. Od Karibiku po Andy. Bratislava: VEDA. 2016. 408 p. ISBN 978-80-224-1519-4.
MEDVECZKÁ, M. 2014. Základy krajinovedy krajín španielskeho jazyka. Learning texts available on Moodle.

Languages necessary to complete the course:
Slovak language, Spanish

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
66,67	0,0	14,81	11,11	7,41	0,0	0,0

Lecturers: PhDr. Mária Medveczká, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde022/22	Culture and Civilization of Spanish-speaking Countries 1.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week seminar, total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 75 hours of student work of which: in-person teaching = 22 hours; elaboration of seminar work and preparation of its presentation = 20 hours; elaboration of ongoing tasks = 33 hours;
Teaching methods:
interpretation, discussion, working with authentic texts, working with authentic audiovisual material, independent work of students, working in groups, presentation of students, analysis of textbooks

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: active participation in classroom activities
40 points: elaboration of ongoing homework
30 points: preparation of seminar work and presentation to classmates
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to get acquainted with the basic characteristics of Spanish-speaking countries of Latin America.

Educational outcomes:
After successful completion of the course, the student has basic knowledge of the geographical, political, economic, socioeconomic and cultural context of the Spanish-speaking countries of Latin America and can put them in the context of Spanish teaching in the Slovak school system. It will increase communicative competence and personal motivation.

Class syllabus:
· Landscape science and realities of the countries of the Laplat region.
· Landscape science and realities of the Andean countries.
· The landscape and realities of the Caribbean Spanish-speaking countries of South America.
· Landscapes and realities of Spanish-speaking countries of the island Caribbean.
· Landscape science and realities of Spanish-speaking countries of the Central American Shia.
· Mexico's landscape and realities.
· Landscape science and realities of Spanish-speaking countries in Spanish teaching in primary and secondary schools.

Recommended literature:
INDURÁIN PONS, J. (ed.). 2019. Atlas actual de geografía universal. VOX. Barcelona: Larousse Editorial, 2019. 208 p. ISBN: 978-84-9974-323-3.
MÁJSKY, J. – DERKA, T. 2016. Od Karibiku po Andy. Bratislava: VEDA. 2016. 408 p. ISBN 978-80-224-1519-4.
MEDVECZKÁ, M. 2014. Základy krajinovedy krajín španielskeho jazyka. Learning texts available on Moodle.

Languages necessary to complete the course:
Slovak language, Spanish

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
66,67	0,0	14,81	11,11	7,41	0,0	0,0

Lecturers: PhDr. Mária Medveczká, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde026/22	Culture and Civilization of Spanish-speaking Countries 2.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 75 hours of student work of which: in-person teaching = 22 hours; elaboration of seminar work and preparation of its presentation = 20 hours; elaboration of ongoing tasks = 33 hours.
Teaching methods:
interpretation, discussion, working with authentic texts, working with authentic audiovisual material, independent work of students, working in groups, presentation of students, analysis of textbooks

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: active participation in classroom activities
40 points: elaboration of ongoing homework
30 points: preparation of seminar work and presentation to classmates
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to get acquainted with the basic characteristics of the landscapes and realities of Spain.

Educational outcomes:
After successful completion of the course, the student knows the basic characteristics of the country science and realities of Spain and its individual regions. He/she is able to orient itself in selected topics of everyday culture and can critically evaluate their inclusion in Spanish language teaching. He/she will deepen communicative competence and critical thinking.

Class syllabus:
The landscape and realia of the individual autonomous communities of Spain.
Basic schemes of the culture of everyday life in Spain and the Spanish-speaking countries of Latin America and their display in textbooks and different types of teaching materials designed to teach Spanish.
Variability of approach to teaching everyday culture.

Recommended literature:
INDURÁIN PONS, J. (ed.). 2019. Atlas actual de geografía universal. VOX. Barcelona: Larousse Editorial, 2019. 208 p. ISBN: 978-84-9974-323-3.
MEDVECZKÁ, M. 2014. Základy krajinovedy krajín španielskeho jazyka. Learning texts available on Moodle.

Languages necessary to complete the course:
Slovak language, Spanish

Notes:

Past grade distribution
Total number of evaluated students: 7

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

Lecturers: PhDr. Mária Medveczká, PhD.

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.KRoJL/B-ESPde026/22	Culture and Civilization of Spanish-speaking Countries 2.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 75 hours of student work of which: in-person teaching = 22 hours; elaboration of seminar work and preparation of its presentation = 20 hours; elaboration of ongoing tasks = 33 hours.
Teaching methods:
interpretation, discussion, working with authentic texts, working with authentic audiovisual material, independent work of students, working in groups, presentation of students, analysis of textbooks

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: active participation in classroom activities
40 points: elaboration of ongoing homework
30 points: preparation of seminar work and presentation to classmates
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to get acquainted with the basic characteristics of the landscapes and realities of Spain.

Educational outcomes:
After successful completion of the course, the student knows the basic characteristics of the country science and realities of Spain and its individual regions. He/she is able to orient itself in selected topics of everyday culture and can critically evaluate their inclusion in Spanish language teaching. He/she will deepen communicative competence and critical thinking.

Class syllabus:
The landscape and realia of the individual autonomous communities of Spain.
Basic schemes of the culture of everyday life in Spain and the Spanish-speaking countries of Latin America and their display in textbooks and different types of teaching materials designed to teach Spanish.
Variability of approach to teaching everyday culture.

Recommended literature:
INDURÁIN PONS, J. (ed.). 2019. Atlas actual de geografía universal. VOX. Barcelona: Larousse Editorial, 2019. 208 p. ISBN: 978-84-9974-323-3.
MEDVECZKÁ, M. 2014. Základy krajinovedy krajín španielskeho jazyka. Learning texts available on Moodle.

Languages necessary to complete the course:
Slovak language, Spanish

Notes:

Past grade distribution
Total number of evaluated students: 7

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

Lecturers: PhDr. Mária Medveczká, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde035/22	**Course title:** Developing critical thinking
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
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: Learning objectives and outcomes and transferable competences: 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.
Educational 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:
Recommended reading:
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: 117

A	ABS	B	C	D	E	FX
57,26	0,0	23,93	5,98	2,56	2,56	7,69

Lecturers: Mgr. Barbora Jaslovská, PhD.

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.KPg/B-VUZde035/22	Developing critical thinking

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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:
Learning objectives and outcomes and transferable competences:
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.
Educational 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:
Recommended reading:
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: 117

A	ABS	B	C	D	E	FX
57,26	0,0	23,93	5,98	2,56	2,56	7,69

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

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.KPsPp/B-PSYde015/22	Developmental disorders

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
1 hour lecture + 1 hour seminar/week; 22 hours in total, combined form (primarily full-time).
Student workload:
11 x 2 hours of direct teaching = 22 hours; intermediate preparation (14 hours); preparation for the intermediate test (20); preparation for the seminar paper and presentation (24 hours); preparation for the final examination (40 hours), 120 hours in total.
Teaching methods:
lecture, group discussion - problem solving of assigned tasks, work in small groups, elaboration of a project proposal on topical issues, guided discussion of the topic covered, heuristic method, guided self-study, and work with the text.

Number of credits: 4

Recommended semester: 5.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde005/22 - Developmental psychology

Recommended prerequisites:
B-PSYde005 Developmental psychology

Course requirements:
50% of the interim evaluation + 50% of the final evaluation
During the semester, students will prepare a term paper (max. 20 points) and present the term paper (max. 10 points), take a midterm test (max. 30 points) and a final exam (max. 40 points). The final examination will consist of a written test. To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
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 minimum criteria),
Fx (59-0%, inadequate - additional work required).
For a grade of A, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through the various literature sources of information, are able to select relevant sources of information for their studies, are able to navigate the issues of childhood developmental disorders, i.e., have basic information about their

etiopathogenesis, epidemiology, diagnosis, and differential diagnosis, as well as about possible forms of intervention.
A grade of B means that the students performed above average throughout the semester, were able to study independently, have a basic knowledge of child development disorders, and are able to navigate the information in the literature very well.
A grade of C means that students performed at a standard level during the semester, their theoretical knowledge of the subject is at a good level, but they lack the ability to apply this knowledge quite correctly, to critically evaluate and compare individual literary sources and psychological knowledge.
The grade D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to the subject of education and greater problems in independent implementation work, they cannot critically analyze information and they have problems applying knowledge to practice.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyse and compare multiple pieces of knowledge, and are more likely to fail in critical thinking, but have mastered most of the theoretical knowledge of the subject.
A grade of Fx indicates that the student needs additional study to acquire the necessary knowledge.
Scale of assessment (preliminary/final): 50% of the interim evaluation + 50% of the final evaluation

Learning outcomes:
The goal of the course - which is an important complement in the pro-inclusive orientation of graduates of the psychology teaching field already at the bachelor's degree - is to familiarize students with the basic classification and manifestations of developmental disorders in childhood and their impact on the child's school functioning. Students will acquire basic information about the most common developmental disorders occurring mainly in preschool and school-age children. The ability to navigate the subject matter is essential for future teaching assistants and specialist assistants with advanced degrees, especially in the context of pro-inclusive school policies. They will not only acquire theoretical knowledge but will also gain sufficient competence to work with other professionals involved in dealing with developmental disorders. It is anticipated that teachers will be increasingly confronted with different images of developmental disorders in the years to come and it is therefore essential to acquire not only knowledge but also competences for possible collaboration. The students are introduced to the issue of normality in child psychology, to the risks of developmental disorders and to international classifications, which will enable them to better understand the origins and manifestations of the various disorders. A good orientation in the given issue is a prerequisite for an individualized teacher-pupil/student, pedagogical assistant-pupil/student with a developmental disorder relationship. Such a relationship requires not only empathy but must also be supported by acquired skills. An important goal is to prepare students for participation in the implementation of individual education plans for children with developmental disorders. Most children with developmental disorders (with few exceptions) are pupils/students in mainstream primary/grammar schools and it is therefore important that students are able to work competently with the inclusion team, but also with specialists in other fields such as neurologist, psychologist, speech therapist, paediatrician.

Class syllabus:
1. Introduction to developmental disorders /definition of developmental disorders, precursors of developmental disorders, classifications of developmental disorders.
2. Aetiology of developmental disorders /pathogenic factors and the complexity of their action, risks in the pre-, peri- and post-natal period, early diagnosis, intervention, stimulation, deprivation/.

3. Psychomotor retardation /general developmental delay/ and mental retardation /intellectual disability, aetiology, classification, possibilities, and limitations of intervention.
4. Communication disorders - delayed and impaired speech development, social/pragmatic/ speech disorder.
5. Primary psychogenic communication disorders - stuttering and mutism /definition, classification, possibilities of intervention/.
6. Pervasive developmental disorders or autism spectrum disorders /autism, Asperger's syndrome, Rett syndrome, aetiology, clinical picture, organization of care.
7. The problem of organicity in child psychology. Cerebral palsy - aetiology, clinical picture. Developmental disorder of motor functions.
8. Mild cerebral dysfunction, present - hyperkinetic syndrome, respectively ADHD. The most significant factors in working with children with ADHD, ADD.
9. Specific learning disabilities - diagnosis and differential diagnosis, remedial programs in work with children with specific learning disabilities.
10. Emotional disorders in childhood - anxiety disorders and depression in childhood and adolescence.
11. Enuresis, encopresis, tics - psychogenic conditioned disorders in somatic area. Manifestations, forms, possibilities of intervention.

Recommended literature:

Required reading:
Vágnerová, M. (2014). Současná psychopatologie pro pomáhající profese. Portál.
Váryová, B., & Andreánska, V. (2016). Vývinové poruchy. In Heretik, A. sr., Heretik, A. jr. (ed.), Klinická psychológia, 2. prepracované a rozšírené vydanie. s. 415-459. Psychoprof, s .r. o.
Recommended reading:
Brunclíková, Z. (2020). Inkluzívne vzdelávanie z pohľadu učiteľov. In Tolerancia inakosti ako priorita (nielen) sociálnej pedagogiky [elektronický dokument] Univerzita Komenského.
Brunclíková, Z., & Andreánska, V. (2013). Problematika dyslexie vo vyučovaní cudzích jazykov. In Psychológia (v) škole (elektronický zdroj). Univerzita Komenského.
Brunclíková, Z. (2014). Šikana v integrovanej triede základnej školy. In Inovácie v teórie a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím. Iris.
Glasová, M., & Groma, M. (2019). Psychologické posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/ inkluzívneho vzdelávania. 1. vyd., s. 57-96.Univerzita Komenského. CD-ROM.
Pokorná, V. (2015). Teorie a náprava vývojových poruch učení a chování. 3. rozšírené vydanie. Portál.
Pugnerová, M., & Kvitová, J. (2016). Přehled poruch psychického vývinu. Grada Publishing.
Říčan, P., & Krejčířová, D. et al. (2006). Dětská klinická psychologie. 4., přepracované a doplněné vydání. Grada Publishing.
Periodiká a vedecké databázy: PsycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie a iné.

Languages necessary to complete the course:

Slovak and Czech language (possibly English language in the preparation of the seminar thesis)

Notes:

Past grade distribution
Total number of evaluated students: 121

A	ABS	B	C	D	E	FX
37,19	0,0	32,23	19,01	5,79	5,79	0,0

Lecturers: Mgr. Zuzana Štefanec, PhD.

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.KPsPp/B-PSYde005/22	Developmental psychology

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: 2 / 2 **per level/semester:** 26 / 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type, scope and method of educational activities:
Scope, type/method of teaching and organisational form:
2 hours lecture + 2 hours seminar = 4 hours /week, total 44 hours /semester, combined form (primarily full-time)
Student workload:
44 (11 x (2 + 2)) hours of direct teaching; 16 hours of preparation of the seminar thesis presentation and its written completion; 12 hours of preparation for the mid-term test; 12 hours of preparation for the final test; 20 hours of preparation for the oral examination. 104 hours in total.
Teaching methods:
Lecture: lecture combined with discussion of the topic (concept); examples of application of knowledge about psychological development and research findings in this field in practice, specific topics for critical reflection on knowledge (development of knowledge, diversity of argumentation, current problems and open questions, etc.), convergent and divergent, closed and open questions, questions for further reflection and independent study (also with regard to the seminar, oral exam), etc. are given.
Seminar: discussion, e-learning, critical reflection on relevant video recordings, critical reflection on current basic and applied research on psychological development in the Slovak Republic and worldwide (monographs, journals, databases of scientific knowledge, case studies, etc.), work in small groups (pairs/triplets, etc.) on the assignment of solving a specific problem or application of knowledge from developmental psychology in practice (e.g. with regard to the developmental stage or scientifically up-to-date concept of developmental psychology, simulated examples of practice, case studies); cooperative, resp. group evaluation of inter-disciplinary (transdisciplinary) aspects of knowledge (perspectives of scientific development, innovations and their application, e.g. digitalization, robotization, convergent technologies and psychological ontogenesis, etc.); presentation of the output (seminar paper) in a study group; written reflection on personal life path (psychological development) on the basis of the studied developmental psychological knowledge (recommended to continuously elaborate towards oneself, life path, experiences and environment, including the educational environment, i.e. other people, pupils, students).

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde001/22 - General psychology

Recommended prerequisites:
B-PSYde001 General Psychology

Course requirements:
50% of continuous assessment + 50% of final assessment
The interim assessment includes an interim test (20% of the assessment), a presentation of the seminar work in the study group at the seminar and its written completion (30% of the assessment). The final assessment includes a final test (25% of the mark) and an oral examination (25% of the mark). To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
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 minimum criteria),
Fx (59-0%, inadequate - additional work required)
A (100-94%, excellent - outstanding performance; students correctly and actively reflect critically and creatively on both the knowledge and frameworks for further development of the discipline, including its meaningful integration with knowledge from other disciplines and its critical and creative application in assessing or even influencing psychological development in general, and specifically in themselves, students, or other learners);
B (93-86%, very good - above average standard; students critically reflect appropriately on both the knowledge and frameworks for further development of the discipline, including its meaningful integration with knowledge from other disciplines and its critical application in assessing and influencing psychological development in general, and specifically in themselves, pupils, or students);
C (85-76%, good - routinely reliable work; students are more or less good at critically reflecting on knowledge and current developments in the discipline, are aware of interdisciplinary contexts, and are able to apply knowledge in a fundamentally sound way to evaluate and influence psychological development in general, and specifically in themselves, pupils, or students);
D (75-68%, satisfactory - acceptable results; students are limited and/or moderately critical of knowledge and current developments in the discipline, know interdisciplinary contexts, and are broadly acceptable in their ability to apply knowledge in assessing psychological development in general, and in themselves, pupils, or students in particular);
E (67-60%, sufficient - results meet the minimum criteria, students only to a limited extent critically reflect independently on the knowledge and current development of the discipline, they are aware of interdisciplinary contexts, however, at least on the basis of the discussion, they are able to apply the knowledge correctly enough in the assessment of psychological development in general, as well as in themselves, prospectively in pupils or students);
Fx (59-0%, insufficient - further work, extra study required).
Scale of assessment (preliminary/final): 50% of continuous assessment + 50% of final assessment

Learning outcomes:
The aim of the course Developmental Psychology (which as a basic psychological discipline is an integral part of the systemic core knowledge framework of the study field of psychology teaching in combination) is to provide graduates with a fundamental and up-to-date scientific and empirical framework of knowledge from the contemporary developmental psychology on the basis of its successful completion. They are thus prepared for the study of other psychological or other relevant disciplines of their study programme, in addition to further developing their psychological literacy (the ability to assess psychological development, including in themselves) and thus preparing

themselves for the profession of psychology teacher (as recommended, among others, by the documents of the Slovak Association for the Teaching of Psychology (SAUP) and the European Federation of Psychology Teachers' Associations (EFTPA)).
By successfully completing the course, students will have critically mastered (to the extent indicated in the grading scale above) the following current theoretical and empirical areas of knowledge in developmental psychology (the subject and methods of research in developmental psychology, the conceptual system of developmental psychology, inter- and transdisciplinary relationships, and the possibilities of application; theories and models of psychological development, laws of psychological development; conditions and characteristics of the course of developmental changes of individual psychological functions, personality and social competence in the context of lifelong human development; basic psychological methods and techniques of developmental level assessment; current areas of research and development in developmental psychology and their results).
After successful completion of the course, students of psychology teaching should use the knowledge and skills acquired not only in further studies (as mentioned above), but also fundamentally in planning methodology or research in their final undergraduate thesis; in practice, prospectively at the level of assistive participation in the teaching of psychology and in preventive counselling and educational activities in the school system (towards the assessment and optimisation of the developmental conditions of specific pupils or students and the solution of potential developmental problems, in this respect also by co-working with other school staff and parents, etc.).
In addition, the specific educational methods (mentioned above) will contribute to the further development of their functional literacy in coexistence with the growth of other areas of psychological literacy, especially interactive and critical literacy, also for the sake of further higher education opportunities (meta-cognitive, critical thinking, convergent and divergent thinking, creativity, and other transferable competences) and gradual preparation for successful practice in line with the profile of graduates of the bachelor's degree in psychology teachers (i.e. thinking in contexts, including systemic ones, self-knowledge and self-management, increased motivation to learn, improved study skills, digital, organisational skills, etc.).
The course contributes directly to the gradual development of disciplinary and subject competence, implicitly to the development of disciplinary-didactic and educational competence, as well as personal, communicative, and relational competence, which are part of the professional competences of teachers, through its content and methods of education.

Class syllabus:
(1) The subject, methods of research in developmental psychology and its relation to related disciplines, further development (transdisciplinary relations). (2) General characteristics of psychological development: classification of developmental changes and processes, factors of psychological development, developmental norm, issues of periodization of psychological development and critical analysis, and current and prospective development of knowledge (incl. limits). (3) Theoretical models of psychological development in the context of the development of the discipline and new trends in research and its results: endogenistic, exogenistic and interactionist models of psychological development, their merits, and limits. (4) Motor development and its significance in overall psychological development: the laws and course of development of gross and fine motor skills, their relationship to overall psychological development. Play and drawing and its place in psychological development (development and characteristics of play and drawing in the context of motor, cognitive and social development). (5) Cognitive development: the development of cognitive psychological functions, also in relation to basic theoretical concepts (perception, attention, memory, imagination, thinking, speech, and its relevance to overall psychological development, human action, and the regulation of behaviour). (6) Personality development:

the formation of self and psychological identity (self-image, self-concept, self-esteem), needs, values, and interests and their formative factors (family, school, peer group, friends, culture) and the cognitive contribution of the major theories of personality development. Interpersonal bonding (relational bonding/attachment): theory and empirical findings. Emotion development: stages and factors of emotion development in the context of socialization (differentiation of emotions and their expression, emotional intelligence, emotional regulation with respect to stages of development). Psychosexual development: the physical and psychological components of human sexuality and its development (psychosexual orientation, gender, gender role, the concept of gender and psychosocial development). (7) Social development: the development of the social self, social understanding and social relationships and the socialization of the individual (processes of socialization in the context of development and the critical social group - family, school, play/peer group, collective with respect to current socio-cultural challenges). Moral development: psychological conceptions of moral development (conditions and developmental stages, moral judgement and moral action /prosocial behaviour, moral character, moral values, moral sentiments, and moral identity; self-discipline and empathy). (8) Methods of psychological developmental assessment: developmental screenings and scales and their diagnostic possibilities, aspects of school maturity. Characteristics of psychological developmental attainment at different ages of lifelong development (from conception to old age): developmental tasks, changes, and traits physical (growth and maturation of the organism), psychological and social (perception, imagination, thought and speech, personality and emotionality, motivation, values, interests, moral development, individuation, social interaction, social cognition).
Note: In particular, thematic units 4 - 8 explicitly and specifically implicitly develop psychological literacy to varying degrees and promote the coexistence of multiple competencies of prospective psychology teachers at the undergraduate level, including the use of particular methods of teaching and learning (especially in seminar activities, seminar work, and written critical reflection of knowledge by the student), as mentioned above, in accordance with the profile of the graduate.

Recommended literature:

Required reading:

Vágnerová, M., & Lisá, L. (2021). Vývojová psychologie. Dětství a dospívání. Karolinum. (selected parts)
Zacharová, Z. (2021). Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania. Univerzita Komenského v Bratislave, Pedagogická fakulta, Katedra psychológie a patopsychológie. (selected parts)

Recommended reading: (further study, seminar papers)

Monographs and teaching texts

Glasová, M. (1995). Vybrané kapitoly z vývinovej psychológie. S. 85 – 147. In Glasová, M., Páleník, Ľ., Solárová, E., & Štefanovič, J.: Vybrané kapitoly zo psychológie. Metodické centrum Tomášikova. (selecetd parts)
Glasová, M. (2021/22). Vybrané kapitoly z vývinovej psychológie. Aktualizované manuskripty prednášok. PdF UK.
Langmeier, J., & Krejčířová, D. (2006). Vývojová psychologie. 2. aktual. vyd. Grada, 2006.
Šramová, B. (2007). Osobnosť v procese ontogenézy. Melius, 2007. (selecetd parts)

Periodicals and scientific databases

Developmental Psychology; Child Development; Psychológia a patopsychológia; Československá psychologie, Studia psychologica and others; PsycInfo and others

Languages necessary to complete the course:

Slovak and Czech language primary and English language secondary

Notes:

Past grade distribution
Total number of evaluated students: 183

A	ABS	B	C	D	E	FX
6,01	0,0	25,68	37,7	15,85	7,1	7,65

Lecturers: doc. PhDr. Mária Glasová, PhD., PaedDr. Eva Vancu, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde002/22	**Course title:** Digital technologies 1
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: I.	
Prerequisites:	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course

The course is completed by assessment, the weighting of the interim and final assessment is 100/0.

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 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 external 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 students through Mindomo (or FreeMind/XMind) to the process of school teaching of the subjects of their approbation at primary school / high 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 external information sources - links in nodes leading to external 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 teaching issue of the student's own choice falling within the educational content of the teaching subject at primary school/SHS in the intent of the approbation subjects that the student studies in the teacher education programmes at the Faculty of Education at the Charles University. 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 issue. 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 a 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 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 pupils 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 carried out 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:

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. [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 maximum number of students per study group within the regular learning form of study is 15 (per one teacher). 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: 1423

A	ABS	B	C	D	E	FX
38,16	0,0	23,54	14,62	9,42	8,01	6,25

Lecturers: doc. PaedDr. Ján Záhorec, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde002/22	**Course title:** Digital technologies 1
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: I.	
Prerequisites:	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course

The course is completed by assessment, the weighting of the interim and final assessment is 100/0.

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 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 external 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 students through Mindomo (or FreeMind/XMind) to the process of school teaching of the subjects of their approbation at primary school / high 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 external information sources - links in nodes leading to external 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 teaching issue of the student's own choice falling within the educational content of the teaching subject at primary school/SHS in the intent of the approbation subjects that the student studies in the teacher education programmes at the Faculty of Education at the Charles University. 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 issue. 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 a 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 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 pupils 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 carried out 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:

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. [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 maximum number of students per study group within the regular learning form of study is 15 (per one teacher). 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: 1423

A	ABS	B	C	D	E	FX
38,16	0,0	23,54	14,62	9,42	8,01	6,25

Lecturers: doc. PaedDr. Ján Záhorec, PhD.

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.KPg/B-VUZde012/22	Digital technologies 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde002/22 - Digital technologies 1

Course requirements:
Prerequisites: B-VUZde002 / Digital technologies 1
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim 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 programs 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 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): 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 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 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.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 commonly used tools - ideas for their use in the creation of interactive educational content; Annotation mode on the desktop; Browsers in ActivInspire; Export/Import (*.flipchart) of demonstration workbooks; Teacher-student collaboration 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 external 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; Registration of ActivExpression2 voting devices 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 make use of as wide a range of available tools, functions, actions and features as possible. 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 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 include 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 its 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 create an original didactic and visually engaging video presentation of educational content of his/her choice for the target group of pupils, using the Prezi cloud platform (Prezi Present and Prezi Video), in a range of at least 20 presentation views, usable in teaching the subjects of his/her specialisation at primary school/junior high school.
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 application of 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 - immediate 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 schools / 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 task, the student will design and create in 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:
: The maximum number of students per study group within the regular learning form of study is 15 (per one teacher). 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: 85

A	ABS	B	C	D	E	FX
37,65	0,0	30,59	18,82	4,71	2,35	5,88

Lecturers: doc. PaedDr. Ján Záhorec, PhD.

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.KPg/B-VUZde012/22	Digital technologies 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde002/22 - Digital technologies 1

Course requirements:
Prerequisites: B-VUZde002 / Digital technologies 1
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim 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 programs 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 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): 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 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 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.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 commonly used tools - ideas for their use in the creation of interactive educational content; Annotation mode on the desktop; Browsers in ActivInspire; Export/Import (*.flipchart) of demonstration workbooks; Teacher-student collaboration 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 external 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; Registration of ActivExpression2 voting devices 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 make use of as wide a range of available tools, functions, actions and features as possible. 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 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 include 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 its 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 create an original didactic and visually engaging video presentation of educational content of his/her choice for the target group of pupils, using the Prezi cloud platform (Prezi Present and Prezi Video), in a range of at least 20 presentation views, usable in teaching the subjects of his/her specialisation at primary school/junior high school.
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 application of 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 - immediate 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 schools / 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 task, the student will design and create in 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:
: The maximum number of students per study group within the regular learning form of study is 15 (per one teacher). 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: 85

A	ABS	B	C	D	E	FX
37,65	0,0	30,59	18,82	4,71	2,35	5,88

Lecturers: doc. PaedDr. Ján Záhorec, PhD.

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.KPg/B-VUZde013/22	Digital technologies 3

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde012/22 - 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: 3

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

Lecturers: doc. PaedDr. Ján Záhorec, PhD.

Last change: 22.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde013/22	Digital technologies 3

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde012/22 - 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: 3

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

Lecturers: doc. PaedDr. Ján Záhorec, PhD.

Last change: 22.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde037/22	Educational counselling

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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 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 work through assignments and with the help of the instructor, basic/minimal
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:
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 are able to 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:
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 legal representatives 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:
students of the Teacher Education (combined) programme do not enrol in the course

Past grade distribution
Total number of evaluated students: 131

A	ABS	B	C	D	E	FX
35,88	0,0	30,53	20,61	8,4	4,58	0,0

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde037/22	**Course title:** Educational counselling
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
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 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 work through assignments and with the help of the instructor, basic/minimal
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:
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 are able to 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:
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 legal representatives 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:
students of the Teacher Education (combined) programme do not enrol in the course

Past grade distribution
Total number of evaluated students: 131

A	ABS	B	C	D	E	FX
35,88	0,0	30,53	20,61	8,4	4,58	0,0

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

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.KPsPp/B-PSYde011/22	Educational psychology

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 4 **per level/semester:** 52
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organisational form:
2 hours lecture + 2 hours seminar/week; 44 hours total per semester, combined form (primarily full-time).
Student workload:
11 x 4 hours of direct teaching = 44 hours; continuous preparation (15 hours); preparation for the midterm test (20 hours); preparation of the seminar paper - output in video format (15 hours); preparation for the final examination (26 hours). 120 hours in total.

Number of credits: 4

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde005/22 - Developmental psychology

Recommended prerequisites:
B-PSYde005 Developmental psychology

Course requirements:
50% of the interim evaluation + 50% of the final evaluation
There will be one written examination during the semester with the possibility to get 30 points, students and present a seminar paper of max. 20 minutes + 10 minutes discussion or make the output interactive in the way of PepTalk/TedTalk, or as a video presentation (of students' choice) (max. 15 points), the level of giving feedback in the group (5 points). The exam will consist of a written part (30 points) and an oral part (20 points). Credit will not be awarded to a student who scores less than 50% on any of the assignments. To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
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 minimum criteria),
Fx (59-0%, inadequate - additional work required).
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 is able to navigate a variety of literary sources of information and is able to select relevant sources for his/her study, is able to analyze and select professional or scientific information and to present to a group, is

proficient in the basics of educational psychology and is able to apply this information in practice. They are also able to self-reflect, receive feedback, and give feedback to others.
A grade of B means that the student achieved above average results throughout the semester, was capable of independent study, knows basic information related to educational psychology, can navigate the literature study, can apply the acquired knowledge to practice in educational work with children and pupils, is capable of self-reflection, accepting feedback and providing feedback to others, there are moderate deficiencies in his/her creative and critical thinking.
A grade of C means that the student has performed well during the semester, his/her theoretical knowledge of the subject matter is at a good level, but the ability to apply this knowledge quite correctly, to critically evaluate and compare individual literary sources and psychological knowledge is lacking. Minor shortcomings are evident in the ability to work with feedback and in the area of self-reflection.
A grade 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 as well as in group work, cannot critically analyse information independently and has problems in correctly applying knowledge to practice, presentation skills and the ability to give feedback are at a weaker level.
A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyse and collate multiple pieces of knowledge, and more often fails to think critically and apply theoretical knowledge to practice, but knows most of the theoretical knowledge in the course and presentation skills and the ability to give feedback are at a borderline level of proficiency.
A grade of Fx indicates that the student needs additional study to acquire the necessary knowledge.
Scale of assessment (preliminary/final): 50% of the interim evaluation + 50% of the final evaluation

Learning outcomes:
The aim of the course - which is another supporting component in the core of basic psychological disciplines, important in the profile of graduates of the field of psychology teacher education combined already at the bachelor's degree - is to make graduates know how to navigate the basic theoretical and empirically research-based knowledge of educational psychology. Students will be able to use this knowledge in their further studies and later in educational practice. They will be able to take a creative and active approach to working with children and pupils/students in school, know their motivation, learning styles and be able to select the right way of learning in individual conditions when working with a child/student, distinguish between different educational styles and educational situations, understand pupils' failure to thrive and know how to motivate them. They will also be able to assess, analyse and compare information, be able to think critically and evaluate different models of learning and working with children/students. In addition, they will further develop (transferable competences) their presentation skills, working with modern technologies, the ability to self-evaluate and give feedback.

Class syllabus:
1. System and methods of educational psychology. Determinants of individual psyche formation in the context of education and teaching/learning.
2. Psychological issues of learning. The concept of learning in terms of psychological theories of learning, types of learning, laws of learning, control of learning processes, motivation, and its influence on learning.
3. Cognitive and learning styles.
4. Social-psychological cognition in the pedagogical space (impression formation, distorting mechanisms in assessing performance or learning success, attitudes, stereotypes).

5. Communication in the pedagogical process - verbal and non-verbal communication, conflict situations and their resolution.
6. Teacher's strategies in classroom management, teacher's social-psychological competences.
7. Psychological analysis of success and failure of pupils or students in school. Psychological aspects of the personality of the teacher/person working with the child. Performance of pupils/ students and teachers.
8. Psychological issues in education, logical implications.
9. Individual characteristics of pupils/students with giftedness and behavioural disorders.
10. Individual characteristics of pupils/students with learning disabilities.
11. Individual characteristics of pupils/students and working with them. Multiculturalism, culture of poverty.

Recommended literature:

Compulsory readings:

Čáp, J., & Mareš, J. (2007). Psychologie pro učitele. Portál.
Jedlička, R., Koťa, J., & Slavík, J. (2018). Pedagogická psychologie pro učitele. Psychologie vo výchově a vzdělávaní. Grada. (vybrané kapitoly: 1.., 2., 3.2, 3.3. 3.4., 3.5, 3.6 ale aj 4., 5.6 a 9).

Recommended readings:

Jursová Zacharová, Z., Lemešová, M., Miškolci, J., Cabanová, K., Horváthová, Ľ., & Sokolová, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Univerzita Komenského. (vybrané kapitoly: 2.2. Rozdielnosť detí – pohľad spoza učiteľskej katedry a 2.3 Rastové alebo fixné nastavenie pri vnímaní rozdielnosti, 2.4 Predsudky učiteľov a učiteliek voči rómskemu etniku vo vzťahu k inklúzii).
Sokolová, L., Jursová Zacharová, Z., Lemešová, M., Cabanová, K., & Šramová, B. (2015). Osobnosť a sociálno-psychologické kompetencie učiteľov a učiteliek. Univerzita Komenského. 7-69.
Veselský, M. (2007). Pedagogická psychológia 1. Teória a prax. Univerzita Komenského.

Websites:

Asociácia školskej psychológie - http://www.aspsr.sk/skolska-psychologia.
Pedagogická a školská psychológia (Učebnica) https://pdf.truni.sk/e-ucebnice/psp/.
Časopis: Školní psycholog/Školský psychológ: https://journals.muni.cz/skolnipsycholog/index.
VUDPaP: www.vudpap.sk.

Languages necessary to complete the course:

Slovak language (active), Czech language and English language (passive - reading literature, understanding videos

Notes:

Past grade distribution

Total number of evaluated students: 145

A	ABS	B	C	D	E	FX
58,62	0,0	20,0	11,03	6,21	4,14	0,0

Lecturers: PhDr. Katarína Cabanová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde030/22	**Course title:** Environmetal education
Educational activities: **Type of activities:** lecture **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
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 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 knows how to apply environmental theory in the form of the creation of 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 connections 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 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: 395

A	ABS	B	C	D	E	FX
67,85	0,0	20,76	5,82	0,76	0,76	4,05

Lecturers: Mgr. Mária Fuchsová, PhD.

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.KPg/B-VUZde030/22	Environmetal education

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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 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 knows how to apply environmental theory in the form of the creation of 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 connections 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 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: 395

A	ABS	B	C	D	E	FX
67,85	0,0	20,76	5,82	0,76	0,76	4,05

Lecturers: Mgr. Mária Fuchsová, PhD.

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.KPsPp/B-PSYde021/22	Ethical Propaedeutics

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
2 hours seminar/week; total 22 hours per semester, combined (primarily full-time)
Student workload:
11 x 2 hours of teaching = 22 hours; 33 hours of class preparation (including written preparation); 2 hours of preparation for the paper. Total 57
Teaching methods:
In the self-study, it is mainly a work with the text (selected passages of works of important authors relevant to the topic under discussion, scientific articles) or a critical reflection on other material (film); during seminars, the individual study of the assigned text (material) - which determines the main topic of the lesson - is followed mainly by dialogical methods such as discussion, interview, Socratic method, which are complemented by monological methods of interpretation, explanation, or lecturing.

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
100% of the continuous assessment, which includes: 20% class preparation, 40% class activity, 40% report.
1. Preparation for each lesson, which consists of reading and reviewing the assigned text and handing in the outline by the beginning of the lesson.
2. Active participation in class - engaging in discussion.
3. Prepare and present a paper on the chosen topic.
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),
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 grade A, the students performed excellently during the semester, they were always thoroughly prepared for classes, actively participated in the teaching and showed interest in the subject matter, their theoretical knowledge in the field of ethics is at a high level, they are able to apply the acquired knowledge without any problems, critically assess and compare individual ethical concepts and knowledge.
For grade B, students performed very well during the semester, they were prepared for the classes, they participated in the teaching, their theoretical knowledge in the field of ethics is at a very good level, they are able to apply the acquired knowledge, they can critically assess and compare individual ethical concepts and knowledge.
For a grade of C, students performed well throughout the semester, their theoretical knowledge of ethics is at a good level, but they lack the ability to apply this knowledge, critically evaluate and compare individual ethical concepts and knowledge.
For a grade of D, students were less prepared during the semester; they have slight deficiencies in theoretical knowledge related to ethics; they have difficulty working independently; they are unable to critically analyze information.
For a grade of E, students were only minimally prepared during the semester, were only minimally engaged in the course of instruction, have significant deficiencies in theoretical knowledge related to ethics; have significant difficulty working independently, and cannot critically analyze information.
For the Fx assessment, students were unprepared for class during the semester, did not engage in the course and were unable to respond to questions posed, unable to work independently, and had significant deficiencies in theoretical knowledge in the area of ethics.
Scale of assessment (preliminary/final): 100% of the continuous assessment, which includes: 20% class preparation, 40% class activity, 40% report.

Learning outcomes:
The aim is to be able to orientate oneself in the issue of social pathological phenomena, to know the cause of their occurrence, the consequences for the individual and to be able to implement preventive measures to eliminate them.
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, understand the development of morality and ethical concepts in a historical context, understand the psychology of moral development, highlight the alternative and equivalence of ethical concepts, distinguish the ethical from the non-ethical sphere, help navigate ethical issues, recognize the value aspect of ethical categories, clarify the basic categories of ethics, find intrinsic motivational sources of behaviour, cultivate and develop empathy and the good in us. By completing the course, the student develops the following transferable competencies: communication skills, analytical skills, interpersonal skills, creativity and the ability to think abstractly, critical thinking skills, motivation and the ability to learn, reasoning in context.

Class syllabus:
1. 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. Introduction of basic ethical concepts (virtue ethics, hedonism, deontological ethics, utilitarianism).
3. Selected forms of psychological ethics (Freud, Fromm, Frankl).
4. Psychology and the Problem of Evil (Zimbardo, Milgram).
5. The psychology of morality (Piaget, Kohlberg).

Recommended literature:
Compulsory readings:

Aristoteles (2011). Etika Nikomachova. Kalligram (Kniha druhá, kap. 1-6).
Epikuros (2014). O šťastnom živote l. Thetis, (List Menoikeovi).
Frankl, V. E. (1992). Vôľa k zmyslu. Filozofia 47(11), 680 – 685.
Freud, S. (2015). Totem a tabu. Európa (časť IV, 5-7).
Kant, I. (2004). Základy metafyziky mravov. Kalligram (Predslov a Prvá kapitola).
Kohák, E. (2004). Svoboda, svedomí, soužití. Kapitoly z mezilidské etiky. SLON (První prednáška. Filosofie, etika, svoboda).
Mill, J. S. (2005). Utilitarizmus. In: Mill, J. S.: Logika liberalizmu. Kalligram (II. kap. Čo je utilitarizmus).
Vacek, P. (2008). Rozvoj morálního vědomí žáků. Portál (1 Kapitoly z psychologie morálky 1.1 – 1.2).
Zimbardo, P. (2015). Luciferův efekt. Jak se z dobrých lidí stávají lidé zlí. Academia (X. kap. Význam a poselství Stanfordského věžeňského experimentu: alchymie transformace charakteru).
Recommended readings:
Anzenbacher, A. (1994). Úvod do etiky. Zvon.
Čapek, J. et al. (2015). Přístupy k etice II. Filosofia.
Kohák, E. (1993). Člověk, dobro a zlo. JEŽEK.
Remišová, A. (ed.) (2008). Dejiny etického myslenia v Európe a USA. Kalligram.
Sokol, J. (2014). Etika, život, instituce. Pokus o praktickou filosofii. Vyšehrad.
Špinka, Š. et al. (2014). Přístupy k etice I. Filosofia.

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. Michal Bizoň, PhD.

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.KPg/B-VUZde016/22	Ethics and professional ethics

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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).
Learning outcomes:
Learning objectives and outcomes and transferable competences:
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.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
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: 682

A	ABS	B	C	D	E	FX
57,18	0,0	22,43	9,68	4,11	2,05	4,55

Lecturers: PhDr. Slávka Drozdová, PhD.

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.KPg/B-VUZde016/22	Ethics and professional ethics

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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).
Learning outcomes:
Learning objectives and outcomes and transferable competences:
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.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
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: 682

A	ABS	B	C	D	E	FX
57,18	0,0	22,43	9,68	4,11	2,05	4,55

Lecturers: PhDr. Slávka Drozdová, PhD.

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.KRoJL/B-ESPde037/22	Exercises in Lexicology and Semantics

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 20 hours of written tasks; 8 hours od repetition and preparation for the test. A total of 50 hours of student work.
Teaching methods: application of theoretical knowledge on practical examples, explaining, solving tasks and assignments, self-assessment, e-learning.

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
The student will be awarded credits based on an interim evaluation (100%). The condition for successful completion of the course is active participation in classroom activities 10 %, preparation of written assignments on each topic and their commentary during the lesson 60 % and a written test during the semester 30 %.
The evaluation of ongoing tasks takes into account the correct use of lexical units of different types and from different thematic areas in both written and oral form and the ability to use compensation strategies, the ability to work with dictionaries, as well as the control of terminology in the field of lexicology, phraseology and semantics in lexical analysis. When evaluating the test, the correct use of the lexicon and the relevant terminology shall be verified in writing.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good – above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory – acceptable results),
E (69-60 %, sufficient – the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to consolidate and broaden the basic knowledge of the lexical level of the Spanish language system and to improve language competence, with an emphasis on lexical

and semantic competence, in the form of vocabulary activities and to understand the relationships between lexical units in terms of wordform, meaning and origin.
Educational outcomes:
After successful completion of the course, the student
• can apply basic knowledge of the lexical plane of the Spanish language to the analysis of lexis in sentences and short texts and in exercises,
• correctly uses lexical units from the thematic areas taken over, controls commonly used phraseology units, can use appropriate compensation strategies if necessary,
• has an expanded vocabulary from different thematic areas of everyday life and education,
• knows selected lexicon acquisition strategies and various types of lexicon exercises,
• can use different kinds of dictionaries effectively in solving tasks.
The completion of the course contributes to the achievement of competences such as: communication competence, analysis and synthesis capability, ability to locate and process professional resources, digital skills.

Class syllabus:
Analysis and targeted practice of selected lexical phenomena and work with dictionaries.
• Types of lexical units and relationships between them.
• Lexicographic sources and their practical use. Dictionary password structure, abbreviations used in dictionaries. Use of different types of dictionaries (encyclopedic, etymological, terminological, etc.), electronic dictionaries.
• Word-forming procedures – derivative; diminutives, augmentative.
• Word-forming procedures – composition, abbreviation of words, other word-forming procedures.
• Semantic relationships between words – synonyms, antonyms, hyperonyms, hyponyms, etc.
• Lexical borrowings and calques
• Phraseological units.
• Vocabulary with different areas of everyday life and from the field of study.

Recommended literature:
LAMPIS, M. – ŠTRBÁKOVÁ, R. Curso universitario de fonología y lexicología. Nitra: Univerzita Konštantína Filozofa v Nitre, 2021. 79 p. ISBN 978-80-558-1701-9. (Lexicology)
MARTÍN SALCEDO, J. 2017. Fraseología española en uso. ¡Si tú lo dices! ¡Venga! Ya verás como sí. Madrid: Ministerio de Educación, Cultura y Deporte. Secretaría General Técnica. Centro de Publicaciones. 108 p. ISBN 978 8567535166. Available at: https://sede.educacion.gob.es/publiventa/fraseologia-espanola-en-uso-si-tu-lo-dices-venga-ya-veras-como-si/ensenanza-lengua-espanola/22188

Languages necessary to complete the course:
Slovak language and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 30

A	ABS	B	C	D	E	FX
70,0	0,0	13,33	6,67	3,33	6,67	0,0

Lecturers: doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., Mgr. Radana Štrbáková, PhD.

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.KRoJL/B-ESPde037/22	Exercises in Lexicology and Semantics

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 20 hours of written tasks; 8 hours od repetition and preparation for the test. A total of 50 hours of student work.
Teaching methods: application of theoretical knowledge on practical examples, explaining, solving tasks and assignments, self-assessment, e-learning.

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
The student will be awarded credits based on an interim evaluation (100%). The condition for successful completion of the course is active participation in classroom activities 10 %, preparation of written assignments on each topic and their commentary during the lesson 60 % and a written test during the semester 30 %.
The evaluation of ongoing tasks takes into account the correct use of lexical units of different types and from different thematic areas in both written and oral form and the ability to use compensation strategies, the ability to work with dictionaries, as well as the control of terminology in the field of lexicology, phraseology and semantics in lexical analysis. When evaluating the test, the correct use of the lexicon and the relevant terminology shall be verified in writing.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good – above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory – acceptable results),
E (69-60 %, sufficient – the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to consolidate and broaden the basic knowledge of the lexical level of the Spanish language system and to improve language competence, with an emphasis on lexical

and semantic competence, in the form of vocabulary activities and to understand the relationships between lexical units in terms of wordform, meaning and origin.
Educational outcomes:
After successful completion of the course, the student
• can apply basic knowledge of the lexical plane of the Spanish language to the analysis of lexis in sentences and short texts and in exercises,
• correctly uses lexical units from the thematic areas taken over, controls commonly used phraseology units, can use appropriate compensation strategies if necessary,
• has an expanded vocabulary from different thematic areas of everyday life and education,
• knows selected lexicon acquisition strategies and various types of lexicon exercises,
• can use different kinds of dictionaries effectively in solving tasks.
The completion of the course contributes to the achievement of competences such as: communication competence, analysis and synthesis capability, ability to locate and process professional resources, digital skills.

Class syllabus:
Analysis and targeted practice of selected lexical phenomena and work with dictionaries.
• Types of lexical units and relationships between them.
• Lexicographic sources and their practical use. Dictionary password structure, abbreviations used in dictionaries. Use of different types of dictionaries (encyclopedic, etymological, terminological, etc.), electronic dictionaries.
• Word-forming procedures – derivative; diminutives, augmentative.
• Word-forming procedures – composition, abbreviation of words, other word-forming procedures.
• Semantic relationships between words – synonyms, antonyms, hyperonyms, hyponyms, etc.
• Lexical borrowings and calques
• Phraseological units.
• Vocabulary with different areas of everyday life and from the field of study.

Recommended literature:
LAMPIS, M. – ŠTRBÁKOVÁ, R. Curso universitario de fonología y lexicología. Nitra: Univerzita Konštantína Filozofa v Nitre, 2021. 79 p. ISBN 978-80-558-1701-9. (Lexicology)
MARTÍN SALCEDO, J. 2017. Fraseología española en uso. ¡Si tú lo dices! ¡Venga! Ya verás como sí. Madrid: Ministerio de Educación, Cultura y Deporte. Secretaría General Técnica. Centro de Publicaciones. 108 p. ISBN 978 8567535166. Available at: https://sede.educacion.gob.es/publiventa/fraseologia-espanola-en-uso-si-tu-lo-dices-venga-ya-veras-como-si/ensenanza-lengua-espanola/22188

Languages necessary to complete the course:
Slovak language and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 30

A	ABS	B	C	D	E	FX
70,0	0,0	13,33	6,67	3,33	6,67	0,0

Lecturers: doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., Mgr. Radana Štrbáková, PhD.

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.KRoJL/B-ESPde027/22	Exercises in Morphology and Syntax 1.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 20 hours of written tasks; 8 hours of repetition and preparation for the test; a total of 50 hours of student work.
Teaching methods: application of theoretical knowledge on practical examples, explaining, solving tasks and assignments, self-assessment, e-learning.

Number of credits: 2

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
The student will be awarded credits based on an interim evaluation (100%). The condition for successful completion of the course is active participation in classroom activities 10%, preparation of ongoing written tasks on each topic 60% and written test during the semester 30%.
The evaluation of tasks takes into account grammatical correctness, the ability of the student to correct his/her mistakes and the ability to work with professional resources; the test evaluates grammatical accuracy.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to consolidate knowledge of Spanish-language grammar and to improve language competence, with an emphasis on morphological competence.
Educational outcomes:
After successful completion of the course, the student
• is able to apply the knowledge already acquired about the Spanish language system in practical use, in particular in written language,

• correctly uses selected grammatical structures, in case of misuse he/she shows the ability to repair,
• can search for information in relevant sources when solving tasks from grammar, knows the terminology and common abbreviations used in grammars and dictionaries,
• is familiar with various types of grammatical exercises aimed at flexible verbal species and their use in syntactic structures.
The completion of the subject contributes to the achievement of competences such as: communication competence, analysis and synthesis capability, ability to locate and process professional resources, digital skills.

Class syllabus:
Analysis and practice of selected grammatical phenomena.
• Nouns – grammatical categories; use and omission of an article with a noun.
• Adjectives – grammatical categories, status and graduation of the adjective.
• Pronouns – grammatical categories, use of tonic and atonic forms, position of pronoun in a sentence.
• Verbs – grammatical categories, personal and impersonal verb forms, regular and irregular verb forms, tense system, consecutio temporum.
• Category of mood, its use in independent and dependent clauses.
• Other word types – adverbs, prepositions, interjections.

Recommended literature:
GÓMEZ TORREGO, L. 2008. Análisis morfológico. Teoría y práctica. Madrid: SM, 2008. 274 p. ISBN 8467515716.
MLÝNKOVÁ, Ľ. et al. 2016. Cvičebnice španělské gramatiky. 8000 příkladů s řešením na vedlejší straně. Brno: Edika, 2016. ISBN978-80-266-0544-7 (selected parts)

Languages necessary to complete the course:
Slovak, Czech language and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 33

A	ABS	B	C	D	E	FX
6,06	0,0	45,45	24,24	12,12	9,09	3,03

Lecturers: PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde033/22	Exercises in Morphology and Syntax 2.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 20 hours of written tasks; 8 hours of repetition and preparation for the test; a total of 50 hours of student work.
Teaching methods: application of theoretical knowledge on practical examples, explaining, solving tasks and assignments, self-assessment, e-learning.

Number of credits: 2

Recommended semester: 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
The student will be awarded credits based on an interim evaluation (100%). The condition for successful completion of the course is active participation in the classroom activities 10 %, preparation of written assignments on each topic 60 % and written test during the semester 30 %.
The evaluation of tasks takes into account grammatical correctness, the ability of the student to correct his/her mistakes and the ability to work with professional resources; the test evaluates grammatical accuracy.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to consolidate knowledge of grammar and improve language competence in the Spanish language, with an emphasis on morphological and syntactic competence.
Educational outcomes:
After successful completion of the course, the student
• is able to apply the knowledge already acquired about the Spanish language system in practical use, in particular in written language,

• correctly uses selected grammatical structures, controls the basic principles of the sentence warehouse in Spanish and, in case of misuse, exhibits the ability to repair,
• can search for information in relevant sources when solving tasks from grammar, knows terminology and abbreviations used in grammars and specialized dictionaries,
• he/she knows the different types of grammatical exercises focused on rigid verbal species as well as on the sentence composition.
The completion of the subject contributes to the achievement of competences such as: communication competence, analysis and synthesis capability, ability to locate and process professional resources, digital skills.

Class syllabus:
Analysis and practice of selected grammatical phenomena.
• Word types – conjunctions, verbs.
• Syntactic structure of the sentence. Syntagms, phrase constituents, word order.
• Analysis of simple, compound and complex sentences.
• Coordinate clauses.
• Subordinate clauses.
• Use of indicative and subjunctive mood in the independent and dependent clauses.

Recommended literature:
GÓMEZ TORREGO, L. 2011. Análisis sintáctico. Teoría y práctica. Madrid: SM, 2011. 320 s. ISBN 9788467541342. (selected parts)
MLÝNKOVÁ, Ľ. et al. 2016. Cvičebnice španělské gramatiky. 8000 příkladů s řešením na vedlejší straně. Brno: Edika, 2016. ISBN978-80-266-0544-7 (selected parts)

Languages necessary to complete the course:
Slovak, Czech language and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 17

A	ABS	B	C	D	E	FX
5,88	0,0	41,18	29,41	5,88	17,65	0,0

Lecturers: PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

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.KRoJL/B-ESPde023/22	Exercises in Phonetics, Phonology and Orthography

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 11 hours of ongoing written tasks; 11 hours of ongoing oral tasks; 6 hours targeted preparation and implementation of pronunciation assessment at the end of the semester; a total of 50 hours of student work.
Teaching methods: application of theoretical knowledge on practical examples, explaining, solving tasks and assignments, self-assessment, e-learning.

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
The student will be awarded credits based on an interim evaluation of both written and oral production, for which he/she can earn 100 points. The condition for successful completion of the course is active participation in classroom activities and training of correct pronunciation 20%, realization of written and oral tasks 60%, evaluation of pronunciation (reading and oral expression) 20 %.
The evaluation assesses the control of the sounds of the language – pronunciation of sounds, spelling groups, accent and intonation, overall articulatory clarity, presence of a foreign accent; the ability to pronounce a written form of language correctly; the ability to correct yourself, knowledge of spelling rules; knowledge of the rules of punctuation and intonation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:

The aim of the course is to consolidate knowledge from phonetics and phonology and to develop language competence in Spanish. The student will improve his/her phonetic-phonological, orthoepic and orthographic competence by directing listening and oral and written production.
Educational outcomes:
After successful completion of the course, the student
• knows the specificities of the phonemic and prosodic system of the Spanish language,
• has a clear and natural pronunciation and intonation in Spanish in oral expression both in interaction and in loud reading, without a more pronounced foreign accent,
• knows and has mastered the spelling principles of the literary language,
• can search for information in relevant sources when solving practical tasks from phonetics, phonology and spelling, and knows the conventions used to represent pronunciation;
• knows the different types of exercises and activities aimed at practicing correct pronunciation and spelling.
The completion of the course contributes to the achievement of competences such as: communication competence, analysis and synthesis capability, ability to locate and process professional resources, digital skills.

Class syllabus:
Analysis and practice of selected phonetic, phonological and spelling aspects of the Spanish language.
• Spanish alphabet – current form, different letter names in Spain and Hispano-American countries.
• Vocal system.
• Diphthongs and Triphthongs.
• Consonant system.
• Pronunciation of problematic sounds and spelling groups.
• Assimilation.
• Syllable, accent.
• Intonation.
• Spelling principles. Problematic phenomena in Spanish spelling.
• Punctuation rules.

Recommended literature:
GÓMEZ TORREGO, L. 2007. Gramática didáctica del español. Madrid: SM, 2007. ISBN 9788467541359. (Chapter 4: Fonética y Fonología, Chapter 5: Ortografía)
LAMPIS, M. – ŠTRBÁKOVÁ, R. 2021. Curso universitario de fonología y lexicología. Nitra: Univerzita Konštantína Filozofa v Nitre, 2021. 79 p. ISBN 978-80-558-1701-9.

Languages necessary to complete the course:
Slovak language and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 22

A	ABS	B	C	D	E	FX
72,73	0,0	9,09	13,64	4,55	0,0	0,0

Lecturers: Mgr. Radana Štrbáková, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde023/22	Exercises in Phonetics, Phonology and Orthography

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 11 hours of ongoing written tasks; 11 hours of ongoing oral tasks; 6 hours targeted preparation and implementation of pronunciation assessment at the end of the semester; a total of 50 hours of student work.
Teaching methods: application of theoretical knowledge on practical examples, explaining, solving tasks and assignments, self-assessment, e-learning.

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
The student will be awarded credits based on an interim evaluation of both written and oral production, for which he/she can earn 100 points. The condition for successful completion of the course is active participation in classroom activities and training of correct pronunciation 20%, realization of written and oral tasks 60%, evaluation of pronunciation (reading and oral expression) 20 %.
The evaluation assesses the control of the sounds of the language – pronunciation of sounds, spelling groups, accent and intonation, overall articulatory clarity, presence of a foreign accent; the ability to pronounce a written form of language correctly; the ability to correct yourself, knowledge of spelling rules; knowledge of the rules of punctuation and intonation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:

The aim of the course is to consolidate knowledge from phonetics and phonology and to develop language competence in Spanish. The student will improve his/her phonetic-phonological, orthoepic and orthographic competence by directing listening and oral and written production.
Educational outcomes:
After successful completion of the course, the student
• knows the specificities of the phonemic and prosodic system of the Spanish language,
• has a clear and natural pronunciation and intonation in Spanish in oral expression both in interaction and in loud reading, without a more pronounced foreign accent,
• knows and has mastered the spelling principles of the literary language,
• can search for information in relevant sources when solving practical tasks from phonetics, phonology and spelling, and knows the conventions used to represent pronunciation;
• knows the different types of exercises and activities aimed at practicing correct pronunciation and spelling.
The completion of the course contributes to the achievement of competences such as: communication competence, analysis and synthesis capability, ability to locate and process professional resources, digital skills.

Class syllabus:
Analysis and practice of selected phonetic, phonological and spelling aspects of the Spanish language.
• Spanish alphabet – current form, different letter names in Spain and Hispano-American countries.
• Vocal system.
• Diphthongs and Triphthongs.
• Consonant system.
• Pronunciation of problematic sounds and spelling groups.
• Assimilation.
• Syllable, accent.
• Intonation.
• Spelling principles. Problematic phenomena in Spanish spelling.
• Punctuation rules.

Recommended literature:
GÓMEZ TORREGO, L. 2007. Gramática didáctica del español. Madrid: SM, 2007. ISBN 9788467541359. (Chapter 4: Fonética y Fonología, Chapter 5: Ortografía)
LAMPIS, M. – ŠTRBÁKOVÁ, R. 2021. Curso universitario de fonología y lexicología. Nitra: Univerzita Konštantína Filozofa v Nitre, 2021. 79 p. ISBN 978-80-558-1701-9.

Languages necessary to complete the course:
Slovak language and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 22

A	ABS	B	C	D	E	FX
72,73	0,0	9,09	13,64	4,55	0,0	0,0

Lecturers: Mgr. Radana Štrbáková, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde024/22	**Course title:** Family education
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
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, 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 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.
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: 595

A	ABS	B	C	D	E	FX
54,79	0,0	24,37	11,09	4,03	2,18	3,53

Lecturers: prof. PhDr. Mária Potočárová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde024/22	**Course title:** Family education
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
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, 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 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.
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: 595

A	ABS	B	C	D	E	FX
54,79	0,0	24,37	11,09	4,03	2,18	3,53

Lecturers: prof. PhDr. Mária Potočárová, PhD., Mgr. Barbora Jaslovská, PhD.

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.KPg/B-VUZde018/22	Gender aspects of education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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: 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 educational 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:
Learning objectives and outcomes and transferable competences:
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.
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 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: 539

A	ABS	B	C	D	E	FX
77,92	0,0	11,87	3,34	2,41	2,04	2,41

Lecturers: Mgr. Katarína Minarovičová, PhD.

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.KPg/B-VUZde018/22	Gender aspects of education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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: 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 educational 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:
Learning objectives and outcomes and transferable competences:
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.
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 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: 539

A	ABS	B	C	D	E	FX
77,92	0,0	11,87	3,34	2,41	2,04	2,41

Lecturers: Mgr. Katarína Minarovičová, PhD., Mgr. Veronika Valkovičová, PhD.

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.KPg/B-VUZde004/22	General didactics

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: 2 / 1 **per level/semester:** 26 / 13
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
Recommended semester: 1st - 4th semester
Level of study: 1st degree
Prerequisite subjects: none
Prerequisites for successful completion of the course:
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)
Characteristics of student performance:
A - excellent results: the student is able to apply procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify the methods and forms presented in school documents. The student is able to create a portfolio of his/her own outcomes according to the intermediate assignments in accordance with the acquired knowledge and the required criteria. The student can critically, factually assess and evaluate the solutions presented by others, and 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 the methods and forms outlined in school documents. Above-average orientation in 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. The student is able to develop intermediate tasks only with the help of the teacher. Critical assessment and evaluation are absent.
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): 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 presented 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.

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:

Compulsory reading:

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 978-80-247-3450-7ČAPEK, 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: 1282

A	ABS	B	C	D	E	FX
35,96	0,0	21,61	17,24	9,36	8,5	7,33

Lecturers: Ing. Eva Tóblová, PhD.

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.KPg/B-VUZde004/22	General didactics

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: 2 / 1 **per level/semester:** 26 / 13
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Course requirements:
Recommended semester: 1st - 4th semester
Level of study: 1st degree
Prerequisite subjects: none
Prerequisites for successful completion of the course:
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)
Characteristics of student performance:
A - excellent results: the student is able to apply procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify the methods and forms presented in school documents. The student is able to create a portfolio of his/her own outcomes according to the intermediate assignments in accordance with the acquired knowledge and the required criteria. The student can critically, factually assess and evaluate the solutions presented by others, and 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 the methods and forms outlined in school documents. Above-average orientation in 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. The student is able to develop intermediate tasks only with the help of the teacher. Critical assessment and evaluation are absent.
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): 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 presented 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.

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:

Compulsory reading:
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 978-80-247-3450-7ČAPEK, 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: 1282

A	ABS	B	C	D	E	FX
35,96	0,0	21,61	17,24	9,36	8,5	7,33

Lecturers: Mgr. Peter Ostradický, PhD.

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.KPsPp/B-PSYde010/22	General pathopsychology

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
1 hour lecture + 1 hour seminar; 22 hours total per semester, combined (mostly attendance)
Student workload:
11 x 2 hours of direct teaching = 22 hours; preparation of seminar paper and presentation (28 hours), preparation for the mid-term test (30 hours), preparation for the final examination (40 hours). 120 hours in total.
Teaching methods:
lecture, heuristic method, work with professional text and information sources

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde005/22 - Developmental psychology

Recommended prerequisites:
B-PSYde005 Developmental psychology

Course requirements:
50% of the interim evaluation + 50% of the final evaluation
The interim assessment includes an interim test (30 points) and a seminar paper on the assigned topic and Power Point presentation (20 points). The final assessment will consist of a final exam in the form of a written test (50 points). For successful completion of the course, it is necessary to obtain a minimum of 60% of the points.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
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 minimum criteria),
Fx (59-0%, inadequate - additional work required).
For a grade of A, students need to submit outstanding work and results continuously throughout the semester and are capable of independent study. Students are able to select relevant sources for their study, understand the general patterns of psyche formation under disability conditions, and

the specific features of the psyche of individuals with different types of disability and are able to apply their knowledge in practice.
A grade of B means that students performed above average throughout the semester, were able to study independently, have a basic understanding of general pathopsychology, they are able to navigate the information in the literature very well.
A grade of C means that students performed at a standard level throughout the semester, their theoretical knowledge of general pathopsychology is at a good level, but they lack the ability to use this knowledge without to apply this knowledge in practice.
A grade of D indicates that students were less prepared during the semester, having slight deficiencies in theoretical knowledge related to general pathopsychology. They have considerable difficulties in independent work, they cannot critically analyse information.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastery of most of the theoretical knowledge in the course.
A grade of Fx indicates that the student needs additional study to acquire the necessary knowledge.
Scale of assessment (preliminary/final): 50% of the interim evaluation + 50% of the final evaluation

Learning outcomes:
The aim of the course - which represents a pro-inclusive approach in psychological and related sciences and is also an essential element in the progressive comprehensive preparation of graduated psychology teachers in combination already at the bachelor's level – to be able to orient themselves correctly in the knowledge of general pathopsychology and to know the laws of the formation of the psyche in the conditions of disability and the peculiarities of the psyche of individuals with disabilities. After completing the course, the student will acquire the basic concepts of general pathopsychology. The student will acquire a basic overview of the theory and related knowledge of general pathopsychology, also necessary for working with children, adolescents, and adults with disabilities in the context of lifelong development and education. Understands the general patterns of psychological formation in conditions of disability and the specific features of the psyche of individuals with disabilities. It should be able to identify the specific features of the psychological processes of individuals with disabilities and know the basic methods of pathopsychological diagnostics. Apply the knowledge acquired in further studies and in practice in the approach and care of individuals with disabilities. Graduates are able to work critically with knowledge in general pathopsychology and apply knowledge in theory and practice.
1. Introduction to the study of general pathopsychology: subject, methods, and history in pathopsychology. Development of pathopsychology in Slovakia.
2. Basic concepts of general pathopsychology and related disciplines.
3. Normality - abnormality in relation to pathopsychology. Normality and disability.
4. Pathopsychological research of psychological processes. Methodology of pathopsychological research on children and adolescents.
5. Peculiarities of the psychological development of individuals with disabilities.
6. Social-psychological aspects of disability. Attitudes of society towards the disabled people. Issues of the family of disabled individual.
7. Personality of individuals with disabilities.
8. Psychological problems of integration and inclusion of the people with disability into society. Psychological aspects of school integration/inclusion.

Class syllabus:
1. Introduction to the study of general pathopsychology: subject, methods, and history in pathopsychology. Development of pathopsychology in Slovakia.

2. Basic concepts of general pathopsychology and related disciplines.
3. Normality - abnormality in relation to pathopsychology. Normality and disability.
4. Pathopsychological research of psychological processes. Methodology of pathopsychological research on children and adolescents.
5. Peculiarities of the psychological development of individuals with disabilities.
6. Social-psychological aspects of disability. Attitudes of society towards the disabled people. Issues of the family of disabled individual.
7. Personality of individuals with disabilities.
8. Psychological problems of integration and inclusion of the people with disability into society. Psychological aspects of school integration/inclusion.

Recommended literature:

Compulsory readings:

Požár, L. (1996). Psychológia osobnosti postihnutých. Univerzita Komenského v Bratislave.
Požár, L. (2007). Základy psychológie ľudí s postihnutím. Typi universitatis a VEDA SAV.

Recommended readings:

Cabanová, K., Sokolová, L., & Karaffová, E. (eds.) (2012). Patopsychológia - vznik, vývin a...Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského v Bratislave.
Heretik, A. a kol. (2007). Klinická psychológia. Psychoprof.
Jakabčic, L., & Požár, L. (1995). Všeobecná patopsychológia. Patopsychológia mentálne postihnutých. IRIS.
Matějček, Z. (2001). Psychologie nemocných a telesne oslabených. IKAR.Říčan, P., Krejčířová, D. et al. (2006). Dětská klinická psychologie. Grada.
Šmidová, M. (2012). Sociálna práca s osobami so zdravotným postihnutím. Dobrá kniha.
Vágnerová, M., Hadj-Moussová, Z., & Štech, S. (2004). Psychologie handicapu. Karolinum.

Languages necessary to complete the course:

Slovak language, English language

Notes:

Past grade distribution

Total number of evaluated students: 150

A	ABS	B	C	D	E	FX
54,0	0,0	32,0	10,0	3,33	0,0	0,67

Lecturers: doc. PhDr. Marian Groma, PhD.

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.KPsPp/B-PSYde001/22	General psychology

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: 2 / 2 **per level/semester:** 26 / 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
2 hours lecture + 2 hours seminar = 4 hours/week, 44 hours total for the semester,
combined method (mostly full-time)
Student workload:
11x4 hours of direct instruction = 44 hours; ongoing preparation for classes (15 hours), preparation of a seminar paper presentation in an attractive interactive format related to modern research in general psychology and its written completion of 5-7 pages (10 hours); preparation for the mid-term test (15 hours); final essay on the most interesting areas of general psychology and its use in teaching practice (6 hours); preparation for the final test (20 hours); preparation for the oral examination (10 hours). 120 hours in total.
Teaching methods:
Lecture: lecture using heuristic methods, group discussion, group work, analysis of videos and real situations, analysis of problem situations, guided self-study, and work with a professional text.
Seminar: group work, analysis of videos, independent work with professional text, work with authentic text, work with samples of psychological questionnaires and other psychological tests, heuristic methods: problem-based interpretation and brainstorming, concept mapping, critical analysis of psychological research, free association method, work with digital resources (textual and audiovisual), game test activities.

Number of credits: 4

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
50% of continuous assessment + 50% of final assessment
During the semester there will be two written examinations with the possibility to obtain a maximum of 15 points each (15 closed questions, 1 question = 1 point), students will prepare a seminar paper on the topic of an interesting psychological experiment from history or the present of the discipline, which they will present in an interactive way in a study group (also using various online applications) in the scope of about 10 minutes (20 points). The exam will consist of a written part (15 open and closed questions) (30 points) and an oral part (20 points). Credit will not be awarded to a student who scores less than 50% on any of the tasks. In order to pass the course, the student must obtain a minimum of 50% on each assignment and a minimum of 60% overall.

The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
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 minimum criteria),
Fx (59-0%, inadequate - extra work required).
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 is able to navigate through a variety of professional information, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is proficient in theoretical and empirically derived knowledge of general psychology, and understands the scientific way of thinking and hypothesis formation. He/she is also able to self-reflect, to receive feedback in the process of evaluating his/her studies and outcomes, and to provide feedback to others.
A grade of B means that the student has performed above average throughout the semester, has been able to study independently, has a very good command of all the important knowledge of general psychology, can navigate the literature study very well, understands the scientific way of thinking, but has slight deficiencies in creative and critical thinking.
A grade of C means that the student has performed standardly well during the semester, has engaged in activities, his/her theoretical knowledge of the subject matter is at a good level, but lacks the ability to apply this knowledge quite correctly, to critically evaluate and compare the various literary sources and psychological knowledge. He is not able to reflect and evaluate more complex or problematic situations (psychological theories, experiments, etc.) adequately; he needs help in creative and critical thinking tasks.
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 greater problems in independent implementation work as well as in group work, cannot critically analyse information quite well and has problems applying more complex 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 correctly on his/her own, and fails more often in critical thinking and in applying more complex theoretical knowledge to practice, but has mastered most of the basic and necessary theoretical knowledge of the subject.
A grade of Fx indicates that the student needs further study or extra work on assignments to acquire the necessary knowledge at the required standard level (60%).
Scale of assessment (preliminary/final): 50% of continuous assessment + 50% of final assessment

Learning outcomes:
The aim of education in the subject of general psychology - which is a fundamental conceptual-methodological basic discipline in the system of psychological sciences - is to provide graduates of this subject as future teachers, in addition to this basic system of theoretical knowledge related to the necessary overview of the knowledge and terminology of general psychology, with the ability to compare and critically evaluate professional and scientific information and related various information sources. After successful completion of the course, students are also able to correctly reproduce and clarify professional knowledge, including the graphs and tables used, to apply the acquired knowledge in the study of other related psychological disciplines and also in real-life situations; they are also able to find logical connections and differentiate individual findings in opinions and ideas, to evaluate them, and then to present and clarify them. They are able to compare, evaluate and analyse research and apply the findings to practice (in the sense of a sound scientific understanding of psychological functions, personality, and behaviour in the context of the psychological sciences system as well as in the context of education and training). They

also develop further organisational and digital skills (transferable competences) by completing the course, including, for example, working with modern information technology, improving their self-assessment and social communication skills, and providing feedback in a more effective way.

Class syllabus:

1. Historical foundations of psychology, basic psychological trends.
2. Methods of research in psychology.
3. Biological processes, central nervous system, complex organization of the nervous system, the contribution of genetic processes in psychological functions manifestations and behavior.
4. Sensory processes; sensation and perception, consciousness and mental states.
5. Memory, types or divisions of memory and memory processes, implicit/explicit and other types of memory, memory enhancement.
6. Learning and conditioning - theoretical approaches to learning in psychology, classical and instrumental conditioning, other types of learning, learning and cognition.
7. Attention - the concept of attention in psychology, classification of types of attention, attention and other cognitive mental functions. Imagination - the concept of imagination in psychology, classification of types of imagination and their relationship to other psychological functions and personality.
8. Thinking and intelligence - their conceptualization in psychology; reasoning, heuristic and analytical thinking, problem solving, assessment of intellectual abilities and their limits, modern theories of intelligence, heredity, and intelligence, fixed and growth mind-set.
9. Language and speech, language and communication in psychology, concepts and categorization of communication, language acquisition/speech development.
10. Motivation and emotions - concept of homeostasis in psychology, drives, needs, intrinsic and extrinsic motives; concept of emotion in psychology, components of emotion, cognitive appraisal and emotion, bodily changes and emotion, complex reactions to emotion and emotion regulation.
11. Personality - Concept of personality in psychology, personality typologies, personality and inter-individual differences, different approaches to theories of personality in psychology, hereditary aspects of personality.

Recommended literature:

Nolen-Hoeksema, S., Frederickson, B. L., Loftus, G. R., & Wagneaar, W. A. (2012). Psychologie Atkinsonové a Hilgarda. Portál. (selected chapters)
Sokolová, L., & Brozmanová, E. (2015). Psychológia trochu inak. Univerzita Komenského.
Recommended reading:
Jursová Zacharová, Z. (2013). Osvojovanie si materinského jazyka. In Jursová Zacharová, Z. & Sokolová L. Na ceste za dvojjazyčnosťou: od informálneho k formálnemu vzdelávaniu = On the path to bilingualism: from informal to formal education. DITI. 15-44.
Glasová, M., Harvanová, S., & Vancu, E. (2021). Multimodalita vývinu emocionálnej regulácie u adolescentov. Univerzita Komenského.
Kubáni, V. (2010). Všeobecná psychológia. Prešovská univerzita.
Sokolová, L., Brozmanová, E., Harvanová, S., Jursová Zacharová, Z., Lemešová, M., & Minarovičová, K. (2019). Empatia učiteľov a učiteliek: prierezová štúdia. In Československá psychologie. 63(1), 13-25.

Languages necessary to complete the course:

Slovak language (active), Czech and English (passive - studying literature, understanding videos).

Notes:

Past grade distribution
Total number of evaluated students: 216

A	ABS	B	C	D	E	FX
22,22	0,0	16,67	18,06	13,89	12,96	16,2

Lecturers: PaedDr. Eva Vancu, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ROMde014/22	History of Linguistic Theories

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 75 hours
11 x 2 hours of in-person teaching = 22 hours of in-person teaching
11 x 2 continuous home preparation for lessons, self-study, critical analysis of selected articles and chapters from recommended literature, preparation for discussion and group work on lessons = 22 hours
1 x 15.5 preparation of the presentation based on analyzed language data and studied literature
1 x 15.5 preparation of seminar work based on presentation
Teaching methods:
short presentations of teachers and students, analysis of selected issues, interview, case studies, group discussion

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Interim evaluation:
Students will prepare for each seminar by studying selected topics of recommended literature so that they can actively participate in discussions and group work and develop a mini seminar project during the first part of the semester. Their work on individual seminars will be assessed on the basis of self-reflection and self-evaluation through the learner's diary, which they submit after each seminar via an online form, feedback from the instructor (33 % of the evaluation). During the semester, students carry out their seminar project (they analyze a selected part of the specialized literature, develop the theoretical and methodological background of the project) and present it in colloquial form (33 % of the evaluation) and in the form of seminar work (33 % of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),

Fx (59-0%, underperforming – extra work is required).
The final evaluation reflects the level of insight of the graduate in selected topics of language theories, with a primary focus on their relationship to the didactics of foreign languages, specifically in language science focused on Romance languages; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.
Excellent: The student is oriented on an excellent level in selected themes of the history of linguistic theory. Critically analyzes selected topics from a methodological and theoretical point of view, compares their thesis, interprets their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she can argue clearly and logically, support its arguments with knowledge gained during the seminar and use the relevant conceptual apparatus. He/she is able to design a seminar project, which is characterized by a high degree of theoretical and methodological consistency, analyze the selected issue and present its research in colloquial and written form.
Very good: The student is oriented on a very good level in selected themes of the history of linguistic theories. He/she critically analyzes selected topics from a methodological and theoretical point of view, can compare them with each other, interprets their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she is usually able to argue clearly and logically. He/she can explain any ambiguities, and he/she connects his/her arguments with the knowledge gathered during the seminar. He/she is able to design a seminar project, which is characterized by rigorous processing, analyze the selected issue and present its seminar project in colloquial and written form.
Good: The student is orientated in selected themes of the history of linguistic theories. He/she analyzes selected topics from a methodological and theoretical point of view, compares them with each other, can mostly interpret their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she is usually able to argue clearly and logically. He/she can explain any ambiguities, although not always and uses the relevant conceptual apparatus. He/she is able to design a sufficiently high-quality seminar project, anchored in a well-defined theoretical and methodological framework, even if there are minor shortcomings, especially at the formal level, and present his/her seminar project in both colloquial and written form.
Satisfactory: The student focuses on selected themes of the history of linguistic theories. He/she participates less actively in discussions, his/her arguments are partly based on general knowledge and his own experience, to a satisfactory extent they are linked to the knowledge gained during the seminar. He/she can design a seminar project enshrined in the theoretical and methodological apparatus of contemporary linguistics, even if there are shortcomings at a formal or logical level. He/she can analyze language data, even if the presentation of the seminar project has formal shortcomings.
Sufficient: The student focuses on selected themes of the history of linguistic theories. He/she is less active in discussions, his/her arguments are mostly based on general knowledge and his/her own experience, their connection with the knowledge gained during the seminar is not always clear. He/she can design a research project anchored in the theoretical and methodological apparatus of contemporary linguistics, even if it presents shortcomings at a formal or logical level. The presentation of the seminar work has formal shortcomings.

Learning outcomes:
Educational objectives:
develop graduates' knowledge of selected themes of the history of linguistic theories, taking into account theory and research devoted to exploring the language in antiquity, the Middle Ages, in modern times, comparative historical linguistics, young literacy, theories at the turn of the 19th and 20th centuries, structural schools of the 20th century, quantitative linguistics, pragmatic and

discourse direction in linguistics, representatives and main ideas of linguistic science in Romance language countries in the 19th and 20th centuries, or to selected theoretical concepts of Romance language grammars and to the replication of linguistic theory in the didactics of foreign languages – a reflection of the development of linguistic research in period methods of foreign languages.
On the basis of analysis and comparison of selected research with different theoretical and methodological approaches, develop a professional view of basic and applied research in contemporary linguistics. Use this knowledge in practice by designing and implementing seminar work that is oriented to the themes of the history of linguistic theories relevant to teachers of Romance languages (e.g. use of knowledge about the history of grammatical theory, the focus of various grammar schools in the history of Romance language linguistics, etc.).
Educational outcomes:
Acquisition of a basic overview of the starting points of various opinion trends in the discipline, with particular regard to their relationship to past and current methods of teaching foreign languages. By deepening theoretical linguistic training, it allows the student to orientate better in practice. A future foreign language teacher can take on individual trends in linguistics and the latest developments in the discipline in linguistic and didactic research in relation to a particular Romance language.

Class syllabus:
History of the world linguistics:
o exploring the language in antiquity,
o exploring the language in the Middle Ages
o exploring the language in the modern age
o comparative historical linguistics,
o Neogrammarians
o the turn of the 19th and 20th centuries of 20th century structuring schools
o quantitative linguistics
o pragmatic and discursive directions
· The emergence and main milestones in the development of Romance language linguistics:
o representatives and main ideas of linguistic science in Romance language countries in the 19th century
o representatives and main ideas of linguistics in Romance language countries in the 20th century
o selected theoretical concepts of Grammars of Romance languages
· Replication of linguistic theories in the didactics of foreign languages – a reflection of the development of linguistic research in period methods of foreign languages

Recommended literature:
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
BENVENISTE, E. 2019. Studie z obecné lingvistiky. Podhradský. 372 s. ISBN 978-80-7272-177-1.
ČERMÁK, F. 2017. Jazyk a jazykověda. Prah : Karolinum. 382 s. ISBN 978-80-246-1946-0.
ČERMÁK, F. 2017. Korpus a korpusová lingvistika. Praha : Karolinum. 268 s. ISBN 978-80-246-3710-5.
ČERNÝ, J. 2006. Dějiny lingvistiky. 1. vyd. Olomouc: Votobia. 517 s. ISBN 80-85885-96-4.
DOLNÍK, J. 1999. Základy lingvistiky. 1. vyd. Bratislava: Stimul. 340 s. ISBN 80-85697-95-5.
DOLNÍK, J. 2009. Všeobecná jazykoveda. 1. vyd. Bratislava: Veda. 376 s. ISBN 978-80-224-1078-6.
GENZOR, J. 2015. Jazyky sveta. Bratislava: Lingea. 686 s. ISBN 9788081451140.
KAČALA, J. 2017. Osobnosti slovenskej jazykovedy v 20. storočí. Martin: Vydavateľstvo Matice slovenskej. 248 s. ISBN 9788081281884.

MALOVECKÝ, M. 2014. Lingvistické komponenty hľadania metódy v kontrastívnej jazykovede. Hľadanie metódy v kontrastívnej lingvistike [elektronický zdroj]. Bratislava: Univerzita Komenského. ISBN 978-80-223-3772-4. - S. 12-32
OSTRÁ, R. – SPITZOVÁ, E. 1995. Úvod do studia románských jazyků, Brno: Masarykova univerzita. 175 s. ISBN 8021012587.
PRICE, G. 2002. Encyklopedie jazyků Evropy. Praha: Volvox Globator. 510 s. ISBN 8072074504.
SAUSSURE, F. de. 1996. Kurs obecné lingvistiky. 1. vyd. Praha: Academia, 1996. 468 s.
ŠABRŠULA, J. 1994. Úvod do srovnávacího studia románských jazyků, Ostravská univerzita: Ostrava. 251 s. ISBN 80-7042-407-9.

Languages necessary to complete the course:
Slovak language, Czech language (passive knowledge)

Notes:

Past grade distribution
Total number of evaluated students: 10

A	ABS	B	C	D	E	FX
50,0	0,0	10,0	20,0	10,0	10,0	0,0

Lecturers: PhDr. Mojmír Malovecký, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ROMde014/22	History of Linguistic Theories

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 75 hours
11 x 2 hours of in-person teaching = 22 hours of in-person teaching
11 x 2 continuous home preparation for lessons, self-study, critical analysis of selected articles and chapters from recommended literature, preparation for discussion and group work on lessons = 22 hours
1 x 15.5 preparation of the presentation based on analyzed language data and studied literature
1 x 15.5 preparation of seminar work based on presentation
Teaching methods:
short presentations of teachers and students, analysis of selected issues, interview, case studies, group discussion

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Interim evaluation:
Students will prepare for each seminar by studying selected topics of recommended literature so that they can actively participate in discussions and group work and develop a mini seminar project during the first part of the semester. Their work on individual seminars will be assessed on the basis of self-reflection and self-evaluation through the learner's diary, which they submit after each seminar via an online form, feedback from the instructor (33 % of the evaluation). During the semester, students carry out their seminar project (they analyze a selected part of the specialized literature, develop the theoretical and methodological background of the project) and present it in colloquial form (33 % of the evaluation) and in the form of seminar work (33 % of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),

Fx (59-0%, underperforming – extra work is required).
The final evaluation reflects the level of insight of the graduate in selected topics of language theories, with a primary focus on their relationship to the didactics of foreign languages, specifically in language science focused on Romance languages; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.
Excellent: The student is oriented on an excellent level in selected themes of the history of linguistic theory. Critically analyzes selected topics from a methodological and theoretical point of view, compares their thesis, interprets their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she can argue clearly and logically, support its arguments with knowledge gained during the seminar and use the relevant conceptual apparatus. He/she is able to design a seminar project, which is characterized by a high degree of theoretical and methodological consistency, analyze the selected issue and present its research in colloquial and written form.
Very good: The student is oriented on a very good level in selected themes of the history of linguistic theories. He/she critically analyzes selected topics from a methodological and theoretical point of view, can compare them with each other, interprets their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she is usually able to argue clearly and logically. He/she can explain any ambiguities, and he/she connects his/her arguments with the knowledge gathered during the seminar. He/she is able to design a seminar project, which is characterized by rigorous processing, analyze the selected issue and present its seminar project in colloquial and written form.
Good: The student is orientated in selected themes of the history of linguistic theories. He/she analyzes selected topics from a methodological and theoretical point of view, compares them with each other, can mostly interpret their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she is usually able to argue clearly and logically. He/she can explain any ambiguities, although not always and uses the relevant conceptual apparatus. He/she is able to design a sufficiently high-quality seminar project, anchored in a well-defined theoretical and methodological framework, even if there are minor shortcomings, especially at the formal level, and present his/her seminar project in both colloquial and written form.
Satisfactory: The student focuses on selected themes of the history of linguistic theories. He/she participates less actively in discussions, his/her arguments are partly based on general knowledge and his own experience, to a satisfactory extent they are linked to the knowledge gained during the seminar. He/she can design a seminar project enshrined in the theoretical and methodological apparatus of contemporary linguistics, even if there are shortcomings at a formal or logical level. He/she can analyze language data, even if the presentation of the seminar project has formal shortcomings.
Sufficient: The student focuses on selected themes of the history of linguistic theories. He/she is less active in discussions, his/her arguments are mostly based on general knowledge and his/her own experience, their connection with the knowledge gained during the seminar is not always clear. He/she can design a research project anchored in the theoretical and methodological apparatus of contemporary linguistics, even if it presents shortcomings at a formal or logical level. The presentation of the seminar work has formal shortcomings.

Learning outcomes:
Educational objectives:
develop graduates' knowledge of selected themes of the history of linguistic theories, taking into account theory and research devoted to exploring the language in antiquity, the Middle Ages, in modern times, comparative historical linguistics, young literacy, theories at the turn of the 19th and 20th centuries, structural schools of the 20th century, quantitative linguistics, pragmatic and

discourse direction in linguistics, representatives and main ideas of linguistic science in Romance language countries in the 19th and 20th centuries, or to selected theoretical concepts of Romance language grammars and to the replication of linguistic theory in the didactics of foreign languages – a reflection of the development of linguistic research in period methods of foreign languages.
On the basis of analysis and comparison of selected research with different theoretical and methodological approaches, develop a professional view of basic and applied research in contemporary linguistics. Use this knowledge in practice by designing and implementing seminar work that is oriented to the themes of the history of linguistic theories relevant to teachers of Romance languages (e.g. use of knowledge about the history of grammatical theory, the focus of various grammar schools in the history of Romance language linguistics, etc.).
Educational outcomes:
Acquisition of a basic overview of the starting points of various opinion trends in the discipline, with particular regard to their relationship to past and current methods of teaching foreign languages. By deepening theoretical linguistic training, it allows the student to orientate better in practice. A future foreign language teacher can take on individual trends in linguistics and the latest developments in the discipline in linguistic and didactic research in relation to a particular Romance language.

Class syllabus:
History of the world linguistics:
o exploring the language in antiquity,
o exploring the language in the Middle Ages
o exploring the language in the modern age
o comparative historical linguistics,
o Neogrammarians
o the turn of the 19th and 20th centuries of 20th century structuring schools
o quantitative linguistics
o pragmatic and discursive directions
· The emergence and main milestones in the development of Romance language linguistics:
o representatives and main ideas of linguistic science in Romance language countries in the 19th century
o representatives and main ideas of linguistics in Romance language countries in the 20th century
o selected theoretical concepts of Grammars of Romance languages
· Replication of linguistic theories in the didactics of foreign languages – a reflection of the development of linguistic research in period methods of foreign languages

Recommended literature:
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
BENVENISTE, E. 2019. Studie z obecné lingvistiky. Podhradský. 372 s. ISBN 978-80-7272-177-1.
ČERMÁK, F. 2017. Jazyk a jazykověda. Prah : Karolinum. 382 s. ISBN 978-80-246-1946-0.
ČERMÁK, F. 2017. Korpus a korpusová lingvistika. Praha : Karolinum. 268 s. ISBN 978-80-246-3710-5.
ČERNÝ, J. 2006. Dějiny lingvistiky. 1. vyd. Olomouc: Votobia. 517 s. ISBN 80-85885-96-4.
DOLNÍK, J. 1999. Základy lingvistiky. 1. vyd. Bratislava: Stimul. 340 s. ISBN 80-85697-95-5.
DOLNÍK, J. 2009. Všeobecná jazykoveda. 1. vyd. Bratislava: Veda. 376 s. ISBN 978-80-224-1078-6.
GENZOR, J. 2015. Jazyky sveta. Bratislava: Lingea. 686 s. ISBN 9788081451140.
KAČALA, J. 2017. Osobnosti slovenskej jazykovedy v 20. storočí. Martin: Vydavateľstvo Matice slovenskej. 248 s. ISBN 9788081281884.

MALOVECKÝ, M. 2014. Lingvistické komponenty hľadania metódy v kontrastívnej jazykovede. Hľadanie metódy v kontrastívnej lingvistike [elektronický zdroj]. Bratislava: Univerzita Komenského. ISBN 978-80-223-3772-4. - S. 12-32
OSTRÁ, R. – SPITZOVÁ, E. 1995. Úvod do studia románských jazyků, Brno: Masarykova univerzita. 175 s. ISBN 8021012587.
PRICE, G. 2002. Encyklopedie jazyků Evropy. Praha: Volvox Globator. 510 s. ISBN 8072074504.
SAUSSURE, F. de. 1996. Kurs obecné lingvistiky. 1. vyd. Praha: Academia, 1996. 468 s.
ŠABRŠULA, J. 1994. Úvod do srovnávacího studia románských jazyků, Ostravská univerzita: Ostrava. 251 s. ISBN 80-7042-407-9.

Languages necessary to complete the course:
Slovak language, Czech language (passive knowledge)

Notes:

Past grade distribution
Total number of evaluated students: 10

A	ABS	B	C	D	E	FX
50,0	0,0	10,0	20,0	10,0	10,0	0,0

Lecturers: PhDr. Mojmír Malovecký, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde022/22	History of education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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 scoring 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 education. 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 education. 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: 299

A	ABS	B	C	D	E	FX
48,16	0,0	13,38	12,37	7,69	11,04	7,36

Lecturers: Ing. Mgr. Jozef Strakoš, PhD., doc. PhDr. Miroslav Kamenický, CSc.

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.KPg/B-VUZde022/22	History of education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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 scoring 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 education. 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 education. 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: 299

A	ABS	B	C	D	E	FX
48,16	0,0	13,38	12,37	7,69	11,04	7,36

Lecturers: Ing. Mgr. Jozef Strakoš, PhD., doc. PhDr. Miroslav Kamenický, CSc.

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.KPg/B-VUZde014/22	History of philosophy 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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 problem solving assignments using tutorials, above-average problem orientation, 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 at the invitation of the teacher.
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): 100/0

Learning outcomes:
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 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 and transferable competences:
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: 580

A	ABS	B	C	D	E	FX
36,72	0,0	30,52	13,1	7,07	5,0	7,59

Lecturers: Mgr. Michal Bizoň, PhD., PhDr. Slávka Drozdová, PhD.

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.KPg/B-VUZde014/22	History of philosophy 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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 problem solving assignments using tutorials, above-average problem orientation, 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 at the invitation of the teacher.
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): 100/0

Learning outcomes:
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 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 and transferable competences:
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: 580

A	ABS	B	C	D	E	FX
36,72	0,0	30,52	13,1	7,07	5,0	7,59

Lecturers: Mgr. Michal Bizoň, PhD.

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.KPg/B-VUZde015/15	History of philosophy 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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: 90

A	ABS	B	C	D	E	FX
35,56	0,0	34,44	15,56	5,56	4,44	4,44

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 03.09.2016

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde015/15	History of philosophy 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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: 90

A	ABS	B	C	D	E	FX
35,56	0,0	34,44	15,56	5,56	4,44	4,44

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 03.09.2016

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde004/22	History of psychology

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
2 hours seminar/week; 22 hours total per semester, combined (primarily full-time).
Student workload:
11 x 2 hours of direct teaching = 22 hours; preparation for the seminar paper and its presentation (14 hours); preparation for the midterm test (20 hours), total 56 hours.
Teaching methods:
Group discussion, guided discussion of the topic covered, heuristic method, guided self-study, and work with the text.

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
100% of continuous assessment
Over the course of the semester, students will complete a term paper (analyze the main ideas from major psychologists - authored monographs that have influenced basic directions in psychology, max. 30 points), present the term paper (on schedule, max. 10 points), and successfully complete a midterm test (max. 60 points). To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
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 minimum criteria),
Fx (59-0%, inadequate - additional work required).
For a grade of A, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through the tangle of information in various literary sources, select relevant sources of information for their study, are knowledgeable about the history of psychology, the various psychological science trends, and are able to compare the various modern psychological trends based on their knowledge.

A grade of B means that students performed above average throughout the semester, were able to study independently, have a very good command of basic information related to the history of psychology, and are able to navigate the information in the literature very well.
A grade of C means that students performed well throughout the semester, their theoretical knowledge of the history of psychology is at a good level, but they sometimes lack the ability to apply this knowledge in deeper study, to critically evaluate and compare the various literary sources of information and contemporary psychological trends.
A grade of D indicates that students were less well prepared during the semester, with moderate deficiencies in theoretical knowledge related to the history of psychology. They have considerable difficulty in working independently; they are not able to critically analyze information quite correctly on their own.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastery of most of the theoretical knowledge in the course.
A grade of Fx indicates that the student needs extra study to acquire the necessary knowledge.
Scale of assessment (preliminary/final): 100% of continuous assessment

Learning outcomes:
The aim of successful completion of the course is to be able to orient oneself correctly in the knowledge of the history of psychology, to know the psychological trends and the main founders of scientific psychology itself. Students will be able to think in context and orient themselves in the different psychological trends and currents (form psychology, behaviourism, psychodynamic psychology, existential and humanistic psychology, cognitive and transpersonal psychology), which will help them in the further education process. They will be able to compare the various modern psychological trends on the basis of their acquired knowledge. At the same time, they are able to assess, analyse and compare the findings of different psychological trends, think critically and evaluate monographs written by eminent psychologists who have influenced the basic trends in psychology. They develop their analytical thinking while working with professional monographs written by representatives of the most important psychological trends. They also learn about the development of psychology in Slovakia and important personalities in the field of psychology and pathopsychology.

Class syllabus:
1. Founders of independent psychology as a science.
2. The main psychological trends and currents.
3. Shape psychologists.
4. Behaviorism and neobehaviorism.
5. Representatives of psychodynamic psychology.
6. Existential and humanistic psychology.
7. Cognitive psychology.
8. Transpersonal psychology.
9. Postmodern psychology.
10. Development of psychology and pathopsychology in Slovakia.

Recommended literature:
Required reading:
Plháková, A. (2006). Dějiny psychologie. Grada.
Recommended reading:
Bačová, V. (2000). Súčasné smery v psychológii. Prešovská Univerzita.
Brunclíková, Z. (2012). Významná osobnosť patopsychológie na Slovensku – profesor Ladislav Požár. In Patopsychológia – vznik, vývin a ... (elektronický zdroj). Univerzita Komenského.

Hoskovec, J., & Hoskovcová, S. (2000). Malé dějiny české a středoevropské psychologie. Portál.
Hunt, M. (2000). Dějiny psychologie. Portál.
Sokolová, L., & Brozmanová, E. (2015). Psychológia trochu inak. Univerzita Komenského.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 185

A	ABS	B	C	D	E	FX
49,73	0,0	28,11	12,97	3,24	3,24	2,7

Lecturers: Mgr. Zuzana Štefanec, PhD.

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.KRoJL/B-ROMde032/22	Inclusive Learning and Pluralistic Approaches to Languages

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week in the form of a seminar (22 hours in total)
Study method: combined (primary attendance)
Student workload:
11 x 2 hours of in-person teaching = 22 hours
11 x 1.5 hour of continuous home preparation for teaching, self-study, critical analysis of scientific and scientific literature, preparation of suggestions for discussion and short presentation, completion of the diary of the learner = 16.5 hours
1 x 12.5 hours preparation of model lessons
Teaching methods:
short presentations, brainstorming, interview, group discussion, modelling

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Interim evaluation:
Students will prepare for each seminar by studying selected articles and chapters from the recommended literature so that they can actively participate in the discussion, critically analyze the didactic implications of the studies. They will prepare short presentations, suggestions for discussion, reflections on the connection of theory and practice on the basis of model situations. Their work on individual seminars will be evaluated on the basis of self-reflection through the diary of the learner, who will be submitted after each seminar via an online form, and feedback from the teacher (80% of the evaluation). Once during the semester, students will propose the concept of an inclusive approach based on the model situation. The material is analyzed and evaluated by the participants of the seminar together with the instructor (20% of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:
Educational objectives: to provide an introduction to the theme of inclusive language learning, to analyze selected studies and the current state of knowledge on inclusive language learning, to discuss the didactic implications of this knowledge in the context of the teaching of Romance languages in Slovakia. Enable graduates to develop their own didactic tools, based on current knowledge of inclusive language learning, to support all learners in developing their communication and language competences.
Learning outcomes: Based on theoretical knowledge and practical experience gained in this seminar, graduates are able to create an inclusive learning environment in which all learners have equal opportunities to learn and use their individual abilities; exploit the educational potential of linguistic diversity; have a basic overview of the challenges and opportunities for inclusive language learning.

Class syllabus:
Block 1: introduction to the theme of linguistic diversity and inclusive language learning; Visibility and appreciation of individual repertoire of pluralistic linguistic and cultural resources (language biographies, language portraits, language passport, etc.);
Block 2: Creation of plurilingual and intercultural competence and trassive competence. Creation of curricula for pluriling and intercultural education.
Block 3: Languaging and translanguaging as a pedagogical tool: researches and experiences from different countries and their implications for the teaching of Romanesque languages in Slovakia;
Block 4: Teaching minority or regional languages.
Block 5: Impact of inclusive language learning on the linguistic engagement and autonomy of the learner. Discussion of selected researches.

Recommended literature:
BEACCO, J.-C.; BRYAM, M.; CAVALLI, M.; COSTE, D.C.; CUENAT, M.E.; GOULLIER, F.; PANTHIER, J. 2013. A guide to the creation and implementation of pluriling and intercultural curricula. Bratislava: State Pedagogical Institute.
EUROPEAN COMMISSION/EACEA/Eurydice, 2019. Teaching regional or minority languages in European schools. Eurydice study. Luxembourg: Publications Office of the European Union.
LITTLE, D. KIRWAN, D. 2013. Engaging with linguistic diversity. A study of educational inclusion in an Irish primary school. London/New York: Bloomsbury.

Languages necessary to complete the course:
Slovak language and English (passive)

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. Zuzana Tóth, Dr.phil

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ROMde032/22	Inclusive Learning and Pluralistic Approaches to Languages

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week in the form of a seminar (22 hours in total)
Study method: combined (primary attendance)
Student workload:
11 x 2 hours of in-person teaching = 22 hours
11 x 1.5 hour of continuous home preparation for teaching, self-study, critical analysis of scientific and scientific literature, preparation of suggestions for discussion and short presentation, completion of the diary of the learner = 16.5 hours
1 x 12.5 hours preparation of model lessons
Teaching methods:
short presentations, brainstorming, interview, group discussion, modelling

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Interim evaluation:
Students will prepare for each seminar by studying selected articles and chapters from the recommended literature so that they can actively participate in the discussion, critically analyze the didactic implications of the studies. They will prepare short presentations, suggestions for discussion, reflections on the connection of theory and practice on the basis of model situations. Their work on individual seminars will be evaluated on the basis of self-reflection through the diary of the learner, who will be submitted after each seminar via an online form, and feedback from the teacher (80% of the evaluation). Once during the semester, students will propose the concept of an inclusive approach based on the model situation. The material is analyzed and evaluated by the participants of the seminar together with the instructor (20% of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:
Educational objectives: to provide an introduction to the theme of inclusive language learning, to analyze selected studies and the current state of knowledge on inclusive language learning, to discuss the didactic implications of this knowledge in the context of the teaching of Romance languages in Slovakia. Enable graduates to develop their own didactic tools, based on current knowledge of inclusive language learning, to support all learners in developing their communication and language competences.
Learning outcomes: Based on theoretical knowledge and practical experience gained in this seminar, graduates are able to create an inclusive learning environment in which all learners have equal opportunities to learn and use their individual abilities; exploit the educational potential of linguistic diversity; have a basic overview of the challenges and opportunities for inclusive language learning.

Class syllabus:
Block 1: introduction to the theme of linguistic diversity and inclusive language learning; Visibility and appreciation of individual repertoire of pluralistic linguistic and cultural resources (language biographies, language portraits, language passport, etc.);
Block 2: Creation of plurilingual and intercultural competence and trassive competence. Creation of curricula for pluriling and intercultural education.
Block 3: Languaging and translanguaging as a pedagogical tool: researches and experiences from different countries and their implications for the teaching of Romanesque languages in Slovakia;
Block 4: Teaching minority or regional languages.
Block 5: Impact of inclusive language learning on the linguistic engagement and autonomy of the learner. Discussion of selected researches.

Recommended literature:
BEACCO, J.-C.; BRYAM, M.; CAVALLI, M.; COSTE, D.C.; CUENAT, M.E.; GOULLIER, F.; PANTHIER, J. 2013. A guide to the creation and implementation of pluriling and intercultural curricula. Bratislava: State Pedagogical Institute.
EUROPEAN COMMISSION/EACEA/Eurydice, 2019. Teaching regional or minority languages in European schools. Eurydice study. Luxembourg: Publications Office of the European Union.
LITTLE, D. KIRWAN, D. 2013. Engaging with linguistic diversity. A study of educational inclusion in an Irish primary school. London/New York: Bloomsbury.

Languages necessary to complete the course:
Slovak language and English (passive)

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. Zuzana Tóth, Dr.phil

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ROMde016/22	Information Technologies in Foreign Language Teaching 1.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week seminar, total per semester 22 hours
Teaching method: combined (primary attendance)
Student workload:
A total of 75 hours of student work of which: in-person teaching = 22 hours; elaboration of seminar work and preparation of its presentation = 28 hours; preparation of interim tasks = 25 hours
Teaching methods:
interpretation, discussion, independent work of students on sub-tasks, semester project and its presentation to classmates, e-learning (selected topics)

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: active participation and completion of classroom tasks
35 points: elaboration of ongoing homework
35 points: elaboration of seminar work and presentation to classmates
The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is the development of digital competence with a focus on the field of language work and learning or teaching Italian as a foreign language.

The student develops digital skills in finding information and working with electronic language resources for active learning using information technology and for the conception of final works in a foreign language. He will be familiar with the ethical aspects and principles of occupational safety in the online environment when teaching languages.
It will also deepen its ability to solve problems independently, as well as work in the team.

Class syllabus:
• Use of information technology in the learning/teaching of foreign languages in the attendance and distance form of teaching.
• Preparation of foreign-language documents in Romance languages. Basic electronic language resources.
• The Internet as a source of didactic material.
• Educational portals for Romance language students.
• Web 2.0 tools.
• Selected educational programs focusing on Romance languages and current trends in foreign language teaching.
• Working with electronic dictionaries.
• Basics of work with corpus, the most important corpus for Slovak language and Romance languages.
• Translation programs and their use.
• Current trends in information and communication technologies and their use for Romance language students and foreign language teachers: social networks, microblogs, blogs, vlogs, youtube, the latest applications.
• Ethical aspects and principles of occupational safety in the online environment.

Recommended literature:
MALOVECKÝ, M. 2011. Informačné technológie a umelecký preklad. Prešov: Vydavateľstvo Michala Vaška. 2011. 147 s. ISBN: 9788071658429. (selected parts)
MEDVECZKÁ, M. La web 2.0 en la enseñanza de ELE. In: Actas del 17 Encuentro de profesores de español de Eslovaquia. Bratislava: Embajada de España en Eslovaquia, 2014. ISBN 978-80-971962-0-2. s. 2-12- Available at: www.mecd.gob.es/eslovaquia/dms/consejerias-exteriores/eslovaquia/publicaciones/publicaciones/ACTASXVIIENCUENTRO.pdf

Languages necessary to complete the course:
Slovak, Spanish (passive knowledge)

Notes:

Past grade distribution
Total number of evaluated students: 26

A	ABS	B	C	D	E	FX
80,77	0,0	11,54	0,0	0,0	0,0	7,69

Lecturers: PhDr. Mojmír Malovecký, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ROMde016/22	Information Technologies in Foreign Language Teaching 1.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week seminar, total per semester 22 hours
Teaching method: combined (primary attendance)
Student workload:
A total of 75 hours of student work of which: in-person teaching = 22 hours; elaboration of seminar work and preparation of its presentation = 28 hours; preparation of interim tasks = 25 hours
Teaching methods:
interpretation, discussion, independent work of students on sub-tasks, semester project and its presentation to classmates, e-learning (selected topics)

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: active participation and completion of classroom tasks
35 points: elaboration of ongoing homework
35 points: elaboration of seminar work and presentation to classmates
The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is the development of digital competence with a focus on the field of language work and learning or teaching Italian as a foreign language.

The student develops digital skills in finding information and working with electronic language resources for active learning using information technology and for the conception of final works in a foreign language. He will be familiar with the ethical aspects and principles of occupational safety in the online environment when teaching languages.
It will also deepen its ability to solve problems independently, as well as work in the team.

Class syllabus:
• Use of information technology in the learning/teaching of foreign languages in the attendance and distance form of teaching.
• Preparation of foreign-language documents in Romance languages. Basic electronic language resources.
• The Internet as a source of didactic material.
• Educational portals for Romance language students.
• Web 2.0 tools.
• Selected educational programs focusing on Romance languages and current trends in foreign language teaching.
• Working with electronic dictionaries.
• Basics of work with corpus, the most important corpus for Slovak language and Romance languages.
• Translation programs and their use.
• Current trends in information and communication technologies and their use for Romance language students and foreign language teachers: social networks, microblogs, blogs, vlogs, youtube, the latest applications.
• Ethical aspects and principles of occupational safety in the online environment.

Recommended literature:
MALOVECKÝ, M. 2011. Informačné technológie a umelecký preklad. Prešov: Vydavateľstvo Michala Vaška. 2011. 147 s. ISBN: 9788071658429. (selected parts)
MEDVECZKÁ, M. La web 2.0 en la enseñanza de ELE. In: Actas del 17 Encuentro de profesores de español de Eslovaquia. Bratislava: Embajada de España en Eslovaquia, 2014. ISBN 978-80-971962-0-2. s. 2-12- Available at: www.mecd.gob.es/eslovaquia/dms/consejerias-exteriores/eslovaquia/publicaciones/publicaciones/ACTASXVIIENCUENTRO.pdf

Languages necessary to complete the course:
Slovak, Spanish (passive knowledge)

Notes:

Past grade distribution
Total number of evaluated students: 26

A	ABS	B	C	D	E	FX
80,77	0,0	11,54	0,0	0,0	0,0	7,69

Lecturers: Mgr. Radana Štrbáková, PhD., PhDr. Mojmír Malovecký, PhD., PhDr. Mária Medveczká, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ROMde019/22	Information Technologies in Foreign Language Teaching 2.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week seminar, total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 75 hours of student work of which: in-person teaching = 22 hours; seminar work and preparation of its presentation = 28 hours; preparation of ongoing tasks = 25 hours
Teaching methods:
interpretation, discussion, independent work of students on sub-tasks, semester project and its presentation to classmates

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: active participation and completion of classroom tasks
35 points: elaboration of ongoing homework
35 points: elaboration of seminar work and presentation to classmates
The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to deepen digital competence with a focus on specific programmes and applications for working with the language, learning or teaching foreign languages.

The student develops digital skills when working with specialized electronic language resources for active learning using information technology. He/she will deepen his/her knowledge of educational and translation strategies using computer programs. It will learn to use selected tools in the organization of its education, as well as in the preparation of didactic activities and evaluation of learners. He/she will also deepen his/her ability to analyze the problem, solve problems independently as well as work in the team.

Class syllabus:

• Specialised electronic language resources for the needs of the foreign language learner and teacher.
• Working with computer dictionaries, lexical and terminological databases and their didactic use.
• Working with different types of corpuses – monolingual, multilingual, general, special, synchronous, diachronous.
• Translation programs.
• Possibilities of using computer linguistics in the teaching of foreign languages.
• Latest computer or smartphone applications for learning foreign languages

Recommended literature:

MALOVECKÝ, M. 2011. Informačné technológie a umelecký preklad. Prešov: Vydavateľstvo. (vybrané časti)
Michala Vaška. 2011. 147 s. ISBN: 9788071658429. (vybrané časti)
MEDVECKÝ J., MEDVECZKÁ, M., KLUVANCOVÁ M. 2002. Využitie IKT na podporu vyučovania cudzích jazykov. Bratislava: Ústav informácií a prognóz školství. ISBN 80-7098-319-1.

Languages necessary to complete the course:

Slovak language, Italian language

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: PhDr. Mojmír Malovecký, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 25.08.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ROMde019/22	Information Technologies in Foreign Language Teaching 2.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week seminar, total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 75 hours of student work of which: in-person teaching = 22 hours; seminar work and preparation of its presentation = 28 hours; preparation of ongoing tasks = 25 hours
Teaching methods:
interpretation, discussion, independent work of students on sub-tasks, semester project and its presentation to classmates

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: active participation and completion of classroom tasks
35 points: elaboration of ongoing homework
35 points: elaboration of seminar work and presentation to classmates
The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to deepen digital competence with a focus on specific programmes and applications for working with the language, learning or teaching foreign languages.

The student develops digital skills when working with specialized electronic language resources for active learning using information technology. He/she will deepen his/her knowledge of educational and translation strategies using computer programs. It will learn to use selected tools in the organization of its education, as well as in the preparation of didactic activities and evaluation of learners. He/she will also deepen his/her ability to analyze the problem, solve problems independently as well as work in the team.

Class syllabus:

• Specialised electronic language resources for the needs of the foreign language learner and teacher.
• Working with computer dictionaries, lexical and terminological databases and their didactic use.
• Working with different types of corpuses – monolingual, multilingual, general, special, synchronous, diachronous.
• Translation programs.
• Possibilities of using computer linguistics in the teaching of foreign languages.
• Latest computer or smartphone applications for learning foreign languages

Recommended literature:

MALOVECKÝ, M. 2011. Informačné technológie a umelecký preklad. Prešov: Vydavateľstvo. (vybrané časti)
Michala Vaška. 2011. 147 s. ISBN: 9788071658429. (vybrané časti)
MEDVECKÝ J., MEDVECZKÁ, M., KLUVANCOVÁ M. 2002. Využitie IKT na podporu vyučovania cudzích jazykov. Bratislava: Ústav informácií a prognóz školství. ISBN 80-7098-319-1.

Languages necessary to complete the course:

Slovak language, Italian language

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: PhDr. Mojmír Malovecký, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 25.08.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ROMde035/22	Intercultural Communication

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: seminar 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 75 hours of student work of which: in-person teaching = 22 hours; elaboration of seminar work and preparation of its presentation = 15 hours; elaboration of ongoing tasks = 22 hours; self-study = 16 hours
Teaching methods:
interpretation, discussion, presentation of students, work in a large group, work in groups, independent work, managed self-study

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
25 points: active participation and completion classroom tasks
25 points: elaboration of ongoing homework
25 points: elaboration of seminar work and presentation to classmates
25 points: written verification of foreground
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:

The aim of the course is to learn about the basics of intercultural communication and to deepen intercultural competence.
After successful completion of the course, the student will know and understand the basic concepts and theoretical starting points of intercultural communication as the subject of scientific theory and research. He/she will deepen intercultural competence, adaptability, critical thinking, communicative and social capabilities and the ability to build relationships with members of other cultures.

Class syllabus:
The starting points for exploring intercultural communication.
Culture and its types.
Language as the basis for intercultural communication.
Research and their results carried out in the field of intercultural communication.
Intercultural communication in different professions.
Intercultural competence.

Recommended literature:
ĎURIGOVÁ, N. 2005. Medzikultúrna komunikácia, Bratislava: PEEM, 2004, 154 p. ISBN: 80-89197-18-3
PRŮCHA, J. 2010. Interkulturní komunikace. Praha: Grada, 2010. 200 s. ISBN: 978-80-247-3069-1.

Languages necessary to complete the course:
Slovak language, Czech language

Notes:

Past grade distribution
Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
23,08	0,0	46,15	7,69	15,38	0,0	7,69

Lecturers: PhDr. Mária Medveczká, PhD., Mgr. Zuzana Tóth, Dr.phil

Last change: 25.08.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ROMde035/22	Intercultural Communication

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: seminar 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 75 hours of student work of which: in-person teaching = 22 hours; elaboration of seminar work and preparation of its presentation = 15 hours; elaboration of ongoing tasks = 22 hours; self-study = 16 hours
Teaching methods:
interpretation, discussion, presentation of students, work in a large group, work in groups, independent work, managed self-study

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
25 points: active participation and completion classroom tasks
25 points: elaboration of ongoing homework
25 points: elaboration of seminar work and presentation to classmates
25 points: written verification of foreground
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:

The aim of the course is to learn about the basics of intercultural communication and to deepen intercultural competence.
After successful completion of the course, the student will know and understand the basic concepts and theoretical starting points of intercultural communication as the subject of scientific theory and research. He/she will deepen intercultural competence, adaptability, critical thinking, communicative and social capabilities and the ability to build relationships with members of other cultures.

Class syllabus:
The starting points for exploring intercultural communication.
Culture and its types.
Language as the basis for intercultural communication.
Research and their results carried out in the field of intercultural communication.
Intercultural communication in different professions.
Intercultural competence.

Recommended literature:
ĎURIGOVÁ, N. 2005. Medzikultúrna komunikácia, Bratislava: PEEM, 2004, 154 p. ISBN: 80-89197-18-3
PRŮCHA, J. 2010. Interkulturní komunikace. Praha: Grada, 2010. 200 s. ISBN: 978-80-247-3069-1.

Languages necessary to complete the course:
Slovak language, Czech language

Notes:

Past grade distribution
Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
23,08	0,0	46,15	7,69	15,38	0,0	7,69

Lecturers: PhDr. Mária Medveczká, PhD., Mgr. Zuzana Tóth, Dr.phil

Last change: 25.08.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde022/22	Intercultural psychology

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organisational form:
2 hours seminar/week; total of 22 hours per semester, combined form (primarily by attendance).
Student workload:
Attendance (22 hours), independent work on assignments (12 hours), group work (26 hours), total 60 hours of work.
Teaching methods:
Dialogical and discussion methods, work with tests and questionnaires, work with authentic text, work with information sources, case study, case study, psychological games, brainstorming, problem-based interpretation.

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde007/22 - Social psychology

Recommended prerequisites:
B-PSYde007 Social psychology

Course requirements:
100% pass mark
The continuous assessment includes assignments and tasks for independent (40%) and group work (60% of the assessment). Independent work includes a case study (10%), a critical analysis of psychological theory (20%) and a reflective essay (10%). Group work in randomly formed subgroups consists of the creation of a case study (20%) and a proposal for a project to develop the target group's intercultural competence (40%), in which the subgroup will use knowledge from their study combination.
To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale of:
A (100-94%, excellent - outstanding),
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 minimum criteria),
Fx (59-0%, inadequate - extra work required).

For a grade of A, the student correctly explains and identifies knowledge and phenomena that are part of intercultural psychology and is able to integrate them meaningfully with knowledge from other disciplines. Critically and creatively applies the information learned to school and everyday practice using a variety of tools, methods, and techniques. Can design strategies leading to change in the perception of others (otherness caused by belonging to a different culture, ethnicity, etc.).
For a grade of B, the student can explain and identify, at an appropriate level, the knowledge and phenomena that are part of intercultural psychology and can integrate them into the knowledge of other disciplines. Critically and creatively applies the information learned to school and everyday practice using a variety of tools, methods, and techniques. Can design strategies leading to change in the perception of others (otherness caused by belonging to a different culture, ethnicity, etc.).
A grade of C is awarded if the student can generally explain and identify knowledge and phenomena that are part of intercultural psychology and can integrate them with knowledge from other disciplines. He/she is able to apply the information acquired in school and in everyday practice using the tools, methods and techniques selected. In most cases, he/she can correctly propose strategies leading to a change in the perception of others (otherness caused by belonging to a different culture, ethnicity, etc.).
A grade of D will be awarded if the student can explain the basic knowledge and phenomena involved in intercultural psychology and knows the interdisciplinary context. He/she can apply the acquired information with greater guidance in school and everyday practice using the selected tools, methods and techniques. In most cases, he/she will correctly propose strategies leading to a change in the perception of others (otherness caused by belonging to a different culture, ethnicity, etc.).
For grade E, the student can only to a limited extent explain the basic knowledge and phenomena that are part of intercultural psychology and knows the interdisciplinary contexts. At a minimal level, the student is able to apply the acquired information in school and everyday practice using selected tools, methods and techniques. At least in some cases, correctly suggests strategies leading to a change in the perception of others (otherness caused by belonging to a different culture, ethnicity, etc.).
A grade of Fx indicates that the student needs additional study to gain the necessary knowledge.
Scale of assessment (preliminary/final): 100% pass mark

Learning outcomes:
The aim of the course is to introduce the status, history of the emergence and basic terminology of intercultural psychology as well as the possibilities of developing and diagnosing intercultural competences.
Intercultural psychology is now a recognized theoretical and research field due to globalization and the intermingling of different cultures.
Upon completion of the course, the student:
- can delineate areas of inquiry in intercultural psychology and define key terms, e.g., culture, acculturation, culture shock, etc.,
- can identify universal and culturally specific aspects of the psyche,
- recognises the reactions and phenomena that arise when different cultures meet and when people move from culture to culture,
- knows the tools, methods and techniques that can be used to diagnose and develop intercultural competences,
- applies the knowledge of intercultural psychology to school practice and specifically to the teaching of psychology.

Class syllabus:
1. Definition and history of intercultural psychology (ethnology, sociology, cultural anthropology).

2. Basic terminology and areas of inquiry (culture, assimilation, ethnicity, ethnicity, ethnic consciousness, nation, nationality, ethnic minority, race, racism).
3. Stereotypes, prejudices and attitudes towards other cultures in children and adults.
4. Culture as a key concept.
5. Intercultural competences, their diagnosis and development (cognitive, affective and behavioural competences).
6. Application of intercultural psychology in school practice and psychology teaching.
7. Intercultural training and its specifics.

Recommended literature:

Recommended readings:

ECRI. (European Commission against Racism and Intolerance). (2020) Správa ECRI o Slovenskej republike. (Predklad z francúzskeho originálu). Conseil de l'Europe.
Jursová Zacharová, Z., Lemešová, M., Miškolci, J., Cabanová, K., Horváthová, Ľ., & Sokolová, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Univerzita Komenského v Bratislave
Kalmárová, V. Lášticová, B., Findor, A., & Hruška, M. (2017). Aké vzdelávacie faktory súvisia s postojmi slovenských stredoškolákov a stredoškoláčok k menšinám? Správa z výskumu. Štátna školská inšpekcia, ÚVSK SAV, FSEV UK.
Lemešová, M. (2014). Národná a etnická rozmanitosť. In Psychológia zážitkom: metodická príručka. Univerzita Komenského.s. 1-66.
Morgensternová, M., & Šulová, L. a kol. (2009). Interkulturní psychologie. Karolinum.
Průcha, J. (2010). Interkulturní psychologie: sociopsychologické zkoumání kultur, etnik, ras a národů. Portál.
Shiraev, E. B., & David, L. A. (2020). Mezikulturní psychologie. Academia.

Languages necessary to complete the course:

Slovak, Czech and English

Notes:

Past grade distribution

Total number of evaluated students: 12

A	ABS	B	C	D	E	FX
83,33	0,0	8,33	8,33	0,0	0,0	0,0

Lecturers: Mgr. Miroslava Lemešová, PhD.

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.KRoJL/B-ROMde001/22	Introduction to Linguistics for Students of Romance Languages

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week lecture; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 75 hours
11 x 2 hours of in-person teaching = 22 hours of in-person teaching
22 x 1 continuous home preparation for teaching, self-study, critical analysis of selected articles and chapters from recommended literature, preparation for discussion and group work on lessons = 22 hours
1 x 10 preparation of presentation based on analyzed language data and studied literature
1 x 10 preparation of semester work based on presentation
1 x 11 Test preparation
Teaching methods:
lecture, interpretation, analysis of selected issues, interview, case studies, group discussion

Number of credits: 3

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Interim and final evaluation:
Interim evaluation (50 % of the overall assessment of the course)
Students are continuously preparing for evaluation by studying the selected topics of recommended literature, so that they can actively participate in the analysis of selected issues, discussion and group work (discussion and group work activity represent 10% of the evaluation) and develop their mini semester project during the semester. During the semester, students carry out their semester project on a specified topic (they analyze a selected part of the specialized literature, develop the theoretical and methodological background of the project) and present it in colloquial form (10 % of the overall evaluation) and in the form of semester work (30 % of the overall evaluation). As a rule, the semester work is handed over by the student until the end of continuous training in the semester.
Final evaluation (50 % of the overall assessment of the course) in the form of a written examination of specified selected topics of recommended literature, which are the subject of in-person teaching and controlled self-study.
At least 60% of the overall assessment must be obtained to complete the course.
The evaluation shall be awarded on a scale of:

A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work is required).
The evaluation reflects the level of insight of the graduate in selected basic concepts and themes of linguistics, with the primary focus on the simultaneous synthesis of knowledge in linguistic science with a focus on Romance languages; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.
Excellent: The student focuses on an excellent level in basic concepts and themes of linguistics. Critically analyzes selected topics from a methodological and theoretical point of view, compares their thesis, interprets their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she can argue clearly and logically, support his/her arguments with knowledge gained during the study of the subject and use the relevant conceptual apparatus. He/she is able to design a semester project, which is characterized by a high degree of theoretical and methodological consistency, analyze the selected issue on the basis of linguistic methodology and present his/her research in colloquial and written form.
Very good: The student is oriented at a very good level in the basic concepts and themes of linguistics. He/she critically analyzes selected topics from a methodological and theoretical point of view, can compare them with each other, interprets their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she is usually able to argue clearly and logically. He/she can explain any ambiguities, and links his arguments to the knowledge acquired during the study of the subject. He/she is able to design a seminar project, which is characterized by rigorous processing, analyze the selected issue on the basis of linguistic methodologies and present his/her semester project in colloquial and written form.
Good: The student is orientated in basic concepts and themes of linguistics. He/she analyzes selected topics from a methodological and theoretical point of view, compares them with each other, can mostly interpret their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she is usually able to argue clearly and logically and is able to explain any ambiguities, although not alwaysusing the relevant conceptual apparatus. He/she can design a sufficiently high-quality semester project, anchored in a well-defined theoretical and methodological framework, although there are minor shortcomings, especially at the formal level, and present his/her semester project in both colloquial and written form.
Satisfactory: The student focuses on the basic concepts and themes of linguistics. He/she is less active in discussions, his/her arguments are partly based on general knowledge and his/her own experience, to a satisfactory extent they are linked to the knowledge acquired during the study of the subject. He/she is able to design a semester project anchored in the theoretical and methodological apparatus of linguistics, even if it presents shortcomings at a formal or logical level. He/she can analyze language data on the basis of linguistic methodologies, although the presentation of the semester project has formal shortcomings.
Sufficient: The student focuses on basic concepts and themes of linguistics. He/she is less active in discussions, his/her arguments are mostly based on general knowledge and his/her own experience, their connection with the knowledge acquired during the study of the subject is not always clear. He/she can design a research project anchored in the theoretical and methodological apparatus of linguistics, even if it presents shortcomings at a formal or logical level. The presentation of semester work has formal shortcomings.

Learning outcomes:

Educational objectives:
To develop graduates' knowledge of selected topics of general and Romance linguistic science, to obtain a basic overview of the most important personalities of linguistic science, to know the linguistic languages and their concepts of thinking about the language, the types of language classification, the origin of Romance languages, the Romance language area, the Romance languages from areal and typological perspective, the introduction to the comparative study of Romance languages, the subject of linguistics, the system and structure of the language, semiotics, the language sign, language dynamics, descriptive concepts, cognitive linguistics, theory of language functions, pragmatic and discouraging turnaround in linguistics. Use this knowledge in practice by designing and implementing semester work, which is oriented to the selected topic from linguistics in relation to the exploration of Romance languages.
Educational outcomes:
Acquisition of a basic overview of the concepts and concepts of linguistics from the point of view of its current synthesis. By deepening theoretical linguistic training, it allows the student to orientate better in practice. The future foreign language teacher is able to apply individual basic concepts in linguistics primarily from the point of view of exploring and studying Romance languages in relation to knowledge in linguistic science.

Class syllabus:
· Introduction to general and Romanesque linguistics.
· Basic overview of the most important personalities of linguistics, linguistic schools and their concepts of thinking about language.
· Types of language classification.
· The origin of Romance languages.
· Romance language area.
· Romance languages in terms of areal and typological classification.
· Introduction to the comparative study of Romance languages.
· The subject of linguistics.
· System and structure of language.
· Semiotics, language sign.
· Language dynamics.
· Descriptive concepts.
· Cognitive linguistics.
· Theory of language functions.
· A pragmatic and discourse turn in linguistics.

Recommended literature:
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
BENVENISTE, E. 2019. Studie z obecné lingvistiky. Podhradský. 372 p. ISBN 978-80-7272-177-1.
ČERMÁK, F. 2017. Jazyk a jazykověda. Praha: Karolinum. 382 p. ISBN 978-80-246-1946-0.
ČERMÁK, F. 2017. Korpus a korpusová lingvistika. Praha: Karolinum. 268 p. ISBN 978-80-246-3710-5.
ČERMÁK, F. – BLATNÁ, R. 2008. Korpusová lingvistika: Stav a modelové přístupy. 1.vyd. Praha: Lidové noviny. 358 s. ISBN: 978-80-7106-861.
ČERMÁK, P. – NÁDVORNÍKOVÁ, O. 2020. Complex Words, Causatives, Verbal periphrases and the Gerund. Praha: Karolinum. 163 p. ISBN 9788024645544.
ČERMÁK, P. – KRATOCHVÍLOVÁ, D. – NÁDVORNÍKOVÁ, O. 2015. Románské jazyky a čeština ve světle paralelních korpusů. Praha: Karolinum, 320 s. ISBN 978-80-246-2872-1.

ČERNÝ, J. 2006. Dějiny lingvistiky. 1. vyd. Olomouc: Votobia. 517 p. ISBN 80-85885-96-4.
DOLNÍK, J. 1999. Základy lingvistiky 1. vyd. Bratislava: Incentive. 340 p. ISBN 80-85697-95-5.
DOLNÍK, J. 2009. Všeobecná jazykoveda. 1. vyd. Bratislava: Veda. 376 p. ISBN 978-80-224-1078-6.
GENZOR, J. 2015. Jazyky sveta. Bratislava: Lingea. 686 p. ISBN 9788081451140.
HAJIČOVÁ, E. 2018. Syntax – Semantics interface. Praha: Karolinum. 294 p. ISBN 978-80-246-3714-3.
KAČALA, J. 2021. Súčasný slovenský jazyk. Martin: Vydavateľstvo Matice slovenskej. 142 s. ISBN 9788081153105.
KEITH, A. 2010. The Western Classical Tradition in Linguistics. Sheffield: Equinox Publishing. 460 s. ISBN 9781845536657.
MALOVECKÝ, M. 2014. Lingvistické komponenty hľadania metódy v kontrastívnej jazykovede. Hľadanie metódy v kontrastívnej lingvistike [elektronický zdroj]. Bratislava: Univerzita Komenského. ISBN 978-80-223-3772-4. P. 12-32.
OSTRÁ, R. – SPITZOVÁ, E. 1995. Úvod do studia románských jazyků. Brno: Masarykova univerzita. 175 s. ISBN 8021012587.
PRICE, G. 2002. Encyklopedie jazyků Evropy. Praha: Volvox Globator. 510 s. ISBN 8072074504.
SAUSSURE, F. de. 1996. Kurs obecné lingvistiky. 1. vyd. Praha: Academia, 1996. 468 pp.
ŠABRŠULA, J. 1994. Úvod do srovnávacího studia románských jazyků. Ostrava: Ostravská univerzita. 251 p. ISBN 80-7042-407-9.

Languages necessary to complete the course:
Slovak language, Czech language (passive knowledge), English language (passive knowledge)

Notes:

Past grade distribution
Total number of evaluated students: 157

A	ABS	B	C	D	E	FX
32,48	0,0	32,48	12,1	8,28	5,1	9,55

Lecturers: prof. György Domokos, PhD., PhDr. Mojmír Malovecký, PhD.

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.KRoJL/B-ROMde002/22	Introduction to Literature Study for Students of Romance Languages

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week lecture; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: total of 75 hours of student work: 22 hours of in-person teaching, 20 hours continuous preparation for lessons; 13 hours preparation for interim evaluation; 20 hours preparation for exam
Teaching methods: interpretation, discussion of the topic discussed, solving problem tasks, exercises to apply theory into practice, controlled self-study

Number of credits: 3

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
The resulting student assessment (100 %) will consist of an interim semester evaluation (50 %) and a final evaluation (50 %).
Interim score (50%-50 points):
points per activity per hour: a total of 20 points
2 written papers aimed at verifying theoretical knowledge and the ability of their practical application (2 x 15 points): a total of 30 points
Final score (50%-50 points):
oral examination
At least 60% of the scoring must be obtained in order to complete the course successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)
The final evaluation reflects the student's level of insight into literary science and literature; the level of his/her linguistic and analytical thinking; level of skill to apply theoretical knowledge into practice.

A – excellent results, the student will submit written seminar papers in which he/she will demonstrate an excellent level of theoretical knowledge from the foundations of literary science and the ability to practically apply this knowledge to literary texts. The approach to processing the chosen issue is characterized by expertise, creativity and originality. The student demonstrates the ability to express himself/herself in terminological precision and demonstrates skills in the application of theoretical knowledge in the analysis of literary text. The seminar works are processed in a formal way and are characterized by linguistic cultivation. At the oral exam, the student demonstrates an excellent level of basic knowledge of literary science and the ability to professionally reflect literary text. In the answer, he/she will show insight, the ability to think critically, to argue and to connect knowledge from different areas of literary science.
B – results at the level of above average standard, the student submits written seminar papers in which he will show a good level of theoretical knowledge from the foundations of literary science and the ability to practically apply them to literary texts. The approach to processing the selected issue is characterized by expertise, the student is able to express himself/herself terminologically accurately and is able to apply theoretical knowledge in the analysis of literary text, but he/she does not have to show significant signs of creativity and originality in the processing of the chosen topic. Formally and linguistically, there may be some shortcomings at work. At the oral exam, the student demonstrates a very good level of basic knowledge of literary science and the ability to professionally reflect literary text. In the answer, he/she shows insight, the ability to think critically, but does not use reasoning and does not interconnect knowledge from different areas of literary science.
C – results at the level of reliable work, the student submits written seminar papers, in which he/she will demonstrate a good level of theoretical knowledge from the foundations of literary science and the ability of their practical application. The approach to processing the selected issue is characterized by expertise, but the student demonstrates insecurity in the use of terminology and less skills in the application of theoretical knowledge in the analysis of literary text. There may be formal and linguistic shortcomings at work. At the oral exam, the student demonstrates a good level of basic knowledge of literary science, but to a lesser extent he/she shows the ability to professionally reflect literary text.
D – acceptable results, the student submits seminar work processed at an acceptable level, have the character of expertise, but the handling of terminology and connection to the application part shows shortcomings and less connectivity. At the oral exam, the student proves that he/she has acquired knowledge at a satisfactory level, knows the basics of literary science and terminology, but has shortcomings in linking theoretical knowledge in the analysis of specific literary texts.
E – sufficient results, the student will submit seminar work processed at a sufficient level in terms of fulfilling the minimum criteria in terms of content and formal. In terms of content, work is characterized by a lower degree of expertise and connectivity to the application part. At the oral exam, the student demonstrates a basic insight into literary science issues, inaccuracy in the use of terminology and a weaker ability to link theoretical knowledge with application use in the analysis of literary text.
Fx – insufficient results, the student will submit seminar work at insufficient content and formal level, or will not hand them over within the specified deadline. The extent of the theoretical knowledge acquired is insufficient, which makes it impossible to apply them in the analysis of artistic text.

Learning outcomes:

From the educational objectives declared in the graduate profile, the lecture focuses on acquiring basic knowledge of literary science and acquiring skills and competences that are necessary for professional reading of literary text.
Educational outcomes:

The student will be able to orientate in the basics of literary science and in approaches to artistic text. He/she will learn the terminology of literary science and become familiar with its most important theoretical questions/problems. He/she acquires the necessary tools and learns the basics of their practical application in the analysis of literary text.

Class syllabus:

• Explanation of basic concepts and definition of basic issues of discipline: literature, artistic text, literary science, its components and links with linguistics, aesthetics, basic functions of literature, literature and reality, display, literature as composition, literature as a composition, literature as communication

• Literary types and their specific features in historical development, genres and genre forms, content and formal genre characters, genre syncretism

• Literary work: external factors (author and authorial intent and strategy, context, reader, reception)

• Literary work: internal factors (theme/value, structure, form, means of expression, language and style, tropics, links with other texts: intertextuality)

• Components of narrative text (fabula and sujet, character, space-time, narrator: types of narrator, narrative attitude and procedure). Selected models of analysis of narrative text.

• Poetry: verse, rhyme, strofa, selected solid forms

Recommended literature:

HARPÁŇ, M. 2004. Teória literatúry. Bratislava: Tigra, 2004.
MALINOVSKÁ, Z. 2016 Naratológia. In: Podoby literárnej vedy : teórie – metódy – smery. Bratislava: Veda, 2016. ISBN 978-80-224-1524-8. S. 205-219.
VALČEK, P. 2006. Slovník literárnej teórie. Bratislava: LIC, 2006.
WELLEK, R., WARREN, A. 1996. Teorie literatury. Olomouc: Votobia, 1996.

Languages necessary to complete the course:

Slovak, Czech (passive knowledge)

Notes:

Past grade distribution

Total number of evaluated students: 88

A	ABS	B	C	D	E	FX
43,18	0,0	25,0	12,5	7,95	5,68	5,68

Lecturers: prof. PhDr. Zuzana Malinovská, CSc., PhDr. Mojmír Malovecký, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde017/15	Introduction to gender studies

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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: 406

A	ABS	B	C	D	E	FX
75,86	0,0	7,39	7,39	3,2	2,46	3,69

Lecturers: Mgr. Veronika Valkovičová, PhD.

Last change: 03.09.2016

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde017/15	Introduction to gender studies

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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: 406

A	ABS	B	C	D	E	FX
75,86	0,0	7,39	7,39	3,2	2,46	3,69

Lecturers: Mgr. Veronika Valkovičová, PhD.

Last change: 03.09.2016

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KRoJL/B-ESPde003/22	**Course title:** Introduction to the History and Culture of Spanish-speaking Countries

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 4 **per level/semester:** 52
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 4 hours per week lecture and seminar; total per semester 44 hours
Study method: combined (primary attendance)
Student workload:
Total 100 hours of student work: in-person teaching = 44 hours; elaboration of ongoing tasks and related study of literature = 24 hours; test preparation = 32 hours.
Teaching methods: interpretation, explanation, discussion of the topic discussed, work with professional text, managed self-study

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
The student will be evaluated on the basis of:
(a) ongoing tasks (aimed at deepening knowledge, developing communication competence, presentation skills, working with professional literature) assigned during the semester, for which he can receive a total of 50 points;
(b) the final oral examination, for which he may receive 50 points. Credits will not be awarded to a student who earns less than 30 points from the final exam.
Evaluation of the oral examination:
• 45-50 points: the student is able to independently submit a comprehensive view of the selected topic of educational content, demonstrating, in addition to knowing the rich factual data, an understanding of the deeper contexts between them and being able to express his/her own opinion on partial questions; uses precise terminology when expressing
• 40-44 points: the student is able to provide a comprehensive view of the selected topic of educational content using the investigator's auxiliary questions, demonstrating, in addition to knowing the rich factual data, an understanding of the deeper context between them and being able to express his/her own opinion on partial questions; uses precise terminology when expressing
• 35-39 points: the student can provide a partial view of the selected topic of educational content, while in addition to knowing an appropriate amount of factual data, he/she will also demonstrate an understanding of the basic context between them; uses appropriate terminology when expressing

• 30-34 points: the student is able to provide a partial view of the selected topic of educational content using the investigator's auxiliary questions, demonstrating, in addition to knowing the basic factual data, the ability to point out the basic connections between them; uses appropriate terminology when expressing
• 20-29 points: the student cannot even use the investigator's help questions to give a partial view of the selected topic of educational content, the student knows the basic factual data and the basic connections between them, but does not use the appropriate terminology when expressing
• 10-19 points: the student is unable to give a partial view of the selected topic of educational content using the investigator's auxiliary questions, although he/she knows the basic factual data, but does not know the basic context between them, does not use appropriate terminology when expressing
• 0-9 points: even the student cannot give a partial view of the selected topic of educational content using the investigator's auxiliary questions, because he/she does not know the basic factual data or the basic connections between them, he does not use the appropriate terminology when expressing.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good – above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory – acceptable results),
E (69-60 %, sufficient – the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:
The main objective of the subject is to acquire basic knowledge of the historical and cultural realities of Hispanophone countries and to develop the cultural and intercultural competence of future teachers.
Educational outcomes:
After completing the subject, the student
• can orientate in basic historical events and the development of culture in Spain and, in part, other Hispanophone countries from the earliest periods to the present day;
• explain the interrelationship between historical events and subsequent developments;
• is able to work with the professional text in Spanish at a basic level;
• has acquired a certain degree of competence of analytical and critical thinking;
• deepened your communication, cultural and intercultural competence, presentation skills, as well as the ability to plan your studies.

Class syllabus:
• The physical, humane and economic geography of Spain and Latin America.
• Prehistoric and antiquity on the Iberian Peninsula, historical events and cultural monuments.
• Middle Ages in the Iberian Peninsula – Al Ándalus, historical events, personalities and cultural manifestations.
• Medieval times in the Iberian Peninsula – Christian kingdoms, historical events, personalities and cultural expressions.
• Catholic kings as the beginning of a new historical stage, historical events, personalities and cultural expressions.
• Pre-Columbian cultures. The discovery and colonization of America.
• The Habsburgs on the Spanish throne. The status of the Spanish colonies, their culture and society during the reign of the Habsburgs.
• The golden age of Spanish culture.

• Bourbons on the Spanish throne. External and internal conflicts of Spain in the 19th century, historical events, personalities and cultural monuments. Independence of the Spanish colonies.
• Restaurant. The silver age of Spanish culture.
• The Spanish Civil War. Dictatorship. The transition to democracy. Historical events, personalities.

Recommended literature:

ROLDÁN, J.M. 2000. Historia de España. Madrid: Edelsa, 2000. 8a edic. 146 p. ISBN 84-85786-64-5.
MEDVECZKÁ, M. 2004. Two Faces of Socialism? : Czechoslovakia and Cuba. In: Mozaik Black and White. Roč. 13, č. 1 (2004), s. 12-14.

Languages necessary to complete the course:
Slovak, Spanish, English (passive)

Notes:

Past grade distribution
Total number of evaluated students: 88

A	ABS	B	C	D	E	FX
21,59	0,0	28,41	20,45	3,41	17,05	9,09

Lecturers: PhDr. Mária Medveczká, PhD., doc. Mgr. Renáta Bojničanová, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ROMde013/22	Introduction to the Theory of Translation and Interpreting

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 75 hours
11 x 2 hours of in-person teaching = 22 hours of in-person teaching
11 x 2 continuous home preparation for lessons, self-study, critical analysis of selected articles and chapters from recommended literature, preparation for discussion and group work on lessons = 22 hours
1 x 15.5 preparation of the presentation based on analyzed language data and studied literature
1 x 15.5 preparation of seminar work based on presentation
Teaching methods:
short presentations of teachers and students, analysis of selected issues, interview, case studies, group discussion

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Interim evaluation:
Students will prepare for each seminar by studying selected topics of recommended literature so that they can actively participate in discussions and group work and develop a mini seminar project during the first part of the semester. Their work on individual seminars is evaluated on the basis of self-reflection and self-evaluation through the learner's diary, which they submit after each seminar via an online form, feedback from the teacher (33 % of the evaluation). During the semester, students carry out their seminar project (they analyze a selected part of the professional literature, develop the theoretical and methodological background of the project) and present it in colloquial form (33 % of the evaluation) and in the form of seminar work (33 % of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),

Fx (59-0%, underperforming – extra work is required).
The final evaluation reflects the level of insight of the graduate in selected topics of translation and interpretation theory, with a primary focus on the current state of research in the discipline with special attention paid to translation pairs Romance language – Slovak language in both directions of translation and interpretation; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.
Excellent: The student is orientated on an excellent level in selected topics of translation and interpretation theory. It critically analyzes selected topics from a methodological and theoretical point of view, compares their thesis, interprets their didactic implications and their importance for teaching and learning Romance languages. In discussions, it can argue clearly and logically, support its arguments with knowledge gained during the seminar and use the relevant conceptual apparatus. It is able to design a seminar project, which is characterized by a high degree of theoretical and methodological consistency, analyze the selected issue on the basis of methodologies of current theory of translation and interpretation, and present its research in colloquial and written form.
Very good: The student is orientated on a very good level in selected topics of translation and interpretation theory. Critically analyzes selected topics from a methodological and theoretical point of view, can compare them with each other, interprets their didactic implications and their importance for teaching and learning Romance languages. In discussions, it is usually able to argue clearly and logically. He/she can explain any ambiguities and link his arguments with the knowledge gained during the seminar. It is able to design a seminar project, which is characterized by rigorous processing, analyze the selected issue based on the methodologies of the current theory of translation and interpretation and present its seminar project in colloquial and written form.
Good: The student focuses on selected topics of translation and interpretation theory. He/she analyzes selected topics from a methodological and theoretical point of view, compares them with each other, can mostly interpret their didactic implications and their importance for teaching and learning Romance languages. In discussions, he/she is usually able to argue clearly and logically. He/she can explain any ambiguities, although not always and uses the relevant conceptual apparatus. He/she is able to design a sufficiently high-quality seminar project, anchored in a well-defined theoretical and methodological framework, even if there are minor shortcomings, especially at the formal level, and present its seminar project in both colloquial and written form.
Satisfactory: The student focuses on selected topics of translation and interpretation theory. He/she is less active in the discussions, his/her arguments are partly based on general knowledge and his own experience, to a satisfactory extent they are linked to the knowledge gained during the seminar. He/she is able to design a seminar project enshrined in the theoretical and methodological apparatus of the theory of translation and interpretation, even if there are shortcomings at a formal or logical level. He/she can analyze selected topics based on the methodologies of translation and interpretation theory, although the presentation of the seminar project has formal shortcomings.
Sufficient: The student focuses on selected topics of translation and interpretation theory. He/she is less active in discussions, his/her arguments are mostly based on general knowledge and his own experience, their connection with the knowledge gained during the seminar is not always clear. He/she can design a research project enshrined in the theoretical and methodological apparatus of translation and interpretation theory, even if it presents shortcomings at a formal or logical level. The presentation of the seminar work has formal shortcomings.

Learning outcomes:
Educational objectives:
develop graduates' knowledge of selected topics of translation and interpretation theory, taking into account theory and research devoted to different approaches in the theory of translation and interpretation in the context of didactics of foreign (Romance) languages, acquisition of basic

concepts of translation and interpretation theory, basic knowledge of the most important basic thesis and developmental directions of the history of the theory of translation and interpretation, familiarization with personalities of domestic and foreign study of selected topics of Slovak and world theory of translation and interpretation, contextualization of translation and its place in national literature and culture, translation and interpretation as a didactic tool in the teaching of Romance languages and software tools and didacticization of translation.
Use this knowledge in practice by designing and implementing seminar work that is oriented to themes of translation theory and interpretation relevant to Romance language teachers (e.g. use of knowledge on translation and interpreting in the didacticization of translation as a tool in teaching and learning foreign (Romance) languages, use of software tools, etc.).
Educational outcomes:
Acquisition of a basic overview of modern trends in discipline with particular regard to contemporary translatology and didactics of foreign languages. By deepening theoretical professional translatological training in relation to its targeted use to teach and learn a foreign (Romance) language, it allows the student to better orientate himself/herself in practice. The future foreign language teacher is able to take advantage of individual trends in the theory of translation and interpretation and the latest developments in the didactics of Romance languages.

Class syllabus:

· Theory of translation and interpretation in the context of didactics of foreign (Romance) languages
· Basic concepts of translation and interpretation theory
· History of translation and interpretation theory
· Important domestic and foreign theorists of translation and interpretation
· Selected topics of Slovak theory of translation and interpretation
· Selected topics of world translation and interpretation theory
· Translation and its place in national literature and culture
· Translation and interpretation as a didactic tool in Romance language teaching
· Software tools and didactization of translation

Recommended literature:

During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
BEDNÁROVÁ, K. 2013. Dejiny umeleckého prekladu na Slovensku I. Bratislava: Veda. 304 s. ISBN 9788022413480.
BEDNÁROVÁ, K. 2015. Rukoväť dejín prekladu na slovensku I. Bratislava: Univerzita Komenského. 74 s. ISBN 978-80-223-3837-0.
BEDNÁROVÁ, K. 2015. Rukoväť dejín prekladu na slovensku II. Bratislava: Univerzita Komenského. 66 s. ISBN 978-80-223-3838-7.
HRDINOVÁ, E. M. 2018. Překlad jako didaktický nástroj ve výuce cizích jazyků. Olomouc: Univerzita Palackého v Olomouci. 142 s. ISBN 9788024452470.
KOVAČIČOVÁ, O. – KUSÁ, M. 2015. Slovník slovenských prekladateľov umeleckej literatúry 20. storočie (A - K). Bratislava: Veda. 512 s. ISBN 97880224142809.
KOVAČIČOVÁ, O. – KUSÁ, M. 2017. Slovník slovenských prekladateľov umeleckej literatúry 20. storočie (L - Ž). Bratislava: Veda. 512 s. ISBN 9788022416177.
KUSÁ, M. – RONDZIKOVÁ, N. 2021. Preklad vo vedách o človeku a dialóg kultúr. Bratislava: Veda. 119 s. ISBN 9788022418737.
MALOVECKÝ, M. 2011. Informačné technológie a umelecký preklad. 1. vyd. Bratislava: Vydavateľstvo Michala Vaška. 148 s. ISBN 978-80-7165-842-9.
MOUNIN, G. 1999. Teoretické problémy překladu. Praha: Karolinum. 266 s. ISBN 807184733.

MÜGLOVÁ, D. 2018. Komunikácia, tlmočenie, preklad. Bratislava: Enigma. 440 s. ISBN 9788081330742.
VAJDOVÁ, L. 2014. Myslenie o preklade na Slovensku. Bratislava: Kalligram, Ústav svetovej literatúry SAV. 168 s. ISBN 9788081018688.

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 42

A	ABS	B	C	D	E	FX
64,29	0,0	9,52	11,9	2,38	2,38	9,52

Lecturers: PhDr. Mojmír Malovecký, PhD., doc. Mgr. Renáta Bojničanová, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ROMde013/22	Introduction to the Theory of Translation and Interpreting

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 75 hours
11 x 2 hours of in-person teaching = 22 hours of in-person teaching
11 x 2 continuous home preparation for lessons, self-study, critical analysis of selected articles and chapters from recommended literature, preparation for discussion and group work on lessons = 22 hours
1 x 15.5 preparation of the presentation based on analyzed language data and studied literature
1 x 15.5 preparation of seminar work based on presentation
Teaching methods:
short presentations of teachers and students, analysis of selected issues, interview, case studies, group discussion

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Interim evaluation:
Students will prepare for each seminar by studying selected topics of recommended literature so that they can actively participate in discussions and group work and develop a mini seminar project during the first part of the semester. Their work on individual seminars is evaluated on the basis of self-reflection and self-evaluation through the learner's diary, which they submit after each seminar via an online form, feedback from the teacher (33 % of the evaluation). During the semester, students carry out their seminar project (they analyze a selected part of the professional literature, develop the theoretical and methodological background of the project) and present it in colloquial form (33 % of the evaluation) and in the form of seminar work (33 % of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),

Fx (59-0%, underperforming – extra work is required).
The final evaluation reflects the level of insight of the graduate in selected topics of translation and interpretation theory, with a primary focus on the current state of research in the discipline with special attention paid to translation pairs Romance language – Slovak language in both directions of translation and interpretation; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.
Excellent: The student is orientated on an excellent level in selected topics of translation and interpretation theory. It critically analyzes selected topics from a methodological and theoretical point of view, compares their thesis, interprets their didactic implications and their importance for teaching and learning Romance languages. In discussions, it can argue clearly and logically, support its arguments with knowledge gained during the seminar and use the relevant conceptual apparatus. It is able to design a seminar project, which is characterized by a high degree of theoretical and methodological consistency, analyze the selected issue on the basis of methodologies of current theory of translation and interpretation, and present its research in colloquial and written form.
Very good: The student is orientated on a very good level in selected topics of translation and interpretation theory. Critically analyzes selected topics from a methodological and theoretical point of view, can compare them with each other, interprets their didactic implications and their importance for teaching and learning Romance languages. In discussions, it is usually able to argue clearly and logically. He/she can explain any ambiguities and link his arguments with the knowledge gained during the seminar. It is able to design a seminar project, which is characterized by rigorous processing, analyze the selected issue based on the methodologies of the current theory of translation and interpretation and present its seminar project in colloquial and written form.
Good: The student focuses on selected topics of translation and interpretation theory. He/she analyzes selected topics from a methodological and theoretical point of view, compares them with each other, can mostly interpret their didactic implications and their importance for teaching and learning Romance languages. In discussions, he/she is usually able to argue clearly and logically. He/she can explain any ambiguities, although not always and uses the relevant conceptual apparatus. He/she is able to design a sufficiently high-quality seminar project, anchored in a well-defined theoretical and methodological framework, even if there are minor shortcomings, especially at the formal level, and present its seminar project in both colloquial and written form.
Satisfactory: The student focuses on selected topics of translation and interpretation theory. He/she is less active in the discussions, his/her arguments are partly based on general knowledge and his own experience, to a satisfactory extent they are linked to the knowledge gained during the seminar. He/she is able to design a seminar project enshrined in the theoretical and methodological apparatus of the theory of translation and interpretation, even if there are shortcomings at a formal or logical level. He/she can analyze selected topics based on the methodologies of translation and interpretation theory, although the presentation of the seminar project has formal shortcomings.
Sufficient: The student focuses on selected topics of translation and interpretation theory. He/she is less active in discussions, his/her arguments are mostly based on general knowledge and his own experience, their connection with the knowledge gained during the seminar is not always clear. He/she can design a research project enshrined in the theoretical and methodological apparatus of translation and interpretation theory, even if it presents shortcomings at a formal or logical level. The presentation of the seminar work has formal shortcomings.

Learning outcomes:
Educational objectives:
develop graduates' knowledge of selected topics of translation and interpretation theory, taking into account theory and research devoted to different approaches in the theory of translation and interpretation in the context of didactics of foreign (Romance) languages, acquisition of basic

concepts of translation and interpretation theory, basic knowledge of the most important basic thesis and developmental directions of the history of the theory of translation and interpretation, familiarization with personalities of domestic and foreign study of selected topics of Slovak and world theory of translation and interpretation, contextualization of translation and its place in national literature and culture, translation and interpretation as a didactic tool in the teaching of Romance languages and software tools and didacticization of translation.
Use this knowledge in practice by designing and implementing seminar work that is oriented to themes of translation theory and interpretation relevant to Romance language teachers (e.g. use of knowledge on translation and interpreting in the didacticization of translation as a tool in teaching and learning foreign (Romance) languages, use of software tools, etc.).
Educational outcomes:
Acquisition of a basic overview of modern trends in discipline with particular regard to contemporary translatology and didactics of foreign languages. By deepening theoretical professional translatological training in relation to its targeted use to teach and learn a foreign (Romance) language, it allows the student to better orientate himself/herself in practice. The future foreign language teacher is able to take advantage of individual trends in the theory of translation and interpretation and the latest developments in the didactics of Romance languages.

Class syllabus:

· Theory of translation and interpretation in the context of didactics of foreign (Romance) languages
· Basic concepts of translation and interpretation theory
· History of translation and interpretation theory
· Important domestic and foreign theorists of translation and interpretation
· Selected topics of Slovak theory of translation and interpretation
· Selected topics of world translation and interpretation theory
· Translation and its place in national literature and culture
· Translation and interpretation as a didactic tool in Romance language teaching
· Software tools and didactization of translation

Recommended literature:

During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
BEDNÁROVÁ, K. 2013. Dejiny umeleckého prekladu na Slovensku I. Bratislava: Veda. 304 s. ISBN 9788022413480.
BEDNÁROVÁ, K. 2015. Rukoväť dejín prekladu na slovensku I. Bratislava: Univerzita Komenského. 74 s. ISBN 978-80-223-3837-0.
BEDNÁROVÁ, K. 2015. Rukoväť dejín prekladu na slovensku II. Bratislava: Univerzita Komenského. 66 s. ISBN 978-80-223-3838-7.
HRDINOVÁ, E. M. 2018. Překlad jako didaktický nástroj ve výuce cizích jazyků. Olomouc: Univerzita Palackého v Olomouci. 142 s. ISBN 9788024452470.
KOVAČIČOVÁ, O. – KUSÁ, M. 2015. Slovník slovenských prekladateľov umeleckej literatúry 20. storočie (A - K). Bratislava: Veda. 512 s. ISBN 97880224142809.
KOVAČIČOVÁ, O. – KUSÁ, M. 2017. Slovník slovenských prekladateľov umeleckej literatúry 20. storočie (L - Ž). Bratislava: Veda. 512 s. ISBN 9788022416177.
KUSÁ, M. – RONDZIKOVÁ, N. 2021. Preklad vo vedách o človeku a dialóg kultúr. Bratislava: Veda. 119 s. ISBN 9788022418737.
MALOVECKÝ, M. 2011. Informačné technológie a umelecký preklad. 1. vyd. Bratislava: Vydavateľstvo Michala Vaška. 148 s. ISBN 978-80-7165-842-9.
MOUNIN, G. 1999. Teoretické problémy překladu. Praha: Karolinum. 266 s. ISBN 807184733.

MÜGLOVÁ, D. 2018. Komunikácia, tlmočenie, preklad. Bratislava: Enigma. 440 s. ISBN 9788081330742.
VAJDOVÁ, L. 2014. Myslenie o preklade na Slovensku. Bratislava: Kalligram, Ústav svetovej literatúry SAV. 168 s. ISBN 9788081018688.

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 42

A	ABS	B	C	D	E	FX
64,29	0,0	9,52	11,9	2,38	2,38	9,52

Lecturers: PhDr. Mojmír Malovecký, PhD., doc. Mgr. Renáta Bojničanová, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde016/22	Introduction to the studying of psychology

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours seminar/week; total 22 hours per semester, combined form (primarily full-time).
Student workload:
Presentation teaching (22 hours); continuous preparation for class (11 hours), preparation and implementation of the seminar paper and PPT presentation (15 hours); preparation for the midterm test (12 hours), 60 hours in total.
Teaching methods:
group discussion interview, guided discussion, active group work, heuristic method, didactic games, mind mapping, guided self-study, and work with text

Number of credits: 2

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Throughout the semester, students will complete a term paper (35 points), present the term paper in a study group (20 points), demonstrate their activity in the study group (10 points), and successfully complete a midterm test (35 points).
Credit will not be awarded to a student who scores less than 50% on any of the assignments.
A minimum score of 60% is required to pass the course.
Grades are awarded on a scale:
A (100-94%, excellent - outstanding),
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 minimum criteria),
Fx (59-0%, inadequate - additional work required).
For a grade of A, the student needs to produce excellent results continuously throughout the semester, be capable of independent study, and be able to critically compare professional psychology texts. The student is able to navigate through the tangle of information in various literary sources and is able to select relevant sources for his or her study, has a basic understanding

of psychology as a science, and is able to compare and contrast the various modern schools of psychology on the basis of his or her knowledge.
A grade of B means that the student has performed above average throughout the semester, has been able to study independently, has mastered basic information related to psychology as a science, can navigate information in the literature very well, and has moderate deficiencies in creative and critical thinking.
A grade of C means that the student performed at a standard level during the semester, the theoretical knowledge of the subject matter is at a good level, but the ability to apply this knowledge quite correctly, to critically evaluate and compare the various literary sources and psychological knowledge is lacking.
A grade of D means that the student was less 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, more often cannot critically analyse information or 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.
A grade of Fx indicates that the student is not achieving the necessary standard and further study and extra work is required.
Scale of assessment (preliminary/final): 100% of continuous assessment

Learning outcomes:
The aim of the course is to orient students in the history of psychology as a science as well as in the current areas of modern psychology. The student distinguishes between psychological institutions, is familiar with their activities, develops analytical and active, critical thinking when working with an assigned professional text, is able to compare and evaluate information, plan his/her activities or activities in a group (group work). Knows where and how to search for professional and relevant bibliographic resources in the field of psychology and psychology teaching and actively uses digital technologies for his/her further education and to develop his/her competences in the study of psychology teaching at the bachelor's degree level. He/she also knows his/her future career options after completing the bachelor's degree.

Class syllabus:
1. A brief history of psychology
2. The formation of psychology as a science
3. The object of psychological investigation
4. The formation of contemporary psychological knowledge
5. Modern psychology in the world and in Slovakia and its areas of research
6. Professional psychologists and their activities
7. Psychological institutions and workplaces in Slovakia
8. Classical and electronic information on psychology
9. How to study effectively
10. Slovak Association of Teachers of Psychology (SPTA) and its activities and EFPTA in the EU
11. Employment opportunities for psychology teachers in Slovakia and abroad

Recommended literature:
Compulsory/Recommended readings:
Sokolová, L., & Brozmanová, E. (2015). Psychológia trochu inak. Univerzita Komenského.
Šramová, B. (2020). Základy psychologie (nejen) pro marketingové komunikace. VeRBuM.
Recommended readings:

Jursová Zacharová, Z., Sokolová, L. & Lemešová, M. (2015). Interactive Teaching of Psychology: Using design-based research in developing an interactive psychology course. In eLSE 2015. Bucharest : "Carol I" National Defence University.
Šramová B. et al. (2019). Násilie v intímnych vzťahoch dospievajúcich: Metodika pre prácu v oblasti prevencie. Univerzita Komenského v Bratislave.
Websites of professional organisations:
www.saup.sk
www.vudpap.sk
http://www.komorapsychologov.sk/
https://psycnet.apa.org/search

Languages necessary to complete the course:
Slovak, Czech and English (ability to understand the read text)

Notes:

Past grade distribution
Total number of evaluated students: 35

A	ABS	B	C	D	E	FX
71,43	0,0	17,14	8,57	0,0	0,0	2,86

Lecturers: doc. Mgr. Zlatica Zacharová, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde009/22	Introduction to the teaching of psychology

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching, and organizational form:
2 hours seminar /week, a total of 22 hours per semester, combined form (primarily full-time).
Student workload:
11 x 2 hours of teaching = 22 hours; continuous preparation for class (12 hours); production of 2 x sets of teaching materials (20 hours), 54 hours in total.
Teaching methods:
Interpretation, group discussion, interview, guided discussion, active group work, problem-solving, heuristic method, experiential methods, creation of concept maps, guided self-study, work with didactic text and information sources, and critical analysis of psychology textbooks.

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde001/22 - General psychology

Recommended prerequisites:
B-PSYde001 General psychology

Course requirements:
100% of the interim assessment
Interim evaluation includes the performance of interim tasks according to the assignment: creation and presentation of 2 x sets of teaching materials for primary and secondary schools on a selected topic, i.e. 1 x psychological topic according to the content of the subject civics for 7. year. Elementary school, 1 x psychological topic from the selected textbook of psychology for secondary schools (50% + 50% of the evaluation). Each developed set of teaching materials includes a worksheet on the topic for class work (10% of the evaluation), a concept map on the selected topic (10% of the evaluation), an experiential activity for class work to develop the selected topic (10% of the evaluation), a critical analysis of the textbook with which the students worked (10% of the evaluation), adherence to the topic, originality, formal and professional correctness of its processing and presentation (10% of the evaluation).
A minimum of 60% of the total score is required to pass the course.
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 minimum criteria),
Fx (59-0%, inadequate - additional work required).
A - the student continuously produces excellent results during the semester, is capable of independent study and critical comparison of professional texts in the teaching of psychology, is proficient in the fundamentals of teaching psychology as a scientific discipline, including their meaningful integration with the knowledge of other disciplines, is able to practically apply theoretical knowledge on the basis of his/her knowledge to the elaboration of the assigned tasks;
B - the student has achieved above-average results during the semester, is capable of independent study and adequate critical comparison of professional texts from the teaching of psychology, and knows the basics of teaching psychology as a scientific discipline, including their appropriate integration with the knowledge of other disciplines, is able on the basis of their knowledge to practically apply theoretical knowledge to the development of the assigned tasks;
C - during the semester, the student performed standardly well, the ability of independent study and critical comparison of professional texts from the teaching of psychology is average, the theoretical knowledge of the subject matter is at a good level, and the ability to practically apply theoretical knowledge to the development of the assigned tasks is average;
D - the student's ability of independent study and critical comparison of professional texts from the teaching of psychology is at a weaker level, the theoretical knowledge of the subject matter is moderately deficient, and the ability to practically apply theoretical knowledge to the development of the assigned tasks is a problem for the student;
E - the student fails in more than one of the assignments, lacks the ability of independent study and critical comparison of professional texts from the teaching of psychology, has deficiencies in the theoretical knowledge, and fails in the practical application of theoretical knowledge to the development of the assigned tasks.
FX - the student has not sufficiently fulfilled the requirements for passing the course and extra work is required.
Scale of assessment (preliminary/final): 100% of the interim assessment

Learning outcomes:
The aim of the course (as a key component of the gradual practical preparation for a profession in the field of psychology teaching in combination at the bachelor's degree) is to gain an overview of the tradition, concepts, objectives, and content of psychology teaching in Slovakia and abroad (documents and recommendations of SAUP and EFPTA), to realize the importance of psychological education in the context of the general objectives of education and professional training for a profession.
Student after completing the course:
- knows the specifics of teaching psychology as a secondary school subject,
- is able to navigate in the pedagogical documentation of the subject of psychology and critically analyze it,
- knows the basic principles and bases for the development of psychological thinking and psychological literacy in the subject of psychology,
- knows the theoretical foundations of the didactics of psychology,
- understands the psychodidactic aspects of teaching psychology,
- can creatively apply the acquired theoretical knowledge to the preparation of selected teaching materials,
- can critically assess the suitability of the developed teaching materials and provide constructive feedback.

Class syllabus:

1. History and concept of teaching psychology in secondary and tertiary education in Slovakia and abroad.
2. The status of the subject of psychology in the curricula of grammar schools and secondary vocational schools.
3. General aims of psychology education in higher secondary education.
4. Analysis of content and performance standards of the subject of psychology at different types of schools, basic pedagogical documentation.
5. Development of key competencies and personal and social development in the subject of psychology.
6. Specifics of teaching psychology: motivation and expectations of male and female students in teaching psychology.
7. Psychological literacy and psychological thinking - concepts and methods of their research and development.
8. Theoretical foundations of didactics of psychology.
9. Psychodidactic aspects of teaching psychology.
10. - 11. Teaching psychology in interdisciplinary contexts and inter-subject relations. Social-psychological training and subjects of personal and social development.

Recommended literature:

Required reading:

Hamranová, A. (2013). Sociálno – psychologický výcvik v príprave učiteľov (metodické pokyny). In: Sokolová, L. et al. (eds.): Psychológia (v) škole. Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského. s. 33-36. Dostupné online: https://ebin.pub/psychologia-v-kole-zbornik-prispevkov-z-medzinarodnej-vedeckej-konferencie-9788022334839.html

Sokolová, L., Lemešová, M., Masaryk, R., Kanisová, D., Bašnáková, J., & Kostovičová, L. (2013). Psychológia v sekundárnom vzdelávaní. Bratislava: Univerzita Komenského, 2013. (kap. 1 a 4).

Sokolová, L. 2015. Metódy vyučovania psychológie a predmetov osobnostného a sociálneho rozvoja. Univerzita Komenského, 2015. (kap. 1-4).

Recommended reading:

Kosíková, V. (2011). Psychologie ve vzdělávání a její psychodidaktické aspekty. Grada, (kap. 2).

Lemešová, M., Hamranová, A., Minarovičová, K., Sabová, L., & Sokolová, L. 2017. Psychológia zážitkom. Metodická príručka. Univerzita Komenského.

Lemešová, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0. Slovenská asociácia pre učiteľstvo psychológie. (kap. 1-2).

Sokolová, L., Lemešová, M., & Jursová Zacharová, Z. (2014). Psychologická príprava budúcich učiteľov a učiteliek: Inovatívne prístupy. Univerzita Komenského. (kap.1-2).

Sokolová, L. (2010, 2013). Didaktika psychológie. Univerzita Komenského. (kap. 1-2).

Škoda, J., & Doulík, P. (2011). Psychodidaktika. Metody efektivního a smysluplného učení a vyučování. Grada. (kap. 6)

Vybrané učebnice psychológie pre stredné školy.

Vybrané učebnice občianskej náuky pre 7. roč. ZŠ.

Languages necessary to complete the course:

Notes:

Past grade distribution Total number of evaluated students: 151						
A	ABS	B	C	D	E	FX
82,12	0,0	13,25	0,66	1,32	1,32	1,32
Lecturers: PaedDr. Anežka Hamranová, PhD.						
Last change: 10.11.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KRoJL/B-ESPde002/22	**Course title:** Language Activity in Interaction – Listening Comprehension in Spanish Language

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week of exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work of which: in-person teaching = 22 hours; completion of ongoing tasks = 28 hours
Teaching methods: activities aimed at increasing language competence with specific emphasis on working with spoken text and interaction in a foreign language, individual mentoring

Number of credits: 2

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Course requirements:
The interim evaluation is 100%: 40%: teaching tasks, 60%: of ongoing homework.
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, the teacher may, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to activate the communication language competence with a focus mainly on listening with comprehension and deepening responsibility for the development of one's own language competence.
Educational outcomes:
After successful completion of the course, the student

• knows the descriptors of listening with comprehension at level B1 and B2, listening skills and strategies with comprehension according to the Common European Framework of Reference (CEFR);
• he developed a strategy of listening to foreign-language spoken text and deepened the habit of daily contact with the Spanish language.
In terms of language competence after graduation, the student can:
• understand longer speech and follow a complex line of argumentation, provided that the topic is sufficient familiar to it;
• understand most tv news and current affairs programs;
• to understand samples from films in the literary language.
In terms of transferable capabilities, it will deepen its responsibility for the development of its language competences, as well as the ability to formulate and express its own opinion.

Class syllabus:
• Common European Framework of Reference (CEFR): listening comprehension.
• Language activities and listening descriptors comprehension for level B1 and B2 in the CEFR.
• Listening skills and strategies comprehension in the CEFR.
• Practice exercises aimed at listening to and analyzing authentic audio recordings with sequences from different areas.
• Activities aimed at listening and at analysis of recordings from the field of private life and education.
• Activities aimed at listening and analyzing film, radio and television broadcasts.
• Activities aimed at listening to and analysis of the lecture.

Recommended literature:
BENITO CANALEJAS D. et al. 2020. Aprender español con cortos. Ministerio de Educación y Formación Profesional. ISBN: 978-65-993149-0-2. Available at: https://sede.educacion.gob.es/publiventa/aprender-espanol-con-cortos/ensenanza-lengua-espanola/24682
RADA EURÓPY EURÓPSKEJ ÚNIE. 2017. Spoločný európsky referenčný rámec pre jazyky (Common European Framework of Reference). Bratislava: Štátny pedagogický ústav. Available at: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf (selected parts)

Languages necessary to complete the course:
Slovak language, Spanish

Notes:

Past grade distribution
Total number of evaluated students: 12

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

Lecturers: PhDr. Mária Medveczká, PhD.

Last change: 22.09.2024

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde007/22	Language Activity in Interaction – Oral Performance in Spanish Language

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week of exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours in-person teaching; 14 hours elaboration of ongoing tasks; 14 hours individual work on the solution of assignment and independent study of professional literature. A total of 50 hours of student work.
Teaching methods: explaining, applying theoretical knowledge on practical examples, discussion, brainstorming, role-playing, working in small groups, didactic games.

Number of credits: 2

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
The student will be evaluated continuously on the basis of the work in the classroom, the preparation of tasks on individual topics during the semester and the interim assessment of oral speech. The interim evaluation is 100 %: active participation in classroom activities 10 %; completion of ongoing tasks 50 %; oral evaluation 40%.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is the development of a communication language competence with a focus on productive language activity in interaction – oral performance and achieving B2 level according to the CEFR.
Educational outcomes:
After successful completion of the course, the student

• is familiar with the descriptors of oral expression and interaction for level B1 and B2, the skills and strategies of oral expression and interaction under the Common European Framework of Reference,
• masters pronunciation rules, grammar and vocabulary appropriately and engages in conversation on most general topics.
• speaks immediately and spontaneously, uses standard language and knows the means of non-verbal communication in Spanish,
• is able to express ideas, feelings and facts in the Spanish language, accurately express and clarify his/her ideas and opinions in the discussion, can argue and clearly outline the situation or problem and discuss the advantages or disadvantages of different solutions,
• communicates in interaction with native speakers and behaves in accordance with the social and cultural conventions of the given language community,
• uses available materials in a individual study,
• gained the foundations for the future use of the acquired knowledge in teaching: he/she can perform exercises focused on oral expression, use various materials, prepare interesting activities.

Class syllabus:
• Common European Framework of Reference (CEFR): oral expression and interaction.
• Language activities and descriptors for levels B1 and B2 in the CEFR.
• Communication competences and processes of oral expression and interaction in the CEFR.
• Oral speech and interaction skills and strategies in the CEFR.
• Aspects of oral expression and interaction: pronunciation, immediacy and spontaneity, turnovers, standard language, nonverbal communication.
• Oral speech and interaction in the classroom: student and group dynamics, teacher role, materials and activities, correction and evaluation.
• Practical tips for oral presentation: the basics of speech and rhetoric.
• Practical exercises to improve language competence.

Recommended literature:
ALCOBA RUEDA, S. 2010. La expresión oral. Barcelona: Ariel, 2010. ISBN 978-8434428515.
GÓMEZ-PABLOS, B. 2021. Teoría y práctica de la expresión e interacción orales en ELE (nivel B1-B2), Bratislava: Univerzita Komenského, 2021. ISBN 978-80-223-5165-2.
RADA EURÓPY EURÓPSKEJ ÚNIE. 2017. Spoločný európsky referenčný rámec pre jazyky. Bratislava: Štátny pedagogický ústav. Available at: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf
VÁZQUEZ, G. 2006. La destreza oral. Madrid: Edelsa, 2006. ISBN 978-84-7711-437-6.

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 53

A	ABS	B	C	D	E	FX
60,38	0,0	18,87	13,21	3,77	1,89	1,89

Lecturers: doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde004/22	Language Activity in Interaction – Reading Comprehension in Spanish Language

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week of exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours in-person teaching; 14 hours elaboration of ongoing tasks; 14 hours individual work on the solution of assignment and independent study of professional literature. A total of 50 hours of student work.
Teaching methods: explaining, applying theoretical knowledge on practical examples, working with text, discussion, working in small groups.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
The student will be evaluated continuously on the basis of the work in the classroom, the preparation of tasks on individual topics during the semester and the test during the semester. The interim evaluation is 100 %: active participation in classroom activities 10 %; completion of ongoing written tasks 60 %; test 30 %.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to activate the communication language competence with a focus on reading with comprehension and deepening responsibility for the development of one's own language competence.
Educational outcomes:
After successful completion of the course, the student
• is familiar with descriptors for reading and comprehension for level B1 and B2, with

skills and strategies related to reading with comprehension according to the Common European Framework of Reference (CEFR),
• can work with different types of texts and can apply different reading techniques depending on the type and genre of text,
• is able to handle sources where information is provided so that reading is efficient (print and electronic sources, dictionaries, etc.),
• controls several reading methods: global, indicative, recreational, detailed, interpretative and analytical,
• he/she gained the basics for implementing acquired knowledge and skills in teaching according to his/her needs: he/she can choose texts, perform exercises, use various materials, prepare interesting activities and get acquainted with the principles of pupil assessment.

Class syllabus:
• Reading literacy in foreign languages
• Common European Framework of Reference (CEFR): reading comprehension
• Language activities and comprehension reading descriptors for B1 and B2 level in the CEFR
• Reading skills and strategies comprehension in the CEFR
• Type of text and reading technique, depending on the type and genre of text
• Goals and readings: global, indicative, recreational, detailed, interpretative and analytical reading
• Practice exercises to implement updated knowledge and acquired skills in reading training with understanding
• Reading comprehension in lessons: selection of texts, exercises, complementary materials, activities, correction and evaluation

Recommended literature:
PARODI, G. – IBÁÑEZ ORELLANA, R. – PERONARD THIERRY, M. 2010. Saber leer. Madrid: Aguilar, 2010, 224 p. ISBN 978-84-03-10088-6.
RADA EURÓPY EURÓPSKEJ ÚNIE. 2017. Spoločný európsky referenčný rámec pre jazyky. Bratislava: Štátny pedagogický ústav. Available at: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf
RODRIGO, V. 2019. La comprensión lectora en la enseñanza del español LE/L2. London: Routledge, 2019, 299 p. ISBN 978-1-138-65175-3.

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 74

A	ABS	B	C	D	E	FX
50,0	0,0	29,73	4,05	2,7	8,11	5,41

Lecturers: doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde010/22	Language Activity in Interaction – Written Performance in Spanish Language

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week of exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours in-person teaching; 14 hours elaboration of ongoing tasks; 14 hours individual work on the solution of assignment and independent study of professional literature. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, discussion, methods of group teaching and cooperative learning, brainstorming, brainwriting, individual and work, didactic games

Number of credits: 2

Recommended semester: 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
The student will be evaluated continuously on the basis of the work in the classroom, the preparation of tasks on individual topics during the semester and the test during the semester. The interim evaluation is 100 %: active participation in classroom activities 10 %; solution and preparation of written tasks 50 %; test 40%.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is the development of communication language competence, focusing on the development of productive language activities – written expression and the achievement of B2 level according to the CEFR.
Educational outcomes:
After successful completion of the course, the student

• is familiar with the descriptors of the written speech for level B1 and B2, the skills and strategies of the written expression of the Common European Framework of Reference,
• knows the rules of spelling and punctuation in Spanish and can apply them when writing texts, through Practice exercises on vocabulary and grammar he/she has improved his/her written competence,
• can produce different kinds of texts: descriptive, narrative, expository and argumentative,
• is able to synthesize content, select the substance from an existing text and reshape it in accordance with specific requirements (i.e. training of selected mediation activities),
• is able to express ideas, feelings, facts and opinions in writing in the Spanish language, to express clearly on various topics, to develop his ideas and to supplement them with examples, to systematically develop a description and presentation with emphasis on the main ideas and to provide details in writing,
• is able to handle information sources so that writing is effective,
• gained the basics for implementing the acquired knowledge and skills in teaching: he/she can carry out exercises focused on writing in a foreign language, use various materials, prepare interesting activities, get acquainted with the principles of text correction and evaluation of pupils.

Class syllabus:
• Common European Framework of Reference (CEFR): written speech
• Language activities and descriptors of written speech for B2 level in the CEFR
• Communication competencies and processes of written expression in the CEFR
• Skills and strategies of written expression in the CEFR
• Typology of texts and individual genres
• Write descriptive, narrative, expository and argumentative text
• Practical vocabulary and grammar exercises to improve written competence
• Written speech in class: materials, activities, repair and evaluation

Recommended literature:
CASSANY, D. 2005. Expresión escrita en L2/ELE. Madrid: Arco Libros, 2005. ISBN 978-84-7635-612-8.
LACORTE, M.; REYES-TORRES, A. 2021. Didáctica del español como 2/L en el siglo XXI. Madrid: Arco Libros, 2021. ISBN 978-84-7133-850-1 (selected chapters)
RADA EURÓPY EURÓPSKEJ ÚNIE. 2017. Spoločný európsky referenčný rámec pre jazyky. Bratislava: Štátny pedagogický ústav. Available at: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 55

A	ABS	B	C	D	E	FX
30,91	0,0	38,18	20,0	7,27	1,82	1,82

Lecturers: doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde017/22	Language Exercises in Spanish Language 1.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week exercise, total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 50 hours of student work of which: in-person teaching = 22 hours; elaboration of ongoing tasks = 11 hours; self-study = 17 hours
Teaching methods:
writing, working with spoken text, working with spoken text, creating written text, creating spoken text, discussion, practicing grammatical phenomena, exercises aimed at vocabulary development, managed self-study, individual mentoring

Number of credits: 2

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: completion of classroom activities
40 points: elaboration of ongoing homework
30 points: written verification of acquired knowledge and level of acquisition of language competences
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:

The aim of the course is to strengthen its language competence at B1 level in order to prepare for a more effective understanding and production of Spanish-language texts. Practice selected grammatical phenomena and expand students' vocabulary from selected areas.
Educational outcomes:
After successful completion of the course, the student is able to use the language independently in a limited range of topics close to him/her. He/she can understand longer speech and written text in an area that is well known to him/her. He/she is able to have a routine conversation with native speakers on topics close to him/her. He/she can write a detailed text on a wider range of topics relating to his/her interests.

Class syllabus:
Comprehensive development of language activities in interaction (receptive, productive, interactive) with an emphasis on oral expression in interaction and development of contextual grammar at B1 level with links to topics: leisure, gastronomy, housing, etc.

Recommended literature:
SÁNCHEZ MELGAREJO, J.L. 2017. Hablamos: manual de conversación para estudiantes de español. Almería: Editorial Circulo Rojo, 2017. ISBN 9788491407454 (selected parts)
MORENO, C. et al. 2017. Anaya ELE EN Grammar. Nivel avanzado B1. Anaya, 2017. EAN 9788469828588 (selected parts)

Languages necessary to complete the course:
Slovak language, Spanish

Notes:

Past grade distribution
Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
41,18	0,0	29,41	16,18	4,41	8,82	0,0

Lecturers: Mgr. Radana Štrbáková, PhD., PhDr. Mária Medveczká, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde020/22	Language Exercises in Spanish Language 2.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 50 hours of student work of which: in-person teaching = 22 hours; elaboration of ongoing tasks = 11 hours; self-study = 17 hours
Teaching methods:
writing, working with spoken text, working with spoken text, creating written text, creating spoken text, discussion, practicing grammatical phenomena, exercises aimed at vocabulary development, managed self-study, individual mentoring

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: completion of classroom activities
40 points: elaboration of ongoing homework
30 points: written verification of acquired knowledge and level of acquisition of language competences
Attendance at the class is compulsory.The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:

The aim of the course is to acquire language competence at B1/B2 level in order to prepare for a more effective understanding and production of Spanish-language texts. Practice selected grammatical phenomena and expand your vocabulary from selected areas.
Educational outcomes:
After successful completion of the course, the student is able to communicate in most situations of everyday life. He/she can describe his experiences and events, dreams, hopes and ambitions and briefly justify and explain his/her views and plans. He/she understands the main ideas of a more complex text on both specific and abstract topics, including expert discussions in his/her specialization. He/she communicates appropriately correctly in known contexts; generally masters grammar well, although the influence of the mother tongue can be seen. Despite the mistakes he/she is making, it is clear what he wants to make.

Class syllabus:
Comprehensive development of language activities in interaction (receptive, productive, interactive) with an emphasis on oral expression in interaction and development of contextual grammar at B2.1 level and links to topics: daily activities, travel, meaning of Spanish, art, etc.

Recommended literature:
SÁNCHEZ MELGAREJO, J.L. 2017. Hablamos: manual de conversación para estudiantes de español. Almería: Editorial Circulo Rojo, 2017. ISBN 9788491407454 (selected topics)
MORENO, C et al. 2017. Anaya ELE EN Grammar. Nivel avanzado B1. Anaya, 2017. EAN: 9788469828588 (selected parts)
MORENO, C et al. 2018. Anaya ELE EN Grammar. Nivel avanzado B2. Anaya, 2018. EAN: 9788469846407 (selected parts)

Languages necessary to complete the course:
: Slovak language, Spanish

Notes:

Past grade distribution
Total number of evaluated students: 64

A	ABS	B	C	D	E	FX
35,94	0,0	25,0	25,0	7,81	1,56	4,69

Lecturers: Mgr. Radana Štrbáková, PhD., PhDr. Mária Medveczká, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde024/22	Language Exercises in Spanish Language 3.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 50 hours of student work of which: in-person teaching = 22 hours; elaboration of ongoing tasks = 11 hours; self-study = 17 hours
Teaching methods:
working with written text, working with spoken text, creating written text, creating spoken text, discussion, practicing grammatical phenomena, vocabulary development exercises, controlled self-study

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: completion of classroom activities
40 points: elaboration of ongoing homework
30 points: written verification of acquired knowledge and level of acquisition of language competences
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:

The aim of the course is to acquire language competence at B2.1 level in order to prepare for a more effective understanding and production of Spanish-language texts. Practice selected grammatical phenomena and expand your vocabulary from selected areas.
Educational outcomes:
After successful completion of the course, the student is able to use the language independently in his/her nearby topics. He/she is able to actively participate in the discussion on well-known topics. He/she can also write and to submit in written form an information in support of or against a particular opinion.

Class syllabus:
Comprehensive development of language activities in interaction (receptive, productive, interactive) with an emphasis on oral expression in interaction and development of contextual grammar at B2.1 level with links to topics: characteristics of real and fictional characters, interpersonal relationships, health and lifestyle, world of work, etc.

Recommended literature:
LENGHARDTOVÁ, J. 2005. Conversación Española – Španielska konverzácia. Bratislava: Slovenské pedagogické nakladateľstvo – Mladé letá, 2005. ISBN 8010008389 (selected topics)
MORENO, C. et al. 2018. Anaya ELE EN Gramática. Nivel avanzado B2. Anaya, 2018. EAN: 9788469846407 (selected parts)

Languages necessary to complete the course:
Slovak language, Spanish

Notes:

Past grade distribution
Total number of evaluated students: 11

A	ABS	B	C	D	E	FX
27,27	0,0	18,18	18,18	9,09	18,18	9,09

Lecturers: PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde028/22	Language Exercises in Spanish Language 4.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 4.

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. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 15.07.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde034/22	Language Exercises in Spanish Language 5.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Teaching method: combined (primarily attendance)
Student workload:
A total of 50 hours of student work of which: in-person teaching = 22 hours; elaboration of ongoing tasks = 11 hours; self-study = 17 hours
Teaching methods:
working with written text, working with spoken text, creating written text, creating spoken text, discussion, practicing grammatical phenomena, vocabulary development exercises, controlled self-study

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: completion of classroom activities
40 points: elaboration of ongoing homework
30 points: written verification of acquired knowledge and level of acquisition of language competences
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:

The aim of the course is to acquire language competence at B2/C1 level in order to prepare for a more effective understanding and production of Spanish-language texts. Practice selected grammatical phenomena and expand your vocabulary from selected areas.
Educational outcomes:
After successful completion of the course, the student can understand certain types of demanding or longer texts. He/she can express itself spontaneously, although not always smoothly, and appropriately build on the contributions of other speakers. He/she is able to create a comprehensible, appropriately arranged text on more complex topics. He/she shows a relatively high degree of grammar control. He/she doesn't make mistakes that could cause misunderstandings, and he/she can correct most of his/her mistakes.

Class syllabus:
Comprehensive development of language activities (receptive, productive, interactive) with an emphasis on oral expression in interaction and development of contextual grammar at B2/C1 level with links to topics: mass media and modern technologies, education, economy, value world, etc.

Recommended literature:
LENGHARDTOVÁ, J. 2005. Conversación Española – Španielska konverzácia. Bratislava: Slovenské pedagogické nakladateľstvo – Mladé letá, 2005. ISBN 8010008389 (selected parts)
MORENO, C. et al. 2020. Anaya ELE EN Gramática C1/C2. Anaya, 2020. EAN: 9788469873304 (selected parts)
Up-to-date authentic print and audiovisual resources.

Languages necessary to complete the course:
Slovak language, Spanish

Notes:

Past grade distribution
Total number of evaluated students: 5

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

Lecturers: PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde036/22	Language Exercises in Spanish Language 6.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 50 hours of student work of which: in-person teaching = 22 hours; elaboration of ongoing tasks = 11 hours; self-study = 17 hours
Teaching methods:
working with written text, working with spoken text, creating written text, creating spoken text, discussion, practicing grammatical phenomena, vocabulary development exercises, controlled self-study

Number of credits: 2

Recommended semester: 6.

Educational level: I.

Prerequisites:

Course requirements:
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: completion of classroom activities
40 points: elaboration of ongoing homework
30 points: written verification of acquired knowledge and level of acquisition of language competences
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:

The aim of the course is to acquire the language competence of C1.1 in order to prepare for the understanding and production of demanding texts in the Spanish language. Practice problematic grammatical phenomena and consolidate vocabulary from selected areas.
Educational outcomes:
After successful completion of the course, the student is able to understand a wide range of demanding, longer texts and recognize their implicit meanings. He/she can express itself fluently and spontaneously without too obvious searching for expressions. He/she is able to use the language flexibly. He/she can create clear, well-organized and detailed text on complex topics.

Class syllabus:
Comprehensive development of language activities in interaction (receptive, productive, interactive) with an emphasis on oral expression in interaction and development of contextual grammar at C1.1 level with links to topics such as employment, social problems, environment, culture, etc.

Recommended literature:
LENGHARDT, J. 2005. Conversación Española – Španielska konverzácia. Bratislava: Slovenské pedagogické nakladateľstvo – Mladé letá, 2005. ISBN 8010008389 (selected topics)
MORENO, C. et al. 2020. Anaya ELE EN Grammar C1/C2. Anaya, 2020. EAN: 9788469873304 (selected parts)

Languages necessary to complete the course:
Slovak language, Spanish

Notes:

Past grade distribution
Total number of evaluated students: 4

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

Lecturers: PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde023/22	**Course title:** Leisure time education
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
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% 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.
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 to leisure issues, excellent communication skills, responsibility and timely completion of assignments, and exceptional activity in the classroom during the semester.
A minimum of 81 points is required to obtain a B grade. 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 consultation, above

average orientation to leisure issues, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester.
For a grade of C at least 73 points. For this grade, the student should demonstrate: the ability to develop ongoing assignments using the assigned template, good professional knowledge and its application in problem solving in a group or with the assistance of the instructor, good orientation to leisure issues, good communication skills, completion of assignments, average activity in class during the semester as prompted by the instructor.
At least 66 points for a grade D. For this grade, the student is expected to demonstrate: the ability to develop ongoing assignments using the assigned template and with the assistance of the instructor, average proficiency and application of knowledge in problem solving in a group setting or with the assistance of the instructor, average orientation to leisure issues, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal vocational knowledge, basic/minimal orientation to leisure issues, basic communication skills, completion of assignments.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes:
By completing the subject Leisure time in education, 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 activities,
- to be able to create a plan for an activity of interest and to 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 the initiative and responsibility.

Class syllabus:
Brief outline of the course:
The Leisure time in educationis 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 Leisure time in educationcourse 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 education and training in leisure time. Educator and education and training in the school. Institutions and facilities providing leisure and interest activities.

Recommended literature:

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: 1375

A	ABS	B	C	D	E	FX
40,8	0,0	25,09	14,11	8,8	4,51	6,69

Lecturers: PaedDr. Eva Labudová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde023/22	**Course title:** Leisure time education
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
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% 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.
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 to leisure issues, excellent communication skills, responsibility and timely completion of assignments, and exceptional activity in the classroom during the semester.
A minimum of 81 points is required to obtain a B grade. 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 consultation, above

average orientation to leisure issues, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester.
For a grade of C at least 73 points. For this grade, the student should demonstrate: the ability to develop ongoing assignments using the assigned template, good professional knowledge and its application in problem solving in a group or with the assistance of the instructor, good orientation to leisure issues, good communication skills, completion of assignments, average activity in class during the semester as prompted by the instructor.
At least 66 points for a grade D. For this grade, the student is expected to demonstrate: the ability to develop ongoing assignments using the assigned template and with the assistance of the instructor, average proficiency and application of knowledge in problem solving in a group setting or with the assistance of the instructor, average orientation to leisure issues, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal vocational knowledge, basic/minimal orientation to leisure issues, basic communication skills, completion of assignments.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes:
By completing the subject Leisure time in education, 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 activities,
- to be able to create a plan for an activity of interest and to 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 the initiative and responsibility.

Class syllabus:
Brief outline of the course:
The Leisure time in educationis 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 Leisure time in educationcourse 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 education and training in leisure time. Educator and education and training in the school. Institutions and facilities providing leisure and interest activities.

Recommended literature:

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: 1375

A	ABS	B	C	D	E	FX
40,8	0,0	25,09	14,11	8,8	4,51	6,69

Lecturers: PaedDr. Lujza Koldeová, PhD.

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.KRoJL/B-ESPde044/22	Literary Reading Support and Promotion

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: seminar 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
Total 50 hours of student work: in-person teaching = 22 hours; elaboration of ongoing tasks and individual reading of literary works = 38 hours
Teaching methods:
work with written or spoken text, analysis of text from various perspectives, discussion, presentation of students, exercises aimed at the development of vocabulary or selected grammatical phenomena

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
The student will be evaluated on the basis of interim assessment, for which he/she can receive a total of 100 points, of which:
44 points: active participation in classroom activities and performance of assignments
56 points: independent reading of literary works and preparation of outputs from it in written and/or oral form.
Attendance at the class is compulsory. In justified cases, the Lecturer may specify alternative options for fulfilling the conditions of the evaluation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to increase students' interest in literary reading, to familiarize them with various techniques of working with text in Spanish teaching and to deepen their communication competence.

Educational outcomes:
After successful completion of the course, the student
• will know selected works of contemporary Spanish and Hispano-American literature;
• more readable texts will be able to analyze more extensively and will be able to analyze the possibilities of their use in Spanish language and culture teaching;
• on the basis of analytical reading and resource study, he/she will be able to identify historical, cultural, lexical and grammatical phenomena that enable him/her to know the target culture and language in greater depth.
The student will know
• read Spanish literary texts of reasonable difficulty in the original;
• to appreciate the artistic value of literary texts;
• use literary snippets in Spanish language teaching.

Class syllabus:
The course has the character of a literary club, which leads students to read literary works independently, to communicate with each other and to discuss each other under the guidance of the teacher about the works that interested students, to gain incentives to discover new works. Selected excerpts from literary works will be placed in a wider cultural context and appropriately didactized. Activities based on reading or listening to literary works will help to consolidate and expand students' language skills.

Recommended literature:
BARROS LORENZO, 2007. Curso de literatura. Español lengua extranjera. Madrid: Edelsa, 2007. ISBN 978-84-7711-620-2.
Selected literary works according to the interest of students and teachers.

Languages necessary to complete the course:
Slovak language and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 3

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

Lecturers: doc. Mgr. Renáta Bojničanová, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde044/22	Literary Reading Support and Promotion

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: seminar 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
Total 50 hours of student work: in-person teaching = 22 hours; elaboration of ongoing tasks and individual reading of literary works = 38 hours
Teaching methods:
work with written or spoken text, analysis of text from various perspectives, discussion, presentation of students, exercises aimed at the development of vocabulary or selected grammatical phenomena

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
The student will be evaluated on the basis of interim assessment, for which he/she can receive a total of 100 points, of which:
44 points: active participation in classroom activities and performance of assignments
56 points: independent reading of literary works and preparation of outputs from it in written and/or oral form.
Attendance at the class is compulsory. In justified cases, the Lecturer may specify alternative options for fulfilling the conditions of the evaluation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to increase students' interest in literary reading, to familiarize them with various techniques of working with text in Spanish teaching and to deepen their communication competence.

Educational outcomes:
After successful completion of the course, the student
• will know selected works of contemporary Spanish and Hispano-American literature;
• more readable texts will be able to analyze more extensively and will be able to analyze the possibilities of their use in Spanish language and culture teaching;
• on the basis of analytical reading and resource study, he/she will be able to identify historical, cultural, lexical and grammatical phenomena that enable him/her to know the target culture and language in greater depth.
The student will know
• read Spanish literary texts of reasonable difficulty in the original;
• to appreciate the artistic value of literary texts;
• use literary snippets in Spanish language teaching.

Class syllabus:
The course has the character of a literary club, which leads students to read literary works independently, to communicate with each other and to discuss each other under the guidance of the teacher about the works that interested students, to gain incentives to discover new works. Selected excerpts from literary works will be placed in a wider cultural context and appropriately didactized. Activities based on reading or listening to literary works will help to consolidate and expand students' language skills.

Recommended literature:
BARROS LORENZO, 2007. Curso de literatura. Español lengua extranjera. Madrid: Edelsa, 2007. ISBN 978-84-7711-620-2.
Selected literary works according to the interest of students and teachers.

Languages necessary to complete the course:
Slovak language and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 3

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

Lecturers: doc. Mgr. Renáta Bojničanová, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde031/22	Literature for Children and Youth

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: seminar 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student's workload: a total of 75 hours of student work
22 hours of in-person teaching, 22 hours of continuous home preparation for class, sub-tasks; 11 hours of preparation of the seminar work and its presentation in the classroom; 20 hours of preparation for the test.
Teaching methods: lecturing, interpretation, discussion on the topic discussed, interview, text work, critical analysis of texts, problem solving tasks, controlled self-study

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in classroom activities, participation in discussions on the topic discussed and on the papers, 22% of the evaluation.
At the beginning of the course, the student chooses a theme from the course topics and prepares a paper which will be presented in oral form during the assigned lesson. The presentation will be followed by a discussion with comments of the participants of the course and the teacher with possible suggestions for additions or extensions to the topic. Subsequently, the student completes the final version of the report and submits its written form in the evaluation week. The paper and seminar work represents 44 % of the evaluation, of which 20 % the paper, 24 % seminar work.
During the course, the student's knowledge is verified by a test representing 34% of the assessment.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:

The aim of the course is to acquire basic knowledge in the field of children's and youth literature in Spanish and to be able to transfer them to the teaching process in didactized processing.
Educational outcomes:
Student after successful completion of the course
• obtains a basic overview of the history of Spanish children's and youth literature,
• knows the most important representatives of children's and youth literature,
• knows the general specificities of children's and youth literature,
• knows the characteristics of individual genres of children's and youth literature,
• is able to interpret literary text for children and youth and to apply it to the teaching of foreign languages,
• is able to adapt the acquired knowledge and create didactic processing of the contents of Spanish literature for children and youth for the purposes of teaching literature.
After successful completion of the course, the student should have a basic overview of children's and youth literature in Spanish and the skills needed to use them in the teaching of literature.

Class syllabus:
Specific features of children's and youth literature.
Characteristics of individual genres of children's and youth literature in Spanish.
Selected representatives of children's and youth literature in Spanish literature.
Selected representatives of children's and youth literature of Hispanic America.
Translations of children's and youth literature in Spanish into Slovak.
Use of folk fairy tales and other genres of oral tradition in the teaching of literature, didactization of contents.
Use of folk songs and other genres of oral tradition in the teaching of literature, didactization of content.
Use of authorial fairy tales in the teaching of literature.
Use of poems for children and children's songs in the teaching of literature, didactization of content.

Recommended literature:
BOJNIČANOVÁ, R. 2013. „La tipología del héroe y la funcionalidad del cómic contemporáneo: tres ejemplos editados en España y en Eslovaquia en el siglo XXI“. In: Analele Universității Spiru Haret Seria Filologie - Limbi şi literaturi străine. Volume 18, n. 18, p. 239-250. ISSN 1454-8291.
CERRILLO TORREMOCHA, P. 2010. Literatura infantil y juvenil y educación literaria. Hacia una nueva enseñanza de la literatura. Barcelona: Octaedro. 32 s. ISBN: 978-84-9921-085-8. Digitized book available online at: https://www.uv.mx/rmipe/files/2017/02/Literatura-infantil-y-juvenil.pdf
COLOMER, T. 1991. „De la enseñanza de la literatura a la educación literaria“. In: Comunicación, lenguaje y educación, 9, pp. 21 – 31. ISSN: 0214-7033. Available online at: https://dialnet.unirioja.es/servlet/articulo?codigo=126236
SÁNCHEZ MORILLAS, C. 2018. „Historia de la literatura infantil y juvenil: Europa y España“. In: La literatura infantil y juvenil: investigaciones, ed. E. Jiménez-Pérez,– S. Fabregat Barrios, s. 11–22. Barcelona: Octaedro. ISBN: 978-84-17667-18-4. Available online at: https://octaedro.com/wp-content/uploads/2019/02/16146.pdf

Languages necessary to complete the course:
Spanish and 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: doc. Mgr. Renáta Bojničanová, PhD.

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.KRoJL/B-ESPde031/22	Literature for Children and Youth

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: seminar 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student's workload: a total of 75 hours of student work
22 hours of in-person teaching, 22 hours of continuous home preparation for class, sub-tasks; 11 hours of preparation of the seminar work and its presentation in the classroom; 20 hours of preparation for the test.
Teaching methods: lecturing, interpretation, discussion on the topic discussed, interview, text work, critical analysis of texts, problem solving tasks, controlled self-study

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in classroom activities, participation in discussions on the topic discussed and on the papers, 22% of the evaluation.
At the beginning of the course, the student chooses a theme from the course topics and prepares a paper which will be presented in oral form during the assigned lesson. The presentation will be followed by a discussion with comments of the participants of the course and the teacher with possible suggestions for additions or extensions to the topic. Subsequently, the student completes the final version of the report and submits its written form in the evaluation week. The paper and seminar work represents 44 % of the evaluation, of which 20 % the paper, 24 % seminar work.
During the course, the student's knowledge is verified by a test representing 34% of the assessment.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:

The aim of the course is to acquire basic knowledge in the field of children's and youth literature in Spanish and to be able to transfer them to the teaching process in didactized processing.
Educational outcomes:
Student after successful completion of the course
• obtains a basic overview of the history of Spanish children's and youth literature,
• knows the most important representatives of children's and youth literature,
• knows the general specificities of children's and youth literature,
• knows the characteristics of individual genres of children's and youth literature,
• is able to interpret literary text for children and youth and to apply it to the teaching of foreign languages,
• is able to adapt the acquired knowledge and create didactic processing of the contents of Spanish literature for children and youth for the purposes of teaching literature.
After successful completion of the course, the student should have a basic overview of children's and youth literature in Spanish and the skills needed to use them in the teaching of literature.

Class syllabus:
Specific features of children's and youth literature.
Characteristics of individual genres of children's and youth literature in Spanish.
Selected representatives of children's and youth literature in Spanish literature.
Selected representatives of children's and youth literature of Hispanic America.
Translations of children's and youth literature in Spanish into Slovak.
Use of folk fairy tales and other genres of oral tradition in the teaching of literature, didactization of contents.
Use of folk songs and other genres of oral tradition in the teaching of literature, didactization of content.
Use of authorial fairy tales in the teaching of literature.
Use of poems for children and children's songs in the teaching of literature, didactization of content.

Recommended literature:
BOJNIČANOVÁ, R. 2013. „La tipología del héroe y la funcionalidad del cómic contemporáneo: tres ejemplos editados en España y en Eslovaquia en el siglo XXI“. In: Analele Universității Spiru Haret Seria Filologie - Limbi şi literaturi străine. Volume 18, n. 18, p. 239-250. ISSN 1454-8291.
CERRILLO TORREMOCHA, P. 2010. Literatura infantil y juvenil y educación literaria. Hacia una nueva enseñanza de la literatura. Barcelona: Octaedro. 32 s. ISBN: 978-84-9921-085-8. Digitized book available online at: https://www.uv.mx/rmipe/files/2017/02/Literatura-infantil-y-juvenil.pdf
COLOMER, T. 1991. „De la enseñanza de la literatura a la educación literaria“. In: Comunicación, lenguaje y educación, 9, pp. 21 – 31. ISSN: 0214-7033. Available online at: https://dialnet.unirioja.es/servlet/articulo?codigo=126236
SÁNCHEZ MORILLAS, C. 2018. „Historia de la literatura infantil y juvenil: Europa y España“. In: La literatura infantil y juvenil: investigaciones, ed. E. Jiménez-Pérez,– S. Fabregat Barrios, s. 11–22. Barcelona: Octaedro. ISBN: 978-84-17667-18-4. Available online at: https://octaedro.com/wp-content/uploads/2019/02/16146.pdf

Languages necessary to complete the course:
Spanish and 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: doc. Mgr. Renáta Bojničanová, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde032/22	**Course title:** Medial education
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
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).	
Learning outcomes: Learning outcomes: Learning objectives and outcomes and transferable competences: 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: 153

A	ABS	B	C	D	E	FX
60,13	0,0	18,3	9,8	1,31	0,0	10,46

Lecturers: PhDr. Slávka Drozdová, PhD., doc. PhDr. Branislav Malík, CSc.

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.KPg/B-VUZde032/22	Medial education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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).

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
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: 153

A	ABS	B	C	D	E	FX
60,13	0,0	18,3	9,8	1,31	0,0	10,46

Lecturers: PhDr. Slávka Drozdová, PhD., doc. PhDr. Branislav Malík, CSc.

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.KRoJL/B-ESPde015/22	Mediation Activities in Spanish Language 1.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 20 hours of continuous home preparation for class, sub-tasks; 8 hours preparation of seminar work.
Teaching methods: interpretation, discussion on the topic discussed, interview, working with foreign text, translation, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in classroom activities during the semester and the fulfilment of ongoing tasks aimed at practicing mediation activities (translation, summary and reformulating of text, preparation for interpretation in normal communication situations) and tasks related to the use of such texts in foreign language teaching. Active performance in lessons and participation in discussion of the solutions developed are evaluated. For the performance of these tasks, the student can earn 60 points. The remaining 40 points are earned by the student for the preparation of seminar work according to the assignment of the teachers. Credits will not be awarded to a student who does not perform ongoing tasks and does not hand over the intended seminar work.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:

The aim of the course is to acquire basic skills of using mediation language activities in learning a foreign language.
Educational outcomes:
After successful completion of the course, the student
• acquires basic knowledge in the field of mediation activities in the learning of foreign languages,
• can apply mediation language skills to specific texts in Spanish,
• acquire basic practical skills in translating texts at a lower level of difficulty,
• acquire basic practical skills in other mediation activities, such as summarizing and reformulating the Spanish text and interpreting in normal communication situations,
• knows the basic mediation strategies,
• has developed basic learning skills,
• is able to adapt the acquired theoretical knowledge for practical use in mediation activities and propose the use of mediation activities in the teaching of a foreign language.

Class syllabus:
Basic practical competencies and theoretical knowledge of mediation activities in learning a foreign language.
Use of text and mediation activities in foreign language teaching.
Mediation strategies.
The translation process. Specific types of translation.
Other mediation activities in written and oral speech (summary and reformulation of text, interpretation in normal communication situations, etc.).
Application of acquired knowledge in mediation of stylistically diverse texts into Slovak. Training of mediation activities focusing on shorter-range texts.
Artistic text
Journalistic text
Professional text

Recommended literature:
BOJNIČANOVÁ, R. 2012. „K problematike zachovania kultúrneho obsahu a jazykového bohatstva textu pri preklade“. In: Philologica: studia romanistica. Bratislava: Univerzita Komenského, 2012, s. 33–41. ISBN 978-80-223-3256-9.
HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Iris. 2006. 113 s. ISBN80-892556-02-3. (selected chapters)
MÜGLOVÁ, D. 2009. Komunikácia, tlmočenie, preklad. Bratislava: Enigma, 2009. 323 s. ISBN 978-80-89132-82-9. (3rd chapter, M. Dvorecký, p. 209–234)
Miesto mediačných činností v kontexte maturitnej skúšky. In: KLIMOVÁ K., MEDVECZKÁ M., ŠTRBÁKOVÁ R., TÓTH Z.: Ako efektívne vyučovať maturitné témy románskych jazykov (francúzština, španielčina, taliančina) teória a prax 2. Bratislava : Univerzita Komenského v Bratislave, 2022. ISBN 978-80-223-5539-1. s.31-38.

Languages necessary to complete the course:
Spanish and Slovak

Notes:

Past grade distribution
Total number of evaluated students: 26

A	ABS	B	C	D	E	FX
42,31	0,0	34,62	15,38	3,85	3,85	0,0

Lecturers: doc. Mgr. Renáta Bojničanová, PhD., PhDr. Mária Medveczká, PhD.

Last change: 25.08.2023
Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde015/22	Mediation Activities in Spanish Language 1.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 20 hours of continuous home preparation for class, sub-tasks; 8 hours preparation of seminar work.
Teaching methods: interpretation, discussion on the topic discussed, interview, working with foreign text, translation, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in classroom activities during the semester and the fulfilment of ongoing tasks aimed at practicing mediation activities (translation, summary and reformulating of text, preparation for interpretation in normal communication situations) and tasks related to the use of such texts in foreign language teaching. Active performance in lessons and participation in discussion of the solutions developed are evaluated. For the performance of these tasks, the student can earn 60 points. The remaining 40 points are earned by the student for the preparation of seminar work according to the assignment of the teachers. Credits will not be awarded to a student who does not perform ongoing tasks and does not hand over the intended seminar work.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:

The aim of the course is to acquire basic skills of using mediation language activities in learning a foreign language.
Educational outcomes:
After successful completion of the course, the student
• acquires basic knowledge in the field of mediation activities in the learning of foreign languages,
• can apply mediation language skills to specific texts in Spanish,
• acquire basic practical skills in translating texts at a lower level of difficulty,
• acquire basic practical skills in other mediation activities, such as summarizing and reformulating the Spanish text and interpreting in normal communication situations,
• knows the basic mediation strategies,
• has developed basic learning skills,
• is able to adapt the acquired theoretical knowledge for practical use in mediation activities and propose the use of mediation activities in the teaching of a foreign language.

Class syllabus:
Basic practical competencies and theoretical knowledge of mediation activities in learning a foreign language.
Use of text and mediation activities in foreign language teaching.
Mediation strategies.
The translation process. Specific types of translation.
Other mediation activities in written and oral speech (summary and reformulation of text, interpretation in normal communication situations, etc.).
Application of acquired knowledge in mediation of stylistically diverse texts into Slovak. Training of mediation activities focusing on shorter-range texts.
Artistic text
Journalistic text
Professional text

Recommended literature:
BOJNIČANOVÁ, R. 2012. „K problematike zachovania kultúrneho obsahu a jazykového bohatstva textu pri preklade“. In: Philologica: studia romanistica. Bratislava: Univerzita Komenského, 2012, s. 33–41. ISBN 978-80-223-3256-9.
HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Iris. 2006. 113 s. ISBN80-892556-02-3. (selected chapters)
MÜGLOVÁ, D. 2009. Komunikácia, tlmočenie, preklad. Bratislava: Enigma, 2009. 323 s. ISBN 978-80-89132-82-9. (3rd chapter, M. Dvorecký, p. 209–234)
Miesto mediačných činností v kontexte maturitnej skúšky. In: KLIMOVÁ K., MEDVECZKÁ M., ŠTRBÁKOVÁ R., TÓTH Z.: Ako efektívne vyučovať maturitné témy románskych jazykov (francúzština, španielčina, taliančina) teória a prax 2. Bratislava : Univerzita Komenského v Bratislave, 2022. ISBN 978-80-223-5539-1. s.31-38.

Languages necessary to complete the course:
Spanish and Slovak

Notes:

Past grade distribution
Total number of evaluated students: 26

A	ABS	B	C	D	E	FX
42,31	0,0	34,62	15,38	3,85	3,85	0,0

Lecturers: doc. Mgr. Renáta Bojničanová, PhD., PhDr. Mária Medveczká, PhD.

Last change: 25.08.2023
Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde045/22	Mediation Activities in Spanish Language 2.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 20 hours of home preparation for lessons, sub-tasks; 8 hours preparation of seminar work.
Teaching methods: interpretation, discussion on the topic discussed, interview, working with foreign text, translation, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in lessons during the semester and the fulfilment of ongoing tasks aimed at practicing mediation activities (translation, summary and reformulating of text, preparation for interpretation in normal communication situations) and tasks related to the use of such texts in foreign language teaching. Active performance in lessons and participation in discussion of the solutions developed are evaluated. For the performance of these tasks, the student can earn 60 points. The remaining 40 points are earned by the student for the preparation of seminar work according to the assignment of the teachers. Credits will not be awarded to a student who does not perform ongoing tasks and does not hand over the intended seminar work.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:

The aim of the course is to deepen the basic skills of using mediation language activities in the acquisition and teaching of Spanish.
Educational outcomes:
Student after successful completion of the course
• acquired basic knowledge in the field of mediation activities in the acquisition and teaching of Spanish,
• can apply mediation language skills to various texts in Spanish,
• acquired practical skills in translating medium-range and demanding texts,
• acquire practical skills in other mediation activities, such as summarizing and reformulating the Spanish-language text and interpreting in normal communication situations,
• can use basic mediation strategies,
• can independently design simple mediation activities suitable for teaching Spanish.

Class syllabus:
Enhanced practical competences and theoretical knowledge of mediation activities in learning and teaching Spanish.
Use of mediation strategies in the mediation process.
Translation analysis.
Selected types of translation.
Application and exemplification of acquired knowledge in mediation of stylistically diverse texts of medium range and difficulty into Slovak.
Application of other mediation activities (summary and reformulation of texts, interpretation in normal communication situations, etc.) to texts of medium range and difficulty.

Recommended literature:
BOJNIČANOVÁ, R. 2012. „K problematike zachovania kultúrneho obsahu a jazykového bohatstva textu pri preklade“. In: Philologica: studia romanistica. Bratislava: Univerzita Komenského, 2012, s. 33–41. ISBN 978-80-223-3256-9.
CANTERO SERENA, F. J. – DE ARRIBA GARCÍA, C. 2004. Actividades de mediación lingüística para la clase de ELE In: redELE: Revista Electrónica de Didáctica ELE. ISSN-e 1571-4667, Nº. 2, 2004. Available at: https://www.educacionyfp.gob.es/dctm/redele/Material-RedEle/Revista/2004_02/2004_redELE_2_05Cantero.pdf?documentId=0901e72b80e06a1f
MAREČKOVÁ, P. (Ne)Ztraceno v překladu: mediační úlohy v cizojazyčné výuce a jejich příprava. In: Cizí jazyky. roč. 64, č. 5. ISSN 1210-0811.
MÜGLOVÁ, D. 1996. Preklad v teórii a praxi cudzojazyčnej výučby. Nitra: VŠP. 109 s. ISBN 8080500819.

Languages necessary to complete the course:
Slovak language, Czech language and Spanish language

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: doc. Mgr. Renáta Bojničanová, PhD., PhDr. Mária Medveczká, PhD.

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.KRoJL/B-ESPde045/22	Mediation Activities in Spanish Language 2.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 20 hours of home preparation for lessons, sub-tasks; 8 hours preparation of seminar work.
Teaching methods: interpretation, discussion on the topic discussed, interview, working with foreign text, translation, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in lessons during the semester and the fulfilment of ongoing tasks aimed at practicing mediation activities (translation, summary and reformulating of text, preparation for interpretation in normal communication situations) and tasks related to the use of such texts in foreign language teaching. Active performance in lessons and participation in discussion of the solutions developed are evaluated. For the performance of these tasks, the student can earn 60 points. The remaining 40 points are earned by the student for the preparation of seminar work according to the assignment of the teachers. Credits will not be awarded to a student who does not perform ongoing tasks and does not hand over the intended seminar work.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:

The aim of the course is to deepen the basic skills of using mediation language activities in the acquisition and teaching of Spanish.
Educational outcomes:
Student after successful completion of the course
• acquired basic knowledge in the field of mediation activities in the acquisition and teaching of Spanish,
• can apply mediation language skills to various texts in Spanish,
• acquired practical skills in translating medium-range and demanding texts,
• acquire practical skills in other mediation activities, such as summarizing and reformulating the Spanish-language text and interpreting in normal communication situations,
• can use basic mediation strategies,
• can independently design simple mediation activities suitable for teaching Spanish.

Class syllabus:
Enhanced practical competences and theoretical knowledge of mediation activities in learning and teaching Spanish.
Use of mediation strategies in the mediation process.
Translation analysis.
Selected types of translation.
Application and exemplification of acquired knowledge in mediation of stylistically diverse texts of medium range and difficulty into Slovak.
Application of other mediation activities (summary and reformulation of texts, interpretation in normal communication situations, etc.) to texts of medium range and difficulty.

Recommended literature:
BOJNIČANOVÁ, R. 2012. „K problematike zachovania kultúrneho obsahu a jazykového bohatstva textu pri preklade“. In: Philologica: studia romanistica. Bratislava: Univerzita Komenského, 2012, s. 33–41. ISBN 978-80-223-3256-9.
CANTERO SERENA, F. J. – DE ARRIBA GARCÍA, C. 2004. Actividades de mediación lingüística para la clase de ELE In: redELE: Revista Electrónica de Didáctica ELE. ISSN-e 1571-4667, Nº. 2, 2004. Available at: https://www.educacionyfp.gob.es/dctm/redele/Material-RedEle/Revista/2004_02/2004_redELE_2_05Cantero.pdf?documentId=0901e72b80e06a1f
MAREČKOVÁ, P. (Ne)Ztraceno v překladu: mediační úlohy v cizojazyčné výuce a jejich příprava. In: Cizí jazyky. roč. 64, č. 5. ISSN 1210-0811.
MÜGLOVÁ, D. 1996. Preklad v teórii a praxi cudzojazyčnej výučby. Nitra: VŠP. 109 s. ISBN 8080500819.

Languages necessary to complete the course:
Slovak language, Czech language and Spanish language

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: doc. Mgr. Renáta Bojničanová, PhD., PhDr. Mária Medveczká, PhD.

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.KRoJL/B-ROMde012/22	Methodology of Professional Text Writing

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: lecture and seminar 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 20 hours of ongoing written tasks on individual topics and home preparation for class, 8 hours finalization of the final project of bachelor's work.
Teaching methods: lecturing, interpretation, discussion on the topic discussed, working with the professional text, critical analysis of texts, problem solving of tasks, written works, managed self-study, e-learning.

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
The student will be awarded credits 100% based on the performance of ongoing tasks. The condition for successful completion of the course is active participation in classroom activities during the semester – 10% and the fulfilment of ongoing tasks on individual topics according to the curriculum, consisting in the training of various components of professional style texts and in the analysis of professional texts in Slovak and Spanish/Italian – 60 %. Based on feedback on partial tasks from teachers, the student completes the bachelor's final work project, which accounts for 30% of the evaluation.
The evaluation takes into account the student's ability to apply the methodology of writing specialized text when creating his/her own texts and the precision in observing the rules of professional style. Credits will not be awarded to a student who does not perform ongoing tasks and does not hand them over within the specified time limit.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:

The aim of the course is to improve the quality of written expression in a professional style in order to prepare students for writing a bachelor's final work, adopting the principles of academic ethics in writing professional works and quotation techniques.

Educational outcomes:

Student after successful completion of the course

• has adopted ethical principles of working with resources and writing specialized professional texts,

• be able to select, analyze and thoroughly examine the sources of information used,

• can quote (both literally and paraphrasing) printed and electronic information sources in accordance with the chosen quotation technique,

• can draw up a list of bibliography in accordance with the current standard, taking into account the specificities of the Spanish language,

• is able to apply knowledge in practice and create a cohesion and coherent professional text from his specialization in both Slovak and Spanish/Italian.

Completion of the course contributes to the achievement of competences such as: the ability to analyze and synthesis, the ability to plan and organize their studies, the ability to search, select and process relevant information, etc.

Class syllabus:

• Professional communication - style and its specifics. Lexical and morphosyntactic properties of the professional style. Specific features of the professional style of Spanish/Italian-language texts.

• Types of professional texts. Typology of information sources used in the final works.

• Stages in the creation of professional work and text writing. Work schedule.

• Ethical principles of writing and publishing professional texts.

• Quotation methods, quote and paraphrase.

• Creating a list of bibliographic references.

• Latin abbreviations used in quotation.

• Writing abstract and résumé, creating synthesis of studied materials.

• Text structure, cohesion, and text coherence.

• Training in writing professional texts in Spanish/Italian/Slovak.

• Guidelines on the creation and formal regulation of bachelor thesis. Bachelor´s thesis project.

Recommended literature:

GAVORA, P. – KOLLÁRIKOVÁ, Z. – NOVÁKOVÁ, E. 2010. Manuál pre tvorbu bakalárskej a diplomovej práce. Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta, aktualizácia 2010.

KIMLIČKA, Š. 2006. Metodika písania vysokoškolských a kvalifikačných prác. Bratislava: Univerzita Komenského, 2006. 58 s.

MEŠKO, D. – KATUŠČÁK, D. a kol. 2004. Akademická príručka. Martin: Osveta, 2004. 316 s. ISBN 8080631506.

VP n. 7/2018 Smernica rektora UK (Directive of the Rector of Comenius University). VP n. 12/2013 Smernice rektora UK o základných náležitostiach záverečných prác, rigoróznych prác a habilitačných prác, kontrole ich originality, uchovávaní a sprístupňovaní na UK v znení dodatku č. 1 a 2. (Directive of the Rector of Comenius University - requirements for final theses concerning various degrees)

Languages necessary to complete the course:

Slovak and Italian or Spanish

Notes:

Past grade distribution
Total number of evaluated students: 67

A	ABS	B	C	D	E	FX
55,22	0,0	29,85	11,94	1,49	1,49	0,0

Lecturers: Mgr. Radana Štrbáková, PhD., doc. Mgr. Renáta Bojničanová, PhD., PhDr. Mojmír Malovecký, PhD.

Last change: 29.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ROMde031/22	Methodology of Teaching Plurilingualism in EU Countries

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: seminar 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
11 x 2 hours of in-person teaching = 22 hours
11 x 0.5 hours to fill in the diary after each seminar for self-evaluation, self-reflection and seminar evaluation = 5.5 hours
11 x 2 continuous home preparation for teaching, self-study, critical analysis of scientific and scientific literature, preparation of suggestions for discussion = 22 hours
1 x 25.5 preparation of multilingual activities for modelling
Teaching methods:
short presentations, brainstorming, interview, group discussion, case studies, modelling

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Interim evaluation:
Students will prepare for each seminar by studying selected articles and chapters of recommended literature (short presentations, suggestions for discussion, reflections on the connection of theory and practice, etc.). Their work on individual seminars will be evaluated on the basis of self-reflection through the diary of the learner, who will be submitted after each seminar via an online form, and feedback from the teacher (66% of the evaluation). Once during the semester, students create material for model teaching using multilingual approaches. Model teaching is evaluated by seminar participants and teachers (34% of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

The final evaluation reflects the level of insight of the graduate in the themes of plurilinguism and multilingualism, the ability to work with professional literature and to discern the didactic implications of scientific studies; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.
Excellent: the graduate focuses on an excellent level in the complex theme of plurilinguism and multilingualism, has a detailed overview of selected studies and their didactic implications, knows selected Council of Europe documents analyzed during the seminar. In discussions, he can argue clearly and logically, support his argumentation with scientific knowledge, which he will link to his/her own experience, and use the relevant conceptual apparatus. In modelling, it is clear that it was prepared on the basis of the knowledge gained during the seminar and by linking it to their own experience.
Very good: the graduate focuses on a very good level in the complex theme of plurilinguism and multilingualism, has an overview of selected studies and their didactic implications, knows the selected documents of the Council of Europe analyzed during the seminar. Most of the time, he/she can argue clearly and logically, but sometimes he/she shows less uncertainty. The link between his/her arguments and scientific studies is not always transparent, but the graduate's responses to clarifying questions reflect the theoretical anchoring of his reasoning. Modelling is prepared on the basis of the knowledge and skills acquired during the seminar and demonstrates only minor shortcomings (e.g. less connectivity with one's own experience or less presence of individual elements).
Good: the graduate is orientated in the complex theme of plurilinguism and multilingualism, has an overview of selected studies and their didactic implications, knows the selected documents of the Council of Europe analyzed during the seminar. He/she is able to actively engage in discussions, but his arguments and responses to clarifying questions reflect less interconnectedness with the literature studied. Model teaching is prepared on the basis of the knowledge and skills acquired during the seminar and demonstrates partial shortcomings (e.g. less creativity and own ideas, increased tendency to take on finished teaching material).
Satisfactory: the graduate is sufficiently focused on the complex theme of plurilinguism and multilingualism, has an overview of selected studies and their didactic implications, knows some of the selected Council of Europe documents analyzed during the seminar. He/she is less active in discussions, his/her reasoning and responses to clarifying questions reflect less interconnectedness with the literature studied, more often based on his/her own experience and general knowledge. Linking this experience and knowledge with the knowledge gained during the seminar and self-study is not always transparent. Model teaching is prepared based on the knowledge and skills acquired during the seminar, but demonstrates shortcomings (e.g. less creativity and own ideas, increased tendency to take on finished teaching material without adaptation to the target audience).
Sufficient: the graduate is sufficiently focused on the complex theme of plurilinguism and multilingualism, has a basic overview of selected studies and their didactic implications, he/she is sufficiently familiar with some of the selected Council of Europe documents analyzed during the seminar. He/she participates less actively in discussions, his/her arguments and responses to clarifying questions reflect less interconnectedness with the literature studied, rather based on his/her own experience and general knowledge, which are not always revised on the basis of the knowledge gained during the seminar and self-study. Model learning is prepared on the basis of the knowledge and skills acquired during the seminar, but demonstrates various shortcomings (e.g. less creativity and own ideas, increased tendency to take over finished teaching material without adaptation for the target audience, less internal consistency).

Learning outcomes:

Objectives of education: to provide an introduction to the theme of multilingualism in relation to language teaching, to get familiar with basic knowledge of multilingualism (e.g. theoretical definitions such as the first language, the second language and the third language, the concept of a dominant linguistic constellation, psycholinguistic studies on the acquisition of third languages, the concept of pluralistic competence), to raise graduates' awareness of the importance of multilingualism, which is at the heart of European language policy, to give an overview of multilingual approaches in language teaching.
Educational outcomes: Graduates of the subject acquire knowledge of the theoretical conceptualisation of multilingualism, the impact and implications of multilingualism on language teaching, the importance of multilingualism in European language policy; develop a skill to orientate itself in the diversity of teaching methods and multilingual approaches to language teaching and learning, and a skill to apply these methods and approaches in practice, also on the basis of the practical experience gained in this seminar. The theoretical and didactic competencies acquired will allow graduates to adapt language teaching to the diverse needs of multilingual learners.

Class syllabus:
Block 1: linguistic diversity and language learning (theoretical definitions of basic terms such as first language, second language, third languages, dominant linguistic constellation, multilingualism, plurilinguism, concept of plurilingual competence).
Block 2: multilingualism as a central element of European language policy (Council of Europe Recommendations on a comprehensive approach to language teaching and learning, plurilingual and pluricultural competence in the CEFR, FREPA framework).
Block 3: psycholinguistic studies on multilingualism (M-factor concept, importance of metallisive and cross-linguistic awareness, positive impact of multilingualism on cognitive processes).
Block 4: multilingualism and education: multilingual approaches to language teaching and learning (e.g. language awakening, integrated language approach, understanding between related languages, an approach developing pluricultural competence, translanguaging as a pedagogical approach, attractions and inspirational examples in research and practice).

Recommended literature:
Current resources from the EC and domestic institutions from research in education.
Council of Europe. 2020. Common European Framework of reference for languages: learning, teaching, assessment. Companion volume with new descriptors. Strasbourg, France: Council of Europe. 235 pp.
DUCHOŇOVÁ, Z. 2014. Viacjazyčnosť vo vyučovaní na základných školách. Bratislava: Mpc: metodicko-pedagogické centrum. 72 s. ISBN: 978-80-565-0009-5.
EURÓPSKA KOMISIA: Zjednotení v rozmanitosti. Brusel, 2015 (pdf document)
GRIMA A. C., CANDELIER M., CASTELLOTTI V., LŐRINCZ I., MEIßNER F.-J., MOLINIÉ M., NOGUEROL A., PIETRO J.-F. DE, SCHRÖDER-SURA A. 2012. FREPA: A Framework of reference for pluralistic approaches to languages and cultures - Competences and resources, Council of Europe Publishing, Strasbourg. ISBN: 978-92-871-7173-3.
SCHWARZER, D., ACOSTA, Ch. 2014. Two Activities for Multilingual Students Learning in Monolingual Classrooms, Journal of Multilingual Education, 5, 93-110. URL: http://fordham.bepress.com/jmer/vol5/iss1/6
VETTER, E., JESSNER, U. (eds) International Research on Multilingualism: Breaking with the Monolingual Perspective. Multilingual Education, vol 35. Springer, Cham. 254 s. ISBN:978-3-030-21382-4 https://doi.org/10.1007/978-3-030-21380-0_13

Languages necessary to complete the course:
Slovak language, English language (passive)

Notes:

Past grade distribution
Total number of evaluated students: 15

A	ABS	B	C	D	E	FX
86,67	0,0	6,67	0,0	0,0	0,0	6,67

Lecturers: Mgr. Zuzana Tóth, Dr.phil

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ROMde031/22	Methodology of Teaching Plurilingualism in EU Countries

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: seminar 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
11 x 2 hours of in-person teaching = 22 hours
11 x 0.5 hours to fill in the diary after each seminar for self-evaluation, self-reflection and seminar evaluation = 5.5 hours
11 x 2 continuous home preparation for teaching, self-study, critical analysis of scientific and scientific literature, preparation of suggestions for discussion = 22 hours
1 x 25.5 preparation of multilingual activities for modelling
Teaching methods:
short presentations, brainstorming, interview, group discussion, case studies, modelling

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Interim evaluation:
Students will prepare for each seminar by studying selected articles and chapters of recommended literature (short presentations, suggestions for discussion, reflections on the connection of theory and practice, etc.). Their work on individual seminars will be evaluated on the basis of self-reflection through the diary of the learner, who will be submitted after each seminar via an online form, and feedback from the teacher (66% of the evaluation). Once during the semester, students create material for model teaching using multilingual approaches. Model teaching is evaluated by seminar participants and teachers (34% of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

The final evaluation reflects the level of insight of the graduate in the themes of plurilinguism and multilingualism, the ability to work with professional literature and to discern the didactic implications of scientific studies; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.
Excellent: the graduate focuses on an excellent level in the complex theme of plurilinguism and multilingualism, has a detailed overview of selected studies and their didactic implications, knows selected Council of Europe documents analyzed during the seminar. In discussions, he can argue clearly and logically, support his argumentation with scientific knowledge, which he will link to his/her own experience, and use the relevant conceptual apparatus. In modelling, it is clear that it was prepared on the basis of the knowledge gained during the seminar and by linking it to their own experience.
Very good: the graduate focuses on a very good level in the complex theme of plurilinguism and multilingualism, has an overview of selected studies and their didactic implications, knows the selected documents of the Council of Europe analyzed during the seminar. Most of the time, he/she can argue clearly and logically, but sometimes he/she shows less uncertainty. The link between his/her arguments and scientific studies is not always transparent, but the graduate's responses to clarifying questions reflect the theoretical anchoring of his reasoning. Modelling is prepared on the basis of the knowledge and skills acquired during the seminar and demonstrates only minor shortcomings (e.g. less connectivity with one's own experience or less presence of individual elements).
Good: the graduate is orientated in the complex theme of plurilinguism and multilingualism, has an overview of selected studies and their didactic implications, knows the selected documents of the Council of Europe analyzed during the seminar. He/she is able to actively engage in discussions, but his arguments and responses to clarifying questions reflect less interconnectedness with the literature studied. Model teaching is prepared on the basis of the knowledge and skills acquired during the seminar and demonstrates partial shortcomings (e.g. less creativity and own ideas, increased tendency to take on finished teaching material).
Satisfactory: the graduate is sufficiently focused on the complex theme of plurilinguism and multilingualism, has an overview of selected studies and their didactic implications, knows some of the selected Council of Europe documents analyzed during the seminar. He/she is less active in discussions, his/her reasoning and responses to clarifying questions reflect less interconnectedness with the literature studied, more often based on his/her own experience and general knowledge. Linking this experience and knowledge with the knowledge gained during the seminar and self-study is not always transparent. Model teaching is prepared based on the knowledge and skills acquired during the seminar, but demonstrates shortcomings (e.g. less creativity and own ideas, increased tendency to take on finished teaching material without adaptation to the target audience).
Sufficient: the graduate is sufficiently focused on the complex theme of plurilinguism and multilingualism, has a basic overview of selected studies and their didactic implications, he/she is sufficiently familiar with some of the selected Council of Europe documents analyzed during the seminar. He/she participates less actively in discussions, his/her arguments and responses to clarifying questions reflect less interconnectedness with the literature studied, rather based on his/her own experience and general knowledge, which are not always revised on the basis of the knowledge gained during the seminar and self-study. Model learning is prepared on the basis of the knowledge and skills acquired during the seminar, but demonstrates various shortcomings (e.g. less creativity and own ideas, increased tendency to take over finished teaching material without adaptation for the target audience, less internal consistency).

Learning outcomes:

Objectives of education: to provide an introduction to the theme of multilingualism in relation to language teaching, to get familiar with basic knowledge of multilingualism (e.g. theoretical definitions such as the first language, the second language and the third language, the concept of a dominant linguistic constellation, psycholinguistic studies on the acquisition of third languages, the concept of pluralistic competence), to raise graduates' awareness of the importance of multilingualism, which is at the heart of European language policy, to give an overview of multilingual approaches in language teaching.
Educational outcomes: Graduates of the subject acquire knowledge of the theoretical conceptualisation of multilingualism, the impact and implications of multilingualism on language teaching, the importance of multilingualism in European language policy; develop a skill to orientate itself in the diversity of teaching methods and multilingual approaches to language teaching and learning, and a skill to apply these methods and approaches in practice, also on the basis of the practical experience gained in this seminar. The theoretical and didactic competencies acquired will allow graduates to adapt language teaching to the diverse needs of multilingual learners.

Class syllabus:
Block 1: linguistic diversity and language learning (theoretical definitions of basic terms such as first language, second language, third languages, dominant linguistic constellation, multilingualism, plurilinguism, concept of plurilingual competence).
Block 2: multilingualism as a central element of European language policy (Council of Europe Recommendations on a comprehensive approach to language teaching and learning, plurilingual and pluricultural competence in the CEFR, FREPA framework).
Block 3: psycholinguistic studies on multilingualism (M-factor concept, importance of metallisive and cross-linguistic awareness, positive impact of multilingualism on cognitive processes).
Block 4: multilingualism and education: multilingual approaches to language teaching and learning (e.g. language awakening, integrated language approach, understanding between related languages, an approach developing pluricultural competence, translanguaging as a pedagogical approach, attractions and inspirational examples in research and practice).

Recommended literature:
Current resources from the EC and domestic institutions from research in education.
Council of Europe. 2020. Common European Framework of reference for languages: learning, teaching, assessment. Companion volume with new descriptors. Strasbourg, France: Council of Europe. 235 pp.
DUCHOŇOVÁ, Z. 2014. Viacjazyčnosť vo vyučovaní na základných školách. Bratislava: Mpc: metodicko-pedagogické centrum. 72 s. ISBN: 978-80-565-0009-5.
EURÓPSKA KOMISIA: Zjednotení v rozmanitosti. Brusel, 2015 (pdf document)
GRIMA A. C., CANDELIER M., CASTELLOTTI V., LŐRINCZ I., MEIßNER F.-J., MOLINIÉ M., NOGUEROL A., PIETRO J.-F. DE, SCHRÖDER-SURA A. 2012. FREPA: A Framework of reference for pluralistic approaches to languages and cultures - Competences and resources, Council of Europe Publishing, Strasbourg. ISBN: 978-92-871-7173-3.
SCHWARZER, D., ACOSTA, Ch. 2014. Two Activities for Multilingual Students Learning in Monolingual Classrooms, Journal of Multilingual Education, 5, 93-110. URL: http://fordham.bepress.com/jmer/vol5/iss1/6
VETTER, E., JESSNER, U. (eds) International Research on Multilingualism: Breaking with the Monolingual Perspective. Multilingual Education, vol 35. Springer, Cham. 254 s. ISBN:978-3-030-21382-4 https://doi.org/10.1007/978-3-030-21380-0_13

Languages necessary to complete the course:
Slovak language, English language (passive)

Notes:

Past grade distribution
Total number of evaluated students: 15

A	ABS	B	C	D	E	FX
86,67	0,0	6,67	0,0	0,0	0,0	6,67

Lecturers: Mgr. Zuzana Tóth, Dr.phil

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde013/22	Methodology of academic writing in psychology

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching, and organizational form:
2 hours of seminar per week; a total of 22 hours per semester, combined form (primarily on-site).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 8 hours of seminar work editing and revising professional texts; 20 hours of final seminar work. Total 50 hours of work.
Teaching methods:
lecture with multimedia support, group discussions on edited texts, demonstration of analysis of the stylistics of a scientific text, demonstration of the creation and improvement of the content goal of a scientific text and subsequent simulation of the process, systematic reflective editing of processed texts

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde006/22 - Methodology of psychological research

Recommended prerequisites:
B-PSYde006 Methodology of psychological research

Course requirements:
100% of the interim evaluation
Seminar work - elaboration of a professional text according to the assignment 50% of the mark. The remaining assessment consists of in-class sub-assignments using reflective writing techniques - students assess each other's completed texts and then incorporate changes for improvement identified by the team. Students receive 10 points for each improvement and editing of the text in class before handing in the final text. A minimum score of 60% is required to pass the course.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required.
Grade A: the student is able to analyse and produce texts with a psychological orientation in an excellent manner. The texts produced, make use of, and synthesise modern sources from psychology

and relevant disciplines and answer predetermined professional questions in an interesting way. The student is also able to edit mistakes in other professional texts to a high standard and suggest modifications to improve the quality of the texts stylistically and in terms of content.
Grade B: the student is able to analyse and produce texts with a psychological orientation reasonably well. The texts produced, use and synthesise relevant sources in the field of psychology and answer predetermined questions. The student is able to systematically edit out errors in foreign professional texts and suggest modifications to improve the quality of the texts stylistically and in terms of content.
A grade of C is awarded if the student is moderately able to analyse and produce texts with psychological orientation. The texts produced, make use of relevant sources in the field of psychology, and answer predetermined questions. The student is able to edit mistakes in foreign professional texts and suggest modifications to improve the quality of the texts stylistically.
A grade of D is awarded if the student is able to analyse and produce texts with a psychological orientation to a satisfactory degree. The texts produced, make use of local psychological sources of older date and quality. Stylistic and grammatical errors appear more frequently in the text.
A grade of E is awarded if the student is at least minimally able to produce texts with psychological orientation. However, the student misses basic content and stylistic errors when editing texts. Errors often occur in authored texts, and the student also uses sources that are not relevant and without a broader synthesis of multiple authors.
A grade of Fx indicates that the student needs additional study to gain the necessary knowledge.
Scale of assessment (preliminary/final): 100% of the interim evaluation

Learning outcomes:
The aim is for the student to master the procedures of producing a professional text with emphasis on standards in psychology, such as IMRaD, APA7 Publication manual, etc., and to be able to qualitatively distinguish between the level of academic and research text. Upon successful completion of the course, the student is not only able to critically evaluate the quality of available psychological scholarly resources but is also able to author his/her own psychology-oriented text (to the extent indicated in the assessment above). In the process of learning, the student will learn to critically edit texts as well as to evaluate the quality of scholarly sources. The course also aims (transferable competencies) to develop students' information literacy, and professional, methodological, and expressive skills. Emphasis is placed on working with modern information technologies in order to search the literature and then synthesize it into original texts. Regarding the development of critical thinking, students are developed in synthesizing and comparing scientific knowledge from multiple authors.

Class syllabus:
1. Origin and formulation of scientific problems, peer-review, APA JARS.
2. Argumentation and evidence in a scholarly text. APA7 model term paper template. Proper wording and stylistics of paragraphs.
3. Citation. A literature search in databases and free repositories. Synthesizing literature. Features of a professional text.
4. The most common mistakes in academic writing. Ethics in writing and plagiarism. Ethics of writing a professional text.
5. Reflective writing method in improving professional text in psychology.

Recommended literature:
Compulsory reading:
Petrík, J., & Kernová, L. (2020). Metóda reflektívneho písania vo výučbe akademického písania u študentov psychológie: obsahová analýza osvojených zručností. Psychológia a patopsychológia: študentská vedecká konferencia. Univerzita Komenského.

Staroňová, K. (2011). Vedecké písanie. Osveta.
Recommended readings:
Katuščák, D. (2007). Ako písať záverečné a kvalifikačné práce. Enigma.
Meško, D., Katuščák, D., & Findra, J. a kol. (2006). Akademická príručka. Osveta.
Vydra, A. (2010). Akademické písanie: Ako vzniká filozofický text. Trnavská univerzita.

Languages necessary to complete the course:
Slovak and English language

Notes:

Past grade distribution
Total number of evaluated students: 143

A	ABS	B	C	D	E	FX
41,96	0,0	23,78	18,88	9,09	5,59	0,7

Lecturers: doc. PhDr. Blandína Šramová, PhD.

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.KPsPp/B-PSYde006/22	Methodology of psychological research

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching, and organizational form:
1-hour lecture + 1-hour seminar per week; a total of 22 hours per semester in a combined form (primarily on-site).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 25 hours of preparation for the mid-term test; 15 hours of preparation for the seminar paper, and 35 hours of preparation for the final test and oral examination. 97 hours of work in total.
Teaching methods:
Lecture and lecture with multimedia support, dialogical and discussion methods, demonstration of analysis of a scientific text, and critical analysis of the methodological aspect of a scientific study.

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde001/22 - General psychology

Recommended prerequisites:
B-PSYde001 General Psychology

Course requirements:
50% of the interim assessment + 50% of the final assessment.
The interim assessment includes a midterm test (30% of the assessment) and group work (critical analysis and presentation of the methodological framework of the assigned psychological research, 20% of the assessment). The final assessment includes a final test (30% of the mark) and an oral examination (20% of the mark). The oral examination is conducted in smaller groups and takes the form of an analysis of the methodological framework of the selected research study or questions focusing on methodology and research in the field of psychology. To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale of:
A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required.

Grade A: the student has an excellent understanding and reflection of the basic methodological frameworks used in the design of psychological research. The student has a very good understanding of the content and structure of these frameworks and can clearly identify their different parts in selected psychological studies.
Grade B: the student adequately understands and reflects on the basic methodological frameworks used in the design of psychological research. The student has a good understanding of the content and structure of these frameworks and can identify the vast majority of the individual parts in selected psychological studies.
A grade of C is awarded if the student predominantly understands and reflects on the basic methodological frameworks used in the design of psychological research. The student is familiar with the content and structure of these frameworks and can identify the most crucial individual parts in selected psychological studies.
Grade D is earned if the student has an average understanding and reflection of the basic methodological frameworks used in the design of psychological research. The student is familiar with the content and structure of these frameworks and can identify only some of the individual parts in selected psychological studies.
Grade E: the student has only a limited understanding and reflection of the basic methodological frameworks used in the design of psychological research. The student is familiar with the content and structure of these frameworks but finds it difficult to identify their individual parts in selected psychological studies without help.
A grade of Fx indicates that the student needs additional study to gain the necessary knowledge.
Scale of assessment (preliminary/final): 50% of the interim assessment + 50% of the final assessment

Learning outcomes:
The student will gain an overview of the knowledge of the methodology of psychology, learn the standard framework of scientific text processing in psychology (IMRaD), and adopts the ability to critically analyse the methodology of psychological studies when working independently with scientific texts. Additional knowledge includes: how knowledge is constructed in the social sciences; theoretical information about the design of psychological research projects; and the functions and types of research. The student should also learn to understand the social embeddedness of science and the ethical issues of research; critically evaluate the methodological framework of research studies; navigate information in scientific studies and the scientific literature correctly. The student is able to identify relevant literature that may be enriching to his/her teaching practice and is able to critically evaluate it based on the qualitative level of its methodological framework.

Class syllabus:
1. The emergence of research problems. Objectives of scientific investigation. The language of science. Paradigm, theory, research, methodology, method. History of psychological research. Research as a scientific method of knowledge.
2. IMRaD. Research preparation. Research project: theoretical, methodological, and implementation part.
3. Ethics in research.
4. The relationship between theory and empirics in research. Psychological research: specifics and definition. Basic types of research. 20th century - crisis in research, current challenges in the 21st century.
5. Research structure and strategies. Quantitative and qualitative approaches.
6. Basic data collection techniques: observation, experiment, interview, focus groups, questionnaire, psychological test, case study, document study/analysis, semantic differential.

7. Outcomes in psychological research: evaluation and interpretation of quantitative and qualitative data. Secondary data analysis and meta-analysis.
8. Discussion in research, peer-review, publication of results, and new trends in research methodology.

Recommended literature:
Compulsory readings:
APA (2021). Journal Article Reporting Standards Manuals Qualitative/Quantitave (JARS), https://apastyle.apa.org/jars/glossary.
Ritomský, A. (2016). Metodológia projektovania psychologického výskumu. Vydavatelství a nakladatelství Aleš Čeněk.
Recommended readings:
Breakwell, G. M., Smith, J. A., & Wright, D. B. (eds.) (2009). Research methods in psychology. Sage Publications Ltd.
Disman, M. (2011). Jak se vyrábí sociologická znalost. Karolinum.
Ferjenčík, J. (2010). Úvod do metodológie psychologického výzkumu. Portál.
Reichel, J. (2009). Kapitoly metodologie sociálních výzkumů. Grada.

Languages necessary to complete the course:
Slovak, Czech, and English language

Notes:

Past grade distribution
Total number of evaluated students: 179

A	ABS	B	C	D	E	FX
43,58	0,0	20,67	17,88	8,94	5,59	3,35

Lecturers: doc. PhDr. Blandína Šramová, PhD.

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.KPg/B-VUZde033/22	Multicultural education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects:
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:
Learning objectives and outcomes and transferable competences:
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: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde033/22	Multicultural education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects:
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:
Learning objectives and outcomes and transferable competences:
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: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde028/22	**Course title:** Pedagogy of individuals with special educational needs
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
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 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:
Learning objectives and outcomes and transferable competences:
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, contextual reasoning, 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, 2015.
RENOTIÉROVÁ, 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: 135

A	ABS	B	C	D	E	FX
17,04	0,0	37,78	26,67	10,37	2,96	5,19

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde028/22	**Course title:** Pedagogy of individuals with special educational needs
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
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 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:
Learning objectives and outcomes and transferable competences:
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, contextual reasoning, 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, 2015.
RENOTIÉROVÁ, 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: 135

A	ABS	B	C	D	E	FX
17,04	0,0	37,78	26,67	10,37	2,96	5,19

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

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.KPsPp/B-PSYde008/22	Personality psychology

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: 2 / 2 **per level/semester:** 26 / 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
2 hours lecture + 2 hours seminar/week; 44 hours total per semester, combined method (mostly by attendance).
Student workload:
11 x 4 hours of direct teaching = 44 hours of teaching, 16 hours of seminar paper preparation, 30 hours of exam preparation, total 90 hours of work.
Teaching methods:
lecturing, instruction, discussion on a selected topic, case studies, brainstorming, work with professional text and information sources.

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde005/22 - Developmental psychology

Recommended prerequisites:
PSYde005 Developmental psychology

Course requirements:
50% of the interim assessment and 50% of the final assessment
Interim assessment is 50% of the grade, the student will prepare a seminar paper. The final assessment consists of a written knowledge test (30%) and an oral examination (20%). To pass the course, a minimum of 60% marks is required.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
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 minimum criteria),
Fx (59-0%, inadequate - additional work required)
For grade A, the student produces excellent results continuously throughout the semester, is capable of independent study and critical comparison of professional texts in personality psychology, is proficient in the fundamentals of personality psychology as a scientific discipline, including their meaningful integration with the knowledge of other disciplines, is able to practically apply theoretical knowledge on the basis of his/her knowledge to the elaboration of the assigned tasks.

For a grade of B, the student achieves above-average results during the semester, is capable of independent study and adequate critical comparison of professional texts in personality psychology, is proficient in the fundamentals of personality psychology as a scientific discipline, including their reasonable integration with the knowledge of other disciplines, is able to apply theoretical knowledge practically on the basis of his/her knowledge to the elaboration of the assigned tasks.
For a grade of C, the student performs standardly well during the semester, is average in independent study and critical comparison of professional texts in the psychology of personality, achieves an average level of theoretical knowledge of the subject matter and the ability to practically apply theoretical knowledge to the development of the assigned tasks.
For grade D, the student is capable of a weaker level of independent study and critical comparison of professional texts in the psychology of personality, he/she has moderate deficiencies in the theoretical knowledge of the subject matter, the ability to practically apply theoretical knowledge to the elaboration of the assigned tasks is a problem for the student.
For grade E the student fails in some of the assigned tasks, lacks the ability to study independently and critically compare professional texts in the psychology of personality, has deficiencies in theoretical knowledge, fails in the practical application of theoretical knowledge to the development of the assigned tasks.
A grade of Fx means that the student needs additional study to acquire the necessary knowledge.
Scale of assessment (preliminary/final): 50% of the interim assessment and 50% of the final assessment

Learning outcomes:
The aim is to know the psychological theoretical foundations of personality formation and to get a basic overview of the directions and approaches in personality psychology.
After completing the course, students must correctly
know:
• the basic components of personality
• the theoretical foundations of personality psychology
• the basic theories of personality
• methods of personality research
understand:
• the basic principles of personality formation
• the structure of personality
• the basic peculiarities of personality development in norm and pathology.
be able to:
• use the psychological principles of personality formation to develop the cognitive, affective qualities and abilities of pupils and students
• integrate different psychological approaches into a holistic understanding of personality
• develop the different components of the educational process in the context of the personalities of pupils in the classroom
• to use an empathetic approach and to promote pupils' and students' self-actualising tendencies
• critically analyse and compare information in the literature.

Class syllabus:
1. Basic definition and concepts of personality psychology - structure and dynamics of personality.
2. Concepts of the psychoanalytic approach - the structure of personality according to S. Freud, defence mechanisms of A. Freud and their relation to psychological difficulties in the educational environment (burnout syndrome, depression, etc.).

3. Individual and analytical psychology - the desire for power according to A. Adler, the need for power in pupils in the educational environment; C. G. Jung's archetypes, the acceptance of archetypal tendencies and their relation to the educational process.
4. Humanistic psychoanalysis of E. Fromm and K. Horney.
5. Behaviorism and neobehaviorism - the concept of behaviourism of E. L. Thorndike, J. B. Watson, operant conditioning B. F. Skinner and its significance in teacher-student interaction, social learning of A. Bandura - the teacher as a role model, M. E. P. Seligman's theory of learned helplessness, N. E. Miller and J. Dollard's synthesis of behaviourism and psychoanalysis.
6. Humanistic psychology - concepts of A. H. Maslow, V. E. Frankl, C. Rogers, self-actualization, and the promotion of the self-actualizing instinct as the goal of the educational process.
7. Trait approaches of R. Cattell, H. J. Eysenck, G. W. Allport.
8. Cognitive approach to understanding personality according to G. A. Kelly, K. Lewin.
9. Psychological methods of cognition of personality.
10. Psychological approaches and their significance in pedagogy.

Recommended literature:

Compulsory readings:

Drapela, V. J. (1997). Přehled teorií osobnosti. Portál.

Recommended readings:

Fábik, D., & Fábiková, J. (2021). Humanistická psychoanalýza Ericha Fromma: základné princípy v komparácii s klasickou psychoanalýzou. Psychiatria-Psychoterapia-Psychosomatika. 28(1), 30-37.
Fábik, D. (2021). Obranné mechanizmy v sne. Psychoterapie. 15(2), 122-133.
Hall, C.S., & Lindzey, G. (1997). Psychológia osobnosti. SPN.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 147

A	ABS	B	C	D	E	FX
41,5	0,0	26,53	16,33	8,16	6,12	1,36

Lecturers:

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.KPsPp/B-PSYde019/22	Philosophical conceptions of man

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching, and organizational form:
2 hours seminar/week; 22 hours total for the semester, combined form (primarily attendance)
Student workload:
22 hours – direct teaching, 16 hours – preparation for interim test, 12 hours elaboration of interim tasks, 10 hours self-study. Total: 60 hours.
Teaching methods:
problem-based interpretation, application of methodological scepticism in relation to established anthropological concepts (the aim is to provoke students to criticize them and object to their underlying assumptions), documented cases of misuse of knowledge coming from the arsenal of anthropology will be discussed and students will be invited to suggest measures that could prevent such failures.

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
100% continuous assessment
Interim assessment includes the completion of assigned intermediate tasks (40% of the assessment) and an intermediate didactic test (60% of the assessment). The score or percentage of the interim assignments reflects the degree of compliance of the student's interim assignment with the criteria published in the assignment for each assignment. The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the amount of knowledge they have acquired. Both the test and the intermediate tasks are designed to verify the specified . A minimum score of 60% is required to pass the course.
The grade is awarded on a scale:
A (100-94%, excellent – outstanding),
B (93-86%, very good – above-average standard),
C (85-76%, good – normal reliable work),
D (75-68%, satisfactory – acceptable results),
E (67-60%, sufficient – results meet minimum criteria),
Fx (59-0%, insufficient – additional work required.

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 percentages, together with the scores (percentages) of the intermediate tasks, corresponds to an A grade.
In the knowledge test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a B grade.
In the knowledge test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a C grade.
In the knowledge test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a D grade.
In the knowledge test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a E grade.
Fx – The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100% continuous assessment

Learning outcomes:
The aim of the course will be to extend the knowledge of human beings acquired in other courses to include the socio-cultural and spiritual dimensions as they are reflected especially in the environment of philosophy.
Within its framework, one also acquires the ability to approach man as a kind of holistic and multidimensional being. The students can distinguish between philosophical and scientific approaches to the conceptualization of anthropological issues and know their strengths and weaknesses. The students become familiar with the motives and arguments of philosophical criticism of scientific concepts of man, learn methodological approaches of philosophical provenance that have proven productive in the relevant human sciences. Its main purpose is to equip students cognitively and argumentatively so that they can defend the interests of man, his dignity and humanity against possible dehumanizing influences. The student will also be guided to infer the human-legal implications arising from certain anthropological concepts and research on human beings. The aim of continuously assigned tasks is for the student to be able to search for relevant information sources, to take qualified opinions on them, to work creatively with them and to take evaluative attitudes towards them.

Class syllabus:
1. Differences in the thematizations of anthropological issues in myth, religion, ideology, philosophy, and science.
2. A typology of philosophical views on man according to relevant philosophical disciplines, philosophical trends, authors and traditions,
3. Programme theses, categorical and methodological apparatus of selected philosophical conceptions of man.
4. Mutual inspirations and intersections between philosophical and special-scientific conceptions of man. Philosophy as an advocate of the idea of the wholeness of man, his dignity and humanity.
5. Humanism, Transhumanism and Posthumanism.

Recommended literature:
Compulsory readings:
Malík, B. (2014) Filozofická antropológia. Možnosti a limity filozofických tematizácií človeka. Iris.

Malík, B. (2008) Úvod do antropológie. Základné antropofémy v dejinách antropologického myslenia. Iris.
Recommended readings:
Bosáková, K. (2019.) Základy filozofickej antropológie I. Vydavateľstvo ŠafárikPress. (e-publikácia) Dostupné na: https://unibook.upjs.sk/img/cms/2019/FF/filozoficka-antropologia-final.pdf
Novosád, F. (2020). Elementy filozofickej antropológie. Iris.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 24

A	ABS	B	C	D	E	FX
37,5	0,0	12,5	16,67	25,0	0,0	8,33

Lecturers: doc. PhDr. Branislav Malík, CSc.

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.KPsPp/B-PSYde017/22	Philosophy of education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
2 hours seminar/week, total 22 hours per semester, combined form (primarily full-time)
Student workload:
11x2 hours of teaching = 22 hours; 10 hours of preparation for the seminar – studying the required literature, 28 hours of work on the project and its presentation. Total 60 hours of work.
Teaching methods:
Seminar: lecture combined with discussion of the topic; examples are given of how educational practice has been a topic of reflection for philosophers and a subject of philosophical inquiry since antiquity. Critical reflection and awareness of the possibilities of applying this knowledge in the present day is essential. Also, a reflection on the importance of values guidance in the school environment through the figure of the teacher and the different subjects of instruction.
Emphasis on discussion, e-learning, critical reflection on relevant materials. (monographs, journals, databases of scientific knowledge, videos, etc.), collaboration. Presentation of the project output by a group of students (work on the project in a group of 2-3 students) in a study group, defending the project.

Number of credits: 2

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
100% of the interim grade, which includes 30% classroom activity and 70% project and its defence.
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),
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 an A grade, the student correctly and actively reflects critically and creatively on both knowledge and frameworks for further development of the discipline, including their meaningful integration into pedagogical practice.

For a grade of B, the student reflects appropriately critically on both the knowledge and frameworks for further development of the discipline, including their meaningful integration into pedagogical practice.
For a grade of C, the students performed well during the semester, his theoretical knowledge of the philosophy of education is at a good level, but he lacks the ability to apply this knowledge, to critically evaluate its relevance for today‘s times.
A grade of D will be given to a student who has been underprepared during the semester, has slight deficiencies in theoretical knowledge regarding the intersections between philosophy and education, the student cannot critically analyze information.
For a grade of E, the student meets the minimum criteria, reflects critically on knowledge and current developments in the discipline only to a limited extent, knows the interdisciplinary connections between philosophy and education, and is at least minimally able to apply the knowledge.
The Fx assessment requires extra work and study.
Scale of assessment (preliminary/final): 100% of the interim grade, which includes 30% classroom activity and 70% project and its defence. For successful completion of the course, it is necessary to obtain at least 60% of the points.

Learning outcomes:
The aim of the course is to make graduates properly aware of the possibilities of using the thought bases, conceptual apparatus and scientific methodology coming from philosophy in educational theory and practice. The thematic focus of the course leads students to think critically and to look for intersections between philosophy and education, to realize how the thought bases, conceptual apparatus and scientific methodologies derived from philosophy have been and can be applied in educational theory and practice. Students will be able to critically consider the contribution of particular concepts and their applicability today. They will gain an understanding of how educational practice (from antiquity to the present) has been a topic of reflection for philosophers and a subject of inquiry for philosophy. They are further encouraged to reflect on educational issues such as the highly topical subject of values and education.
This knowledge can be used in further study, as well as in planning the thesis research methodology, and then in practice. 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 skills; social area: cooperation, communication).
The course contributes to the gradual development of subject and subject competence as well as to the development of important professional competences of future teachers.

Class syllabus:
1. How does philosophy enter into thinking about education? Finding the intersections between philosophy and education.
2. A primer for pedagogical concepts – from antiquity to the present.
3. Specific forms of influence of philosophical concepts on pedagogy – 20th century:
1. A hermeneutic approach to pedagogy (W. Dilthey, H.-G. Gadamer).
2. Phenomenological approach to pedagogy (J. Patočka, R. Palouš). Existentialist-influenced concepts (R. C. Rogers, V. E. Frankl).
3. Personalism (M. Scheler, M. Buber, E. Levinas, S. Freud, R. C. Rogers). Positivism, scientism in pedagogy (W. Brezinka).
4. Pragmatism in pedagogy (J. Dewey). Marxism and neo-Marxism (J. Habermas, P. Freire, H. Giroux).
4. Contemporary educational theories, their structural elements and theoretical underpinnings.
5. Philosophy of Education through reflection on the problems of education – Values and Education.

The themes focus on the intersection between philosophy and education, on the use of knowledge, thought bases, conceptual apparatus and scientific methodology coming from the field of philosophy in educational theory and practice.
The course develops several competences in line with the profile of the graduate of the psychology teaching field in combination.

Recommended literature:

Required reading:

Prokop, J. (2005). Škola a společnost v kritických teoriích druhé poloviny 20. století. Karolinum.
Zelina, M. (2010). Teórie výchovy alebo hľadanie dobra. SPN.

Recommended reading:

Gray, P. (2016). Svoboda učení. PeopleComm.
Kaščák, O., & Pupala, B. (2009). Výchova a vzdelávanie v základných diskurzoch. Rokus.
Liessmann, K. P. (2012). Teorie nevzdělanosti. Academia.
Neill, A. S. (2015). Summerhill. Příběh první demokratické školy na světě. PeopleComm.

Languages necessary to complete the course:
Slovak and Czech

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
18,52	0,0	22,22	37,04	14,81	7,41	0,0

Lecturers: PhDr. Slávka Drozdová, PhD.

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.KRoJL/B-ESPde032/22	Practical Exercises in Didactics of Foreign Languages

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 14 hours of elaboration of ongoing tasks; 14 hours of individual work on the solution of assignment and individual study of professional literature. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, discussion, individual and group work, brainstorming, brainwriting.

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
The student will be evaluated continuously on the basis of the work in the classroom, the preparation of assignments requiring individual work during the semester and the test during the semester. The interim evaluation is 100%: active participation in classroom activities 30%; solution of ongoing tasks (aimed at the practical application of didactics knowledge in teaching) 70%.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to apply knowledge of didactics of foreign languages in specialization in Spanish in the training of design, implementation and evaluation of the teaching process.
Educational outcomes:
After successful completion of the course, the student gained experience in teaching Spanish as a foreign language on a practical level and
• is able to be creative and create various complementary learning materials in the Spanish language: texts, exercises from grammar and vocabulary, games, etc.,

• can also use and integrate other didactic materials such as songs, films or paintings in teaching in order to improve the pupil's language competence,
• demonstrates the ability to flexibly shape lessons, to carry out Spanish language teaching dynamically and to select exercises according to the language level of pupils,
• can define the objectives of teaching and formulate them in the form of teaching requirements,
• demonstrates the ability to correct pupils' mistakes in a positive and motivating way and to assess their progress according to measurable and objective criteria.

Class syllabus:
• Creation of didactic materials for teaching Spanish.
• Teaching specific language activities: oral and written speech, listening and reading with comprehension.
• Lesson planning. Methods for identifying educational needs and setting targets.
• Evaluation and correction of errors. Methods of interpretation of the teaching process on the basis of testing and observations, methods of evaluation and methodology of classification.

Recommended literature:
ALONSO, E. 2012. Soy profesor/a. Aprender a enseñar 1-2, Madrid: Edelsa, 2012. ISBN 978-84-771-1990-6.
GELABERT, M. J. et al. 2002. Producción de materiales para la enseñaza de español, Madrid: Arco Libros, 2002. ISBN 84-7635-488-6.
GÓMEZ-PABLOS, B. 2014. Didáctica de ELE. Fundamentos de didáctica, Nümbrecht: Kirsch-Verlag, 2014. ISBN 978-3-943906-15-8.
RADA EURÓPY EURÓPSKEJ ÚNIE. 2017. Spoločný európsky referenčný rámec pre jazyky. Bratislava: Štátny pedagogický ústav. Available at: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf

Languages necessary to complete the course:
Slovak and Spanish

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. Zuzana Tóth, Dr.phil, doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

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.KRoJL/B-ESPde032/22	Practical Exercises in Didactics of Foreign Languages

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 14 hours of elaboration of ongoing tasks; 14 hours of individual work on the solution of assignment and individual study of professional literature. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, discussion, individual and group work, brainstorming, brainwriting.

Number of credits: 2

Recommended semester: 6.

Educational level: I.

Prerequisites:

Course requirements:
The student will be evaluated continuously on the basis of the work in the classroom, the preparation of assignments requiring individual work during the semester and the test during the semester. The interim evaluation is 100%: active participation in classroom activities 30%; solution of ongoing tasks (aimed at the practical application of didactics knowledge in teaching) 70%.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to apply knowledge of didactics of foreign languages in specialization in Spanish in the training of design, implementation and evaluation of the teaching process.
Educational outcomes:
After successful completion of the course, the student gained experience in teaching Spanish as a foreign language on a practical level and
• is able to be creative and create various complementary learning materials in the Spanish language: texts, exercises from grammar and vocabulary, games, etc.,

• can also use and integrate other didactic materials such as songs, films or paintings in teaching in order to improve the pupil's language competence,
• demonstrates the ability to flexibly shape lessons, to carry out Spanish language teaching dynamically and to select exercises according to the language level of pupils,
• can define the objectives of teaching and formulate them in the form of teaching requirements,
• demonstrates the ability to correct pupils' mistakes in a positive and motivating way and to assess their progress according to measurable and objective criteria.

Class syllabus:
• Creation of didactic materials for teaching Spanish.
• Teaching specific language activities: oral and written speech, listening and reading with comprehension.
• Lesson planning. Methods for identifying educational needs and setting targets.
• Evaluation and correction of errors. Methods of interpretation of the teaching process on the basis of testing and observations, methods of evaluation and methodology of classification.

Recommended literature:
ALONSO, E. 2012. Soy profesor/a. Aprender a enseñar 1-2, Madrid: Edelsa, 2012. ISBN 978-84-771-1990-6.
GELABERT, M. J. et al. 2002. Producción de materiales para la enseñaza de español, Madrid: Arco Libros, 2002. ISBN 84-7635-488-6.
GÓMEZ-PABLOS, B. 2014. Didáctica de ELE. Fundamentos de didáctica, Nümbrecht: Kirsch-Verlag, 2014. ISBN 978-3-943906-15-8.
RADA EURÓPY EURÓPSKEJ ÚNIE. 2017. Spoločný európsky referenčný rámec pre jazyky. Bratislava: Štátny pedagogický ústav. Available at: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf

Languages necessary to complete the course:
Slovak and Spanish

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. Zuzana Tóth, Dr.phil, doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

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.KRoJL/B-ESPde038/16	Practical Spanish Language 1.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week of exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 11 hours continuous preparation for lessons; 15 hours preparation of ongoing tasks, 2 hours preparation (repetition) for the test. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, written tasks, work in small groups, controlled self-study.

Number of credits: 2

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
The student will be evaluated on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: completion of classroom activities
40 points: elaboration of ongoing homework
30 points: written verification of acquired knowledge and level of language proficiency (short test)
At least 60% of the scoring must be obtained in order to complete the subject successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to enable the acquisition of language competence at B2.1 level according to the CEFR to those students who are interested in improving their competence and need to work in a targeted way to adopt grammar and vocabulary to reach this level and to improve receptive, productive and interactive skills in Spanish beyond compulsory and compulsory optional subjects.
After successful completion of the course, the student

• can understand the main ideas of sound recording in literary speech from ordinary or academic life or conversation between native speakers,
• can understand relatively quickly the global meaning of text in the literary language, can synthesize information and arguments from various sources,
• understands also more complex instructions and instructions,
• is able to express himself on various topics close to his/her field or areas of interest, aptly describe events, experiences, stories, etc.,
• is able to elaborate the idea, both verbally and in writing, and supplement it with examples or arguments, in the discussion to briefly explain his opinion on the current problem, indicating the advantages and disadvantages of different approaches.

Class syllabus:
• Practice exercises to improve language competence: grammatical and lexical phenomena according to students' needs, e.g. use and omission of members, past times, structures with an indefinite/transition/subdivision, etc.
• Activities supporting the development of strategies in the performance of individual language activities and autonomy of learners (self-assessment of progress, e-learning).
• Developing contextual grammar with links to topics such as:
- University world and study, student mobility, student life.
- Traditions and festivities in Spanish-speaking countries; controversial customs and traditions.
- Music and dance, musical instruments, famous artists from the Hispanophone world.
- Natural conditions, climate change and their impact on the countryside.
- Other topical issues in a given period (taking into account the composition of the group and the interests of students).

Recommended literature:
COTO BAUTISTA, V. – TURZA FERRÉ. A. 2011. Tema and Tema. B2. Libro del alumno. Madrid: Edelsa, 2011. 152 p. ISBN: 8477117225.
Authentic and adapted documents (written texts, audio recordings, videos)

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 66

A	ABS	B	C	D	E	FX
63,64	0,0	21,21	12,12	3,03	0,0	0,0

Lecturers: PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

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.KRoJL/B-ESPde039/16	Practical Spanish Language 2.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week of exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 11 hours of continuous preparation for lessons; 15 hours preparation of ongoing tasks, 2 hours preparation (repetition) for the test. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, written tasks, work in small groups, controlled self-study.

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: completion of classroom activities
40 points: elaboration of ongoing homework
30 points: written verification of acquired knowledge and level of language proficiency (short test)
At least 60% of the scoring must be obtained in order to complete the subject successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to enable the acquisition of language competence at B2.2 level according to the CEFR to those students who are interested in improving their competence and need to work in a targeted way to acquire grammar and vocabulary to reach this level and to improve receptive, productive and interactive skills in Spanish beyond compulsory and compulsory optional subjects.
After successful completion of the course, the student

• can understand the audio recording in the literary language on topics from the mainstream or academic sphere; adequately monitor the conversation between native speakers,
• is able to quickly understand the global meaning of the text in the literary language and to identify important details, synthesize and evaluate information and arguments from various sources,
• can create a developed description on various topics close to his/her field or area of interest, present the selected topic aptly with emphasis on the main ideas,
• is able to develop reasoning and support his views with examples,
• be able to give clearly a pre-prepared short speech and spontaneously answer the supplementary questions referred,
• has the ability to use description and paraphrase to cover gaps in vocabulary and grammar.

Class syllabus:

Type of activities:
• Practice exercises to improve language competence: grammatical and lexical phenomena according to students' needs, e.g. use of subjunctive/indicative in complex sentences, past subjunctive in Spanish, relative pronouns, prepositions and verbs (prepositions to use with binding) etc.
• Activities supporting the development of strategies in the performance of individual language activities and autonomy of learners (self-assessment of progress, e-learning).
• Developing contextual grammar with links to topics such as:
- Travelling and getting to know new cultures, cultural differences and misunderstandings.
- Mass media, new technologies and their impact on children and youth.
- Classical and modern art, boundaries of art, taste and kitsch.
- Personalities of world importance coming from Spanish-speaking countries and their contribution.
- Other topical topics in a given period (taking into account the composition of the group and the interests of students).

Recommended literature:

Authentic and adapted documents (written texts, audio texts, videos)
COTO BAUTISTA, V. – TURZA FERRÉ. A. 2011. Tema and Tema. B2. Libro del alumno. Madrid: Edelsa. 152 p. ISBN: 8477117225.

Languages necessary to complete the course:

Slovak and Spanish

Notes:

Past grade distribution

Total number of evaluated students: 14

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

Lecturers: PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

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.KRoJL/B-ESPde040/16	Practical Spanish Language 3.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 2 hours per week of exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 11 hours of continuous preparation for lessons; 15 hours preparation of ongoing tasks, 2 hours preparation (repetition) for the test. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, written tasks, work in small groups, controlled self-study.

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: completion of classroom activities
40 points: elaboration of ongoing homework
30 points: written verification of acquired knowledge and level of language proficiency (short test)
At least 60% of the scoring must be obtained in order to complete the course successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to enable the consolidation of language competence at B2 level according to the CEFR to those students who are interested in improving their competence and need to work in a targeted way to practice grammar and vocabulary and to improve receptive, productive and interactive skills in Spanish beyond mandatory and compulsory optional subjects.
After successful completion of the course, the student

• can understand standard speech audio recordings on topics from different areas; sufficient understand the conversation between native speakers,
• can also understand more complex texts from its specialization and identify important details,
• can present in detail various topics close to his field or area of interest, write a detailed description of actual or fictional events,
• is able to develop arguments, both verbally and in writing, and to support his views with examples and arguments,
• can give a logically constructed speech, highlight important ideas and details, spontaneously answer supplementary questions and follow up on interesting ideas,
• has the ability to compensate, by description or paraphrase, to compensate for gaps in vocabulary and grammar, able to correct its renunciations and errors.

Class syllabus:
Type of activities:
• Practice exercises to improve language competence: grammatical and lexical phenomena according to the needs of students, e.g. use of the indicative/subjunctive in dependent adverbial clauses expressing condition, reason, time, purpose, concession, consequence, comparison), direct and indirect speech, sequence of times in the indicative and conjunctive, etc.
• Activities supporting the development of strategies in the performance of individual language activities and autonomy of learners (self-assessment of progress, e-learning).
• Developing contextual grammar with links to topics such as:
- Important historical figures of the Hispanophone world from today's perspective, critical evaluation of their contribution in the context of their time and present.
- Spanish and Hispano-American cinematography, major films/series, their perception by today's viewers.
- Physical and mental health and diseases, civilization diseases, different approaches to treatment.
- Employment and current problems, job search, preparation for a job interview.
- Other topical topics in a given period (taking into account the composition of the group and the interests of students).

Recommended literature:
Authentic and adapted documents (written texts, audio recordings, videos)
COTO BAUTISTA, V. – TURZA FERRÉ. A. 2011. Tema and Tema. B2. Libro del alumno. Madrid: Edelsa. 152 p. ISBN: 8477117225.

Languages necessary to complete the course:
Slovak and Spanish

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. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

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.KPsPp/B-PSYde014/22	Psychology of creativity

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 26s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
22 hours (2 hours per week), combined form (mostly full-time)
Student workload: 22 hours of direct teaching; 12 hours preparing the implementation of methods of creativity development; 2 hours dedicated to14 hours of self-study on the subject. Total 50 hours of work.
Teaching methods: group discussion, guided discussion of the topic covered, heuristic method, actual solved problems and open questions, guided self-study, and work with the text.

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde005/22 - Developmental psychology

Recommended prerequisites:
B-PSYde005 Developmental Psychology

Course requirements:
100% of continuous assessment.
During the semester, students will carry out a seminar paper (analyze the main problems psychology of creativity by psychologists + present a lesson proposal developing students' originality and flexibility. max. 30 points), verbally evaluate the presented seminar work(max. 10 points) and pass the midterm test (max. 60 points). For successful completion a minimum of 60% of the points is required for passing the course.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
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 minimum criteria),
Fx (59-0%, inadequate - additional work required)
For a grade of A, students need to actively show interest and report continuously throughout the semester and are capable of independent study. Students are able to navigate in the literature study, understand the theoretical background, and know methods for developing creativity. Demonstrate an ability in the design of creativity development programmes in the classroom at an excellent level.

A grade of B indicates that students have performed above average throughout the semester, have been capable of independent study, have a basic understanding of the psychology of creativity, are able to navigate the literature study, and know methods for developing creativity. Demonstrate the ability to compile creativity development programmes in the classroom at a very good level.
A grade of C indicates that students performed at a standard level during the semester, their theoretical knowledge of the psychology of creativity is at an average level, but they lack the ability to apply this knowledge correctly, critically evaluate and compare the various literary sources and psychological knowledge, know methods for developing creativity at an average level.
A grade of D indicates that students were less prepared during the semester, have moderate deficiencies in theoretical knowledge related to the psychology of creativity. They have considerable difficulties in independent work, often unable to critically analyse information correctly.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyse and compare multiple pieces of knowledge quite correctly, but have at least an adequate command of most of the theoretical knowledge in the course. A grade of Fx indicates that the student needs additional study to acquire the necessary knowledge.
The aim of the Psychology of Creativity course - as an important theoretical and practical component of the structure of psychological disciplines in the field of psychology teacher education - is to familiarize students with the theoretical foundations of the psychology of creativity. After completing of the course, students will have mastered psychological creative techniques, will be familiar with some creativity training and they will learn how to develop creativity in groups and how to set up creativity programs for their study field.
Criteria and basic features of creativity. Creative activity, creative product, creative process, creative attitude. Skills and rational operations in the creative process. Systems of creative problem solving. Obstacles to the creative approach (in thinking, practical activity, etc.) and ways of overcoming them. Basic characteristics of the creative personality. Creative techniques and their application in practice. Development creativity, creative task. Training and development of individual components of creativity. Development of the creative thinking in group cooperation. Creativity development programmes in the classroom.
Scale of assessment (preliminary/final): 100% of continuous assessment.

Learning outcomes:
The aim of the Psychology of Creativity course - as an important theoretical and practical component of the structure of psychological disciplines in the field of psychology teacher education - is to familiarize students with the theoretical foundations of the psychology of creativity. After completing of the course, students will have mastered psychological creative techniques, will be familiar with some creativity training and they will learn how to develop creativity in groups and how to set up creativity programs for their study field.

Class syllabus:
Criteria and basic features of creativity. Creative activity, creative product, creative process, creative attitude. Skills and rational operations in the creative process. Systems of creative problem solving. Obstacles to the creative approach (in thinking, practical activity, etc.) and ways of overcoming them. Basic characteristics of the creative personality. Creative techniques and their application in practice. Development creativity, creative task. Training and development of individual components of creativity. Development of the creative thinking in group cooperation. Creativity development programmes in the classroom.

Recommended literature:
Compulsory/Recommended readings:

Carter, P., & Russell, K. (2003). Memory and creativity training. Examples with solutions. Computer Press.
Carter, P., & Russell, K.(2004). Memory and creativity training II. Computer Press.
Pupil, P. (2004). Creativity and its development. Computer Press.
Recommended reading:
Belz, H., & Siegrist, M. (2001). key competencies and their development. Portal.
Buzan, T. (2003). Going smart. Columbus.
Maisel, E. (2002). Training creativity. Portal.

Languages necessary to complete the course:
Slovak and Czech

Notes:

Past grade distribution
Total number of evaluated students: 122

A	ABS	B	C	D	E	FX
94,26	0,0	2,46	2,46	0,0	0,0	0,82

Lecturers: PhDr. Katarína Cabanová, PhD.

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.KPsPp/B-PSYde027/22	Psychology of individuals with hearing impairment

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
2 hours seminar/week; total 22 hours per semester, combined form (primarily full-time).
Student workload:
11 x 2 hours of direct teaching = 22 hours; preparation for seminar work and presentation
Preparation for the seminar work (8 hours); preparation for the mid-term test (25 hours), 55 hours in total.
Teaching methods:
interpretation and discussion of individual topics, guided discussion of the topic, heuristic method, discussion, analysis of research findings, problem solving, self-study and work with literature.

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde010/22 - General pathopsychology

Recommended prerequisites:
B-PSYde010 - General pathopsychology

Course requirements:
100% of the interim evaluation. Interim assessment includes a seminar paper (40% of the assessment) and two written interim tests (60% of the assessment).
For successful completion of the course, it is necessary to obtain at least 60% of the points grade.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
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 minimum criteria),
Fx (59-0%, inadequate - extra work required).
A (excellent - excellent results, the student has mastered the knowledge of the subject at an excellent level, the student is able to relate the acquired knowledge to the profiling subjects of the study programme at an excellent level psychology teaching, in particular to understand the acquired knowledge in the context of the general psychological laws of the human psyche and developmental laws),

B (very good - above average standard, the student has mastered the knowledge of psychology of people with hearing impairment, at an above-average level, is able to link the acquired knowledge with profiling subjects, can interpret the knowledge in the context of psychological theories, theories of psychological development in particular),
C (good - routine reliable work, student has mastered the knowledge of the subject at an average level, at an average level, is able to link the acquired knowledge with the profiling subjects of the study programme, at a solid level, understands the specifics of the formation of psychological functions and personality in conditions of hearing impairment),
D (satisfactory - acceptable results, the student has mastered the knowledge of the subject at a satisfactory level, at a satisfactory level he/she can link the acquired knowledge with the profiling subjects of the study programme, understands the specifics of psychological functions and the specifics of personality formation in people with hearing impairment),
E (sufficient - the results meet the minimum criteria, the student understands only at a sufficient level the issues of the formation of psychological functions and personality in the conditions of hearing impairment),
Fx (insufficiently, the student has not gained enough insight into the psychology of people with hearing impairment, he/she is not able to link the knowledge with the knowledge gained from the study of general, developmental and social psychology).
Scale of assessment (preliminary/final): 100% of the interim evaluation

Learning outcomes:
The aim is to understand the specifics of the development of psychological functions in individuals with hearing impairment, to differentiate the impact of prelingual and post-lingual hearing loss, to increase sensitivity to the problems people with hearing impairment.
Upon successful completion of the course, the student will understand the impact of hearing impairment on the formation of psychological functions, personality of the individual with hearing impairment, understand different perspectives on deafness: the clinical and cultural-anthropological model of deafness, the role of psychology in care and post-lingual hearing impairment, can relate the acquired knowledge to knowledge of general psychology, developmental and social psychology, can apply the acquired knowledge of the psychology of individuals with hearing impairment to the education and training of pupils/students with hearing impairment, can apply knowledge in the teaching of pupils/students with hearing impairment educated in integrated/inclusive educational settings, can critically identify and evaluate attitudes and misconceptions towards people with hearing impairment, expands awareness of cultural and linguistic values of deaf people, participates in educational and social problems of individuals with hearing impairment, can critically evaluate solutions based on and arguing from the knowledge of psychology.

Class syllabus:
1. The subject of the psychology of the hearing impaired.
2. Clinical and cultural-anthropological interpretation of deafness- impact on the psychology of people with hearing impairment.
3. Organization of psychological functions in prelingually deaf people - comparison with hearing people, organization of mental functions and cochlear implantation.
4. Compensatory mechanisms and compensatory potential of individuals with hearing impairment.
5. Development of cognitive functions in prelingually deaf people.
6. Language, speech and deafness. Communication modus and relationship to cognitive development.
7. Deaf people as a cultural and linguistic community.
8. Personality of individuals with hearing impairment. Prelingual deafness and personality formation.

9. Participation of people with hearing impairment, quality of life of individuals with prelingual deafness, and post-lingual hearing impairment.
10. Psychological characteristics of the hearing impaired learner and inclusive education.
11. Cochlear implantation. Impacts on the psychosocial and cognitive development of the individual.

Recommended literature:

Compulsory reading:

Groma, M. (2012). Špecifiká utvárania psychiky nepočujúcich. In Groma, M.: Kariérové poradenstvo a možnosti facilitácie kariérového vývinu nepočujúcich. Univerzita Komenského. (s.43-59)
Požár, L. (2007). Základy psychológie ľudí so zdravotným postihnutím. Trnava: Typi Universitatis Tyrnaviensis, 2007.

Recommended reading:

Groma, M. (2016). Psychológia sluchovo postihnutých. In: Heretik, A. a kol.: Klinická psychológia. Psychoprof. (s. 686-691)
Uherík, A. (1992). Hluchota, reč, poznanie. Osveta.

Languages necessary to complete the course:

Slovak language, English language

Notes:

Past grade distribution

Total number of evaluated students: 10

A	ABS	B	C	D	E	FX
80,0	0,0	10,0	0,0	0,0	0,0	10,0

Lecturers: doc. PhDr. Marian Groma, PhD.

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.KPsPp/B-PSYde024/22	Psychology of individuals with intellectual disability

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching, and organizational form:
2 hours seminar/week, total 22 hours per semester, combined form (primarily full-time)
Student workload:
11 x 2 hours of teaching = 22 hours; continuous preparation for class (7 hours), preparation of the seminar paper in the form of a PowerPoint (10 hours), and preparation for the midterm exam (15 hours). Total 54 hours.
Teaching methods:
Interpretation, interview, guided discussion, problem-solving, heuristic method, guided self-study, work with professional text and information sources.

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde010/22 - General pathopsychology

Recommended prerequisites:
B-PSYde010 – General pathopsychology

Course requirements:
100% of intermediate assessment
The interim evaluation includes the following interim tasks:
- creating and presenting a seminar paper in PowerPoint on a given topic related to the development of a selected cognitive process or personality in a person with intellectual disabilities, taking into account the specifics of intellectual disabilities (40% of the assessment),
- a mid-term paper (60% of the mark).
To pass the course, a minimum score of 60% is required.
Ratings are given on a scale:
A (100-94%, excellent - outstanding),
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 minimum criteria),
Fx (59-0%, inadequate - additional work required).
A - the student continuously produces excellent results during the semester, is capable of independent study and critical comparison of professional texts focused on the psychology of

people with intellectual disabilities, knows the basics of the psychology of people with intellectual disabilities as a scientific discipline, and is able to meaningfully integrate this knowledge with the knowledge of other psychological disciplines, is able to apply the theoretical knowledge on the basis of his/her knowledge to the elaboration of the assigned tasks,
B - the student achieved above-average results during the semester, is capable of independent study and adequate critical comparison of professional texts focused on the psychology of people with intellectual disabilities, knows the basics of the psychology of people with intellectual disabilities as a scientific discipline and is able to integrate this knowledge with the knowledge of other psychological disciplines in a meaningful way, is able to practically apply theoretical knowledge on the basis of his/her knowledge to the development of the assigned tasks,
C - the student has the ability to study independently, the critical comparison of professional texts focused on the psychology of people with intellectual disabilities is average, the knowledge of the scientific discipline is at a good level, and the ability to practically apply theoretical knowledge to the development of the assigned tasks is average, during the semester he/she performed standard good performance,
D - the student's ability of independent study and critical comparison of professional texts on the psychology of people with intellectual disabilities is at a weaker level, he/she has moderate deficiencies in the theoretical knowledge of the subject, the ability to practically apply theoretical knowledge to the development of the assigned tasks is a problem for the student,
E - the student fails in more than one of the assignments, lacks the ability to independently study and critically compare professional texts focused on the psychology of people with intellectual disabilities, has major deficiencies in theoretical knowledge, and fails in the practical application of theoretical knowledge to the development of the assigned tasks,
FX - the student has not sufficiently fulfilled the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100% of intermediate assessment

Learning outcomes:
The aim is to understand the basic terminology of the psychology of mental/intellectual disability (MD/ID), the specific features of cognitive processes, and the personality of people with intellectual disabilities.
Upon completion of the course, the student:
- knows the basic terminology of the psychology of mental disability
- knows the specific features of cognitive processes of people with MD
- understands the impact of the cognitive processes of people with MD on different types of learning about their specificities
- understands the specific features of personality formation of people with MD
- understands the problems of integration and inclusion of people with MD, especially about the educational environment
- can design activities to develop the cognitive processes and personality of people with MD about their specific needs and personalities
- acquires and consolidates his/her skills in the field of communication competencies about communication with a person with MD
- critically analyses information from the literature, compares it, and can think in context

Class syllabus:
1. The subject of the psychology of people with mental disabilities. Research methods in the psychology of people with mental disabilities.
2. Definition of the term mental disability. Classification of mental disability. Causes of mental disability.

3. Psychological diagnosis in people with mental disabilities. Problems of diagnosis in people with mental disabilities.
4. Psychological development about mental disability.
5. Specific features of cognitive processes in people with mental disabilities - perception, and imagination.
6. Specificities of cognitive processes in people with mental disabilities - thinking and speech, attention. Communication with people with mental disabilities.
7. Specific features of memory and learning in people with mental disabilities. Opportunities to improve performance in learning.
8. The personality of people with mental disabilities. Factors influencing self-evaluation in people with mental disabilities. Motivation, interests, emotional experience, volitional action, creativity, and moral development in people with mental disabilities.
9. Legal awareness of people with mental disabilities. Vocational orientation and career choice of people with mental disabilities.
10. Specifics of the socialization process of people with mental disabilities. Integration and inclusion of people with mental disabilities and their possible problems in the school environment.
11. The family with a child with mental disabilities.

Recommended literature:

Required reading:

Jakabčic, I. (2017). Psychológia detí a mládeže s mentálnym postihnutím. Psychoprof.

Recommended reading:

Jakabčic, I., & Požár, L. (1995). Všeobecná patopsychológia. Patopsychológia mentálne postihnutých. IRIS.
Švarcová, I. (2007, 2011). Mentální retardace. Portál.
Valenta, M., & Michalík, J. (2012). Mentální postižení. Grada.
Vágnerová, M., Hadj-Moussová, Z., & Štech, S. (2004). Psychologie handicapu. Karolinum.

Languages necessary to complete the course:

Slovak and Czech language, English language (to supplement knowledge)

Notes:

Past grade distribution

Total number of evaluated students: 19

A	ABS	B	C	D	E	FX
84,21	0,0	5,26	10,53	0,0	0,0	0,0

Lecturers: PaedDr. Anežka Hamranová, PhD.

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.KPsPp/B-PSYde028/22	Psychology of individuals with physical disability and chronic illness

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
2 hours seminar/week; 22 hours total per semester, combined (mostly attendance)
Student workload:
11 x 2 hours of direct teaching = 22 hours; preparation of seminar paper and presentation (18 hours), preparation for the mid-term test (20 hours). 60 hours in total.
Teaching methods:
active group work, heuristic method, case study, video analysis, work with professional text and information sources.

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde010/22 - General pathopsychology

Recommended prerequisites:
B-PSYde010 General pathopsychology

Course requirements:
100% of the interim evaluation
Interim assessment (100%) includes the creation and presentation of a seminar paper in PowerPoint (40% of the assessment) and a midterm exam (60%).
For successful completion of the course, it is necessary to obtain a minimum of 60% of the points.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
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 minimum criteria),
Fx (59-0%, inadequate - additional work required).
A - the student correctly and actively reflects critically and creatively on both the knowledge and frameworks for further development of the discipline, including their meaningful integration with the knowledge of other disciplines and the critical and creative application of the methods of the psychology of people with physical disabilities and chronic illness.

B - The student reflects appropriately critically on both the findings and frameworks for further development of the discipline, including their meaningful integration with the findings of other disciplines.
C - the student reflects more or less critically on the knowledge and current development of the discipline, is aware of interdisciplinary contexts, and is able to apply knowledge from the psychology of people with physical disabilities and chronic illness in a fundamentally sound manner.
D - the student reflects critically on knowledge and current developments in the discipline to a limited extent, knows interdisciplinary contexts, is able to apply knowledge from the psychology of people with physical disabilities and chronic illness.
E - the student reflects critically only to a limited extent the knowledge and current development of the discipline, knows the interdisciplinary context, is at least minimally able to apply knowledge from the psychology of people with physical disabilities and chronic illness.
Fx - 59-0%, insufficient - additional work, additional study required.
Scale of assessment (preliminary/final): 100% of the interim evaluation

Learning outcomes:
The aim of successful completion of the course is that the student is able to orient himself/herself in the specifics of the psychological processes and personality of people with physical disabilities and chronic diseases. Students will gain an understanding of the basic terminology of the psychology of people with physical disabilities and chronic illness.
Upon completion of the course, students must:
acquire/grasp
- the theoretical foundations of the psychology of people with physical disabilities and chronic illness,
- the basic terminology of the psychology of people with disabilities and chronic illness,
- the personality characteristics of people with physical disabilities and chronic illness,
understand:
- the specificity of the formation of psyche in the conditions of physical disability,
- the specific features of the behaviour of people with physical disabilities and chronic illness,
- the specific features of psychological processes in people with physical disabilities and chronic illness,
be able to:
- work critically with knowledge in the field of psychology of people with physical disabilities and chronic illness,
- apply knowledge in the care of individuals with physical disabilities,
- critically analyse and compare information in the literature.

Class syllabus:
1. Introduction to the study of the psychology of people with physical disabilities and chronic illness: subject, tasks, methods.
2. Basic concepts in the psychology of people with physical disabilities and chronic illness and related fields.
3. Normality - abnormality in relation to the psychology of people with physical disabilities and chronic illness.
4. Specific features of the development of individuals with physical disabilities and chronic illness.
5. Peculiarities of psychological processes in people with physical disabilities and chronic illness.
6. Pathopsychological research of psychological processes in people with physical disabilities and chronic illness.
7. Personality of individuals with physical disabilities and chronic illness.

8. Social-psychological aspects of physical disability. Attitudes of society towards people with physical disabilities or chronic illness.
9. Family issues of individuals with physical disabilities and chronic illness.
10. Psychological problems of socialization and integration/inclusion of people with physical disabilities in society.

Recommended literature:

Required reading:

Matějček, Z. (2001). Psychologie nemocných a telesne oslabených. IKAR.
Vágnerová, M., Hadj-Moussová, Z., & Štech, S. (2004). Psychologie handicapu. Karolinum.

Recommended readings:

Heretik, A. et al. (2007). Klinická psychológia. Psychoprof.
Jakabčic, I., Požár, L. (1995). Všeobecná patopsychológia. Patopsychológia mentálne postihnutých. IRIS.
Marini, I., Glover-Graf, N. M., & Millington, M. J. (2012). Psychosocial Aspects of Disability: Insider Perspectives and Strategies for Counselor.Springer Publishing Company.
Požár, L. (1996). Psychológia osobnosti postihnutých. Univerzita Komenského.
Požár, L. (2007). Základy psychológie ľudí s postihnutím. Typi universitatis a VEDA SAV.
Šmidová, M. (2012). Sociálna práca s osobami so zdravotným postihnutím. Dobrá kniha.
Švancarová, I. (2000). Mentální retardace. Portál.

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 20

A	ABS	B	C	D	E	FX
50,0	0,0	35,0	5,0	10,0	0,0	0,0

Lecturers:

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.KPsPp/B-PSYde025/22	Psychology of individuals with visual impairment

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
2 hours seminar; total 22 hours per semester, combined method (mostly by attendance)
Student workload:
11 x 2 hours of direct teaching = 22 hours, 13 hours preparation of a seminar paper in the form of a Power Point based on the assigned topic, 20 hours exam preparation. Total 55 hours of work.
Teaching methods:
lecture, instruction, discussion on a selected topic, structured role-play, case studies, brainstorming.

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde010/22 - General pathopsychology

Recommended prerequisites:
B-PSYde010 – General pathopsychology

Course requirements:
100% of the interim evaluation
The interim assessment consists of a seminar paper and a written knowledge test. For successful completion of the course, it is necessary to obtain at least 60 % of the points.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
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 minimum criteria),
Fx (59-0%, inadequate - additional work required)
For an A grade, the student must have excellent theoretical knowledge, be able to evaluate and critically analyse it, and use the knowledge flexibly in practically set tasks.
For a grade B, the student must have very good theoretical knowledge, be able to evaluate and critically analyse it, have moderate weaknesses in the use of knowledge in practically set tasks.
For a grade C, the student must have good theoretical knowledge, moderate deficiencies in evaluating and critically analysing it, moderate deficiencies in using the knowledge in practically set tasks.

For a grade D, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, moderate deficiencies in the use of knowledge in practically set tasks).
For an E grade, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, major deficiencies in the use of knowledge in practically set tasks.
FX - the student has not sufficiently met the requirements for the course and extra work is required.
Scale of assessment (preliminary/final): 100% of the interim evaluation

Learning outcomes:
The aim is to understand the patterns of cognitive, emotional and social development of individuals with visual impairment.
Graduate:
- applies pedagogical and psychological interventions in accordance with knowledge of the cognitive and psychosocial development of individuals with visual impairments,
- differentiates the appropriate form of educational environment for a specific person with visual impairment,
- has acquired basic interpersonal and communication competences for persons with visual impairment,
- can understand, name and analyse the development of an individual with a visual impairment on the basis of anamnestic data,
- knows and is able to use appropriate psychological methods for research purposes and psychodiagnostics of persons with visual impairment,
- can critically evaluate research and studies in the field,
- applies his/her empathy as a tool for pedagogical and psychological support,
- acts in the pedagogical and psychological process without positive and negative prejudices.

Class syllabus:
1. Definition of basic terms - typology of visual impairment.
2. Attitudes and prejudices.
3. Cognitive processes (cognitive development, moral development, imagination, memory, emotional experience, attention, motivation.
4. Family background and its impact on the individual with visual impairment.
5. Diagnostic and research methods.
6. Communication and its specifics in persons with visual impairment.
7. Assisting persons with visual impairment.

Recommended literature:
Compulsory readings:
Kimplová, T. (2010). Ztráta zraku. Úvod do psychologické problematiky. Ostravská univerzita v Ostrave.
Požár, L. (2012). Základy psychológie ľudí so zrakovým postihnutím. Z-F Lingua.
Recommended readings:
Čajka, K. (2008). Základy pedagogiky zrakovo postihnutých. Katolícka univerzita.
Lopúchová, J. (2008). Pedagogika zrakovo postihnutých (Vybrané kapitoly). MABAG.
Požár, L. (2007). Základy psychológie ľudí s postihnutím. Typi Universitatis Tyrnaviensis.
Únia nevidiacich a slabozrakých Slovenska. (2021). Dostupné na: https://unss.sk/

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 2

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

Lecturers: doc. PhDr. Marian Groma, PhD.

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.KPg/B-VUZde034/22	Rhetoric and communication

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde005/22 - Communication in education

Course requirements:
Prerequisites: B-VUZde005 / Communication in education
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 of 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 generating interest in the listener. 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-evaluation 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

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: 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: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde034/22	Rhetoric and communication

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde005/22 - Communication in education

Course requirements:
Prerequisites: B-VUZde005 / Communication in education
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 of 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 generating interest in the listener. 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-evaluation 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

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: 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: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde036/22	School management

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
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 semester project and its oral 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 oral presentation by students (creators of the semester project) in the 11th week of continuous teaching.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 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, 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 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:
- 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:
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:
students of the Teacher Education (combined) programme do not enrol in the course

Past grade distribution
Total number of evaluated students: 883

A	ABS	B	C	D	E	FX
31,94	0,0	33,41	14,27	9,17	4,98	6,23

Lecturers: Mgr. Adriana Poliaková, PhD.

Last change: 09.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde036/22	**Course title:** School management
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 4., 6.	
Educational level: I.	
Prerequisites:	

Course requirements:

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 semester project and its oral 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 oral presentation by students (creators of the semester project) in the 11th week of continuous teaching.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 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, 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 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:
- 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:
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:
students of the Teacher Education (combined) programme do not enrol in the course

Past grade distribution
Total number of evaluated students: 883

A	ABS	B	C	D	E	FX
31,94	0,0	33,41	14,27	9,17	4,98	6,23

Lecturers: Mgr. Adriana Poliaková, PhD.

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.KPsPp/B-PSYde030/22	Social pathology

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
2 hours seminar/week; total of 22 hours per semester, combined form (mostly face-to-face education)
Student workload: 11 x 2 hours of live teaching = 22 hours; 16 hours preparation of seminar paper and ppt presentation; 22 hours preparation for mid-term assessment. Total 60 hours of student work.
Teaching methods:
lecture, group discussion, conversation, guided discussion of the topic, guided self-study and work with the text.

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
100% continuous assessment
Students are required to complete a mid-term paper and present the paper to their classmates (40 points) and pass a mid-term test (60 points) for a total of 100 points. The prerequisite for successful completion of the course is obtaining a minimum of 60% of the maximum possible course grade.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good – above-average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, marginal performance - results fulfil the minimum criteria),
Fx (59-0%, inadequate - additional work required)
For a grade of A, the student is required to demonstrate excellent accuracy and active critical and creative reflection on the knowledge of the field of social pathology, including its meaningful integration with the knowledge of their field of study as well as other disciplines. Demonstrate the ability to have a good understanding of the principles, guidelines, and methods of therapeutic-educational support. Also, in identifying client needs and resources as well as means of assistance.
A grade of B indicates that the student reflects critically on the knowledge of the field of social pathology, including its meaningful integration with the knowledge of their field of study as well as other disciplines, in a reasonably good manner. Demonstrates the ability to be very knowledgeable about the principles, guidelines, and methods of therapeutic-educational assistance, identifying client needs and resources as well as means of assistance.

A grade of C will be awarded if the student is able to critically reflect well on the knowledge of the field of social pathology, including its appropriate integration with the knowledge of their field of study as well as other disciplines. The student has demonstrated the ability to be well versed in the principles, guidelines, and methods of therapeutic educational assistance, identification of client needs and resources as well as means of assistance.
A grade of D indicates that the student has limited, moderately critical reflection on the knowledge of the field of social pathology, including its appropriate integration with the knowledge of their field of study as well as other disciplines. The student demonstrates the ability to satisfactorily navigate the principles, guidelines, and methods of therapeutic-educational assistance, identifying client needs and resources as well as the means of assistance.
A grade of E will be given if the student reflects critically on the knowledge of the field of social pathology to a limited extent. The student has difficulty understanding and navigating the principles, guidelines, and methods of therapeutic-educational assistance, identification of client needs and resources, and means of assistance.
The Fx evaluation requires further study and work by the student.
Scale of assessment (preliminary/final): 100% continuous assessment

Learning outcomes:
The aim is to be able to orientate oneself in the issue of social pathological phenomena, to know their causes, and their consequences on the individual and to be able to implement preventive measures to eliminate them.
After successful completion of the course, students will gain an overview of basic theoretical knowledge about selected negative social phenomena, their prevalence in the population, causes, consequences, prevention, correction and also the links between them. They will be able to analyse socio-pathological phenomena, acquire competence for professional intervention in the field and be able to implement preventive measures to eliminate socio-pathological phenomena in society. Furthermore, students will develop analytical and active thinking when working with an assigned professional text, they will be able to compare and evaluate information.

Class syllabus:
1. Social pathology - definition of basic terms.
2. Pathology of the family
3. CAN syndrome
4. Crime and delinquency
5. Drugs and drug addiction
6. Non-substance addictions- pathological gambling, internet, computer and the others
7. Eating disorders
8. Bullying, cyberbullying, cybergrooming
9. Prostitution
10. Self-harm - suicidality
11. Victims and perpetrators of violence - human trafficking, domestic violence, stalking, workplace violence, etc.

Recommended literature:
Compulsory/Recommended readings:
Ondrejkovič, P. et al. (2009). Sociálna patológia. VEDA.
Recommended literature:
Černá, A. (2013). Kyberšikana. Grada.
Divínová, R. (2005). Cybersex. Forma internetové komunikace. Triton.
Fischer, S., & Škoda, J. (2009). Sociální patologie. Analýza příčin a možnosti ovlivňovaní závažných sociálně patologických jevů. Grada.

Hardy, M., & Hroncová, J. (2004). Sociálna patológia. Pedagogická fakulta UMB.
Mühlpachr, P., & Dudášová, T. (2011). Sociální patologie rodiny. Institut mezioborových studií.
Smetanová, D. (2014). Rizikové správanie detí a mládeže v kyberpriestore. In: Współczesne problemy profilaktyki szkolnej i rodzinnej. Wydawnictwo scriptum.
Smetanová, D. (2018). Mám sa báť? Virtuálny priestor ako potencionálne riziko pre deti a mládež. In: Sociálne prostredie ako (ne)výchovný činiteľ . Univerzita Komenského v Bratislave.
Vančová, A., Kečkéšová, M., & Smetanová, D. (2017). Ochrana práv dieťaťa a rodiny v Slovenskej republike rámcovaná platnou legislatívou. Slovak education publishing.

Languages necessary to complete the course:
Slovak and Czech

Notes:

Past grade distribution
Total number of evaluated students: 5

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

Lecturers: PaedDr. Dorota Smetanová, PhD.

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.KPsPp/B-PSYde007/22	Social psychology

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
1 hour lecture + 1 hour seminar per week; a total of 22 hours per semester in combined form (primarily full-time).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 15 hours of preparation for the midterm test; 25 hours of preparation for the midterm assessment (group work + reflective diary), 10 hours of preparation for the tasks carried out in the seminars, 28 hours of preparation for the final test and oral examination. Total 100 hours of work.
Teaching methods: lecture with multimedia support, dialogical and discussion methods, psychological games, demonstration, critical analysis of psychological theory, methods of working with text (work with information sources) analysis of case studies, reflective diary.

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde001/22 - General psychology

Recommended prerequisites:
B-PSYde001 General psychology

Course requirements:
50% of continuous assessment + 50% of final assessment
The interim assessment includes a midterm test (30% of the grade), group work (elaboration and presentation of assigned social psychological research in a study group, 15% of the grade) and its reflection (5%). The final assessment includes a final test (30% of the mark) and an oral examination (20% of the mark). The oral examination is conducted in smaller groups and takes the form of an analysis of case studies or questions focusing on the field of social psychology. Credit will not be awarded to a student who scores less than 50% on any of the assignments. A minimum score of 60% is required to pass the course.
Grades are awarded on a scale:
A (100-94%, excellent - outstanding),
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 minimum criteria),

Fx (59-0%, inadequate - additional work required).
At grade A, the student knows and reflects on both the knowledge and key frameworks of social psychology, including their integration with knowledge from other related disciplines, is well versed in current developments in the discipline, and applies the knowledge gained meaningfully, critically, and creatively in evaluating and influencing group events from the perspective of the individual and the group, as well as specifically in relation to the future target group (the school classroom).
At grade B, the student knows and reflects on the knowledge and frameworks of social psychology, including their integration with the knowledge of other related disciplines, is very well oriented in the current development of the discipline, almost always meaningfully and creatively applies the acquired knowledge in evaluating and influencing group events from the perspective of the individual and the group, but also specifically in relation to the future target group (the school class).
A grade of C is awarded if the student predominantly knows and reflects on both the knowledge and key frameworks of social psychology, understands the interdisciplinary contexts, and can apply them correctly in most cases in evaluating and influencing group events from the perspective of the individual and the group, but also specifically in relation to the future target group (school class).
A grade of D will be awarded if the student knows both the knowledge and key frameworks of social psychology at an average level, understands the interdisciplinary contexts, and applies the acquired knowledge with greater guidance in evaluating and influencing group events from the perspective of the individual and the group, but also specifically in relation to the future target group (school classroom).
In assessment E, the student has a relatively limited but sufficient knowledge and understanding of social psychology, at least partially understands the interdisciplinary context, can apply the knowledge at least at a minimal level in evaluating and influencing group events from the perspective of the individual and the group, but also specifically in relation to the future target group (school class).
A grade of Fx indicates that the student needs additional study to acquire the necessary knowledge.
Scale of assessment (preliminary/final): 50% of continuous assessment + 50% of final assessment

Learning outcomes:
The aim of the course is to enable students to gain a basic overview of theories and knowledge in social psychology (which is part of the core disciplines of psychology) and to acquire the ability to work critically with knowledge from this field. It is also an important foundation for further study and success in the teaching profession.
Upon completion of the course, the student will be able to:
- define and explain basic social-psychological mechanisms and phenomena as well as basic social-psychological experiments and their aspects,
- identify social-psychological mechanisms and phenomena in their everyday life and in their functioning in different social groups as well as in the school classroom from the perspective of educational practice,
- critically assess the impact of the cultural and social environment on the individual (or group),
- recommend practices leading to changes in areas such as social perceptions, attitudes, modes of communication or group phenomena,
- give practical examples of these phenomena in the school environment, but also in the family environment or in related disciplines (health, management, marketing, etc.).

Class syllabus:
1. Introduction to the study of social psychology: the subject, methods, and history of social psychology.
2. Socio-cultural determination of the psyche: man, society and culture.

3. Socialization of the individual: definition and nature of socialization, means and methods of socialization, theories of socialization.
4. Social cognition: perception of others, interpersonal attraction, determinants influencing impression formation, attribution theories.
5. Social communication: definition, communication process, nonverbal communication (gestures, facial expressions, spatial location, movements, touching, paralinguistics), verbal communication, lying or manipulating reality as part of communication.
6. Attitudes: definition, functions and structure of attitudes, formation and change of attitudes, measurement of attitudes.
7. Social groups: classification and characteristics of social groups, group influence, group structure and development, group dynamics, group performance, the school classroom as a social group.
8. Social interaction: social facilitation and idleness, conformity, obedience, group processes (group polarization, communication, thinking), competence, cooperation, leadership.
9. Social behaviour: social norm, prosocial behaviour, aggressive behaviour, mob behaviour, conflict.
10. Practical application of social psychology: application of social psychology, social psychological personality problems of male and female teachers, social psychological training, social psychology, and mental health.

Recommended literature:

Compulsory readings:

Masaryk, R. (2013). Medzi človekom a ľuďmi. IRIS.
Nolen-Hoeksema, S., Fredrickson, L. B., Loftus, G. R., & Wagenaar, W. A. (2012). Psychologie Atkinsonové a Hilgarda. 3. aktualizované vydání. Portál. (Kapitola: Sociální chování).

Recommended readings:

Bačová, V. (2009). Súčasné smery v psychológii. Veda.
Hayesová, N. (2011). Základy sociálnej psychológie. Portál.
Jursová Zacharová, Z., Lemešová, M., Miškolci, J., Cabanová, K., Horváthová, L., & Sokolová, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Univerzita Komenského.
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, 146-168.
Petrík, J., & Popper, M. (2020). Contact Based School Intervention Program: Enhancing Cooperation Intention and Reducing Prejudice toward Roma. Studia Psychologica, 62(3), 232-245.
Petrík, J., Uhrecký, B., Popper, M., & Nôtová, L. (2021). Coworking with Roma: Exploration of Slovak majority's cooperation intention using content analyses and networks of free association. Human Affairs, 31(2), 194-211.
Sollárová, E., Slaměník, I., & Výrost, J. (2019). Sociální psychologie. Teorie, metody, aplikace. Grada.
Vybíral, Z. (2015). Lži, polopravdy a pravda v lidské komunikaci. Portál.

Languages necessary to complete the course:

Slovak, Czech and English

Notes:

Past grade distribution
Total number of evaluated students: 182

A	ABS	B	C	D	E	FX
24,73	0,0	34,62	23,63	6,59	6,59	3,85

Lecturers: Mgr. Miroslava Lemešová, PhD.

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.KPg/B-VUZde026/22	Social skills of teachers training

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

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: 494

A	ABS	B	C	D	E	FX
91,9	0,0	2,43	0,4	0,4	0,0	4,86

Lecturers: doc. Mgr. Martin Kuruc, PhD., Mgr. Vladimíra Zemančíková, PhD., Mgr. Peter Ostradický, PhD., Mgr. Petra Rapošová, PhD.

Last change: 22.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde026/22	Social skills of teachers training

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

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: 494

A	ABS	B	C	D	E	FX
91,9	0,0	2,43	0,4	0,4	0,0	4,86

Lecturers: doc. Mgr. Martin Kuruc, PhD., Mgr. Vladimíra Zemančíková, PhD., Mgr. Peter Ostradický, PhD., Mgr. Petra Rapošová, PhD.

Last change: 22.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde003/22	Social-psychological training I.

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 26s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
Practical training, 22 hours per semester, combined form (primarily full-time)
Student workload:
22 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; 14 hours of self-study on the subject. 50 hours of work in total.
Teaching methods:
The methodological framework consists of active social and experiential learning (dialogical and discussion methods, didactic, psychological, and cooperative games, self-discovery techniques, staging methods, reflective essay).

Number of credits: 2

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
100% pass mark
The continuous assessment includes the evaluation of the completion of ongoing tasks and assignments, which are carried out in individual or group form in the pre-, during and post-training phases. Before the training, the interim assessment consists of three assignments (reflective essay on the expectations associated with the self-awareness training = 10%; work with tests and questionnaires = 10%; self-awareness 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, in particular, the development of the intrapersonal (20%), interpersonal (20%) and social-inclusive competences (20%) of the students (dating activities, role-plays, cooperative games, trust games, etc.). After the training, the continuous evaluation consists of structured feedback on the events in the training group (10%).
To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
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 minimum criteria),
Fx (59-0%, inadequate - additional work required).
For an A grade, the student is very actively involved in the activities and shows interest and effort to develop his/her competences, 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 very well actively involved in the 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 generally actively involved in the 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 the emerging changes brought by the training only to a certain extent, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
Grade D means that the student is involved in individual activities to a limited but at the same time still acceptable extent 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, he/she cannot adequately reflect the emerging changes that the training brings, he/she is more passive and more like a marginal member of the training group although actively expressing his/her own opinion.
The grade E is given to a student who behaves passively and is minimally involved in individual activities, does not show interest and effort to develop his/her competences, relies on the group to find original and creative solutions to the set tasks, 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 Fx grade is given exceptionally, most often due to non-participation in the training and failure to complete the set intermediate tasks, non-cooperation, refusal to take a position on the required topics and to express his/her own opinion.
Scale of assessment (preliminary/final): 100% pass mark

Learning outcomes:
The aim of the course Social-psychological training I. is to motivate and practically develop self-knowledge and self-reflection of psychology teacher of education of students. It is based on the model of social-psychological competencies (essential for success in the teaching profession in general), in which competencies are developed in three dimensions - knowledge and awareness (the expertise that an individual possesses in a given area and the meaning that he/she attaches to this knowledge), attitudes and beliefs (influencing responses in specific educational situations), and skill (specific ways of behaving).
Upon completion of the course, the student:
- recognizes the importance of self-knowledge and personal development in teaching practice,
- is able to evaluate his/her strengths and weaknesses (level of his/her competences), their impact on the practice of the future profession and motivate himself/herself for further growth,
- can identify his/her priorities and name the areas/persons/things that he/she perceives as personally important,
- is aware of key moments in his/her life so far and name expectations in relation to the future profession,
- gains experience of active social and experiential learning through experiential activities,

- can apply specific techniques and activities in group work.

Class syllabus:
1. Basic characteristics and introduction of social-psychological training as a method of personality development.
2. Definition of the concept of self-knowledge (process, methods, impacts and problems).
3. Intrapersonal competences of an individual (self-knowledge, self-assessment, self-reflection, self-
acceptance).
4. Interpersonal competences of the individual (social perception, active listening, verbal and non-verbal communication skills, conflict resolution).
5. Socially inclusive competences of the individual (sensitivity to otherness, empathy, acceptance, adaptation).
6. The place of self-knowledge and reflection in teaching.

Recommended literature:
Compulsory readings:
Kolařík, M. (2019). Interakční psychologický výcvik. Grada.
Recommended readings:
Hamranová, A. (2013). Sociálno-psychologický výcvik v príprave učiteľov (metodické pokyny). In: Sokolová, L. et al. (eds.): Psychológia (v) škole. Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského. 2013. s. 33-36. Dostupné online: https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf
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

Notes:
The subject is implemented in a block.

Past grade distribution
Total number of evaluated students: 204

A	ABS	B	C	D	E	FX
91,18	0,0	0,0	0,0	0,0	0,0	8,82

Lecturers: PaedDr. Anežka Hamranová, PhD.

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.KPsPp/B-PSYde035/22	Social-psychological training II.

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 26s
Form of the course: on-site learning

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: Mgr. Miroslava Lemešová, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde035/22	Social-psychological training II.

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 26s
Form of the course: on-site learning

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: Mgr. Miroslava Lemešová, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KRoJL/B-ESPde005/22	**Course title:** Spanish Language System 1.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 4 **per level/semester:** 52
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 4 hours per week seminar, total per semester 44 hours
Study method: combined (primary attendance)
Student workload:
A total of 150 hours of student work of which: in-person teaching = 44 hours; homework = 44 hours; continuous study of literature = 22 hours; test preparation = 40 hours.
Teaching methods: interpretation, explanation, discussion, application of theoretical knowledge on practical examples, managed self-study – task solving and assignments

Number of credits: 6

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
The results of the student will be evaluated in the form of an interim assessment of the work in the classroom, written tasks and the final examination from the theory and practical use of the language.
• The interim evaluation is 25%: 5% participation in classroom activities; 20% for ongoing homework on each topic. The fulfilment of the conditions for interim evaluation is not a condition for participation in the examination. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
• The final test represents 75 % of the evaluation. The examination consists of an oral theoretical part (25 %) and a written practical part (50 %). In order to successfully complete the subject, it is necessary to obtain at least 60 % of the evaluation of the theoretical part and at least 60% of the evaluation of the practical part of the test.
Evaluation of the oral examination:
• 23-25 points: the student is able to independently give a comprehensive view of the selected topic of educational content, while in addition to knowing the rich factual data that he/she can illustrate using specific examples of use, he will also demonstrate an understanding of the deeper contexts between them; when expressing himself/herself, he/she uses precise terminology, which he speaks in both Spanish and Slovak
• 20-22 points: the student is able to provide a comprehensive view of the selected topic of educational content using the investigator's auxiliary questions, while demonstrating an understanding of the deeper contexts between them, in addition to knowing the rich factual data

that he/she can illustrate using specific examples of use; when expressing himself/herself, he/she uses precise terminology, which he speaks in both Spanish and Slovak
• 17-19 points: the student can provide a partial view of the selected topic of educational content, demonstrating, in addition to knowing an adequate amount of factual data, an understanding of the basic context between them; can illustrate part of theoretical knowledge on examples; uses appropriate terminology when expressing both Spanish and Slovak
• 15-17 points: the student can provide a partial view of the selected topic of educational content using the investigator's auxiliary questions, demonstrating, in addition to knowing the basic factual data, the ability to point out the basic connections between them; he/she can illustrate part of theoretical knowledge on examples; he/she uses appropriate terminology when expressing himself/herself in both Spanish and Slovak
• 10-14 points: the student cannot even use the investigator's auxiliary questions to give a partial view of the selected topic of educational content, the student knows the basic factual data and the basic connections between them, but does not use the appropriate terminology when expressing himself/herself or does not control it in both Spanish and Slovak
• 5-9 points: the student cannot even give a partial view of the selected topic of educational content by means of auxiliary questions of the examiner, although he/she knows the basic factual data, but does not know the basic connections between them, does not use appropriate terminology when expressing
• 0-4 points: even with the help of the investigator's assistance questions, the student cannot give a partial view of the selected topic of educational content, because he/she does not know the basic factual data or the basic connections between them, he does not use appropriate terminology when expressing.
The overall evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to acquire basic knowledge of Spanish language linguistics and to develop language competence.
Educational outcomes:
After successful completion of the course, the student
• has basic knowledge of the sound and grammatical structure of the language, with particular regard to the morphological system;
• he/she is orientated in linguistic disciplines dealing with individual language levels and mastering the relevant terminology;
• he/she can present theoretic knowledge of individual language phenomena in the form of a comprehensible and orderly interpretation;
• theoretic knowledge of individual language phenomena can be applied in practice;
• has adequate linguistic competence (phonological, orthoepic, ortographic and grammatical).
Completion of the course contributes to the achievement of competencies such as: communicative competence, ability to observe detail, ability to observe detail, ability to analyze and synthesis, ability to plan and organize their studies, the ability to expand and update knowledge by self-study.

Class syllabus:
• Language as system – general characteristics.

• Sound structure – phonemic system (sounds and phonetics, vocal and consonant system), suprasegmental phenomena (accent, melody, intonation). Phonetics and phonology.
• Morphological structure – morphemic structure of the word, types of morphemes, word types. Morphology.
• Nouns – characteristics, distribution, grammatical categories.
• Adjectives – characteristics, distribution, grammatical categories, graduation.
• Determinants – characteristic, division.
• Definite and indefinite articles.
• Numerals – characteristic, distribution.
• Pronouns – characteristic, division.
• Adverbs – characteristic, division.
• Prepositions – characteristic, division.
• Interjections – characteristic, division.
• Verbs – characteristic, distribution, grammatical categories, tenses (regular and irregular forms).

Recommended literature:

GÓMEZ-PABLOS CALVO, B. 2014. Španielske gramatiky za posledných 40 rokov : charakteristika a návrh klasifikácie. In: Hľadanie metódy v kontrastívnej lingvistike [CD-ROM]. Bratislava: Univerzita Komenského, 2014. ISBN 978-80-223-3772-4. S. 33-73.
GÓMEZ TORREGO, L. Gramática didáctica del español. Madrid: SM, 2016. 544 s. ISBN: 978-8820379025. (vybrané kapitoly)
MEDVECZKÁ, M. 2014. Kontrastívne gramatiky španielčiny na Slovensku a ich prístup k deskripcii slovesa v španielčine. In: Hľadanie metódy v kontrastívnej lingvistike. Bratislava: Univerzita Komenského, 2014. s. 74-98. ISBN 978-80-223-3772-4.
TRUP, L. 2001. Gramatika španielčiny I. Bratislava: Letra, 2001. 294 s. ISBN 8096781448. (vybrané kapitoly)

Languages necessary to complete the course:
Spanish and Slovak

Notes:

Past grade distribution
Total number of evaluated students: 57

A	ABS	B	C	D	E	FX
21,05	0,0	33,33	14,04	7,02	3,51	21,05

Lecturers: PhDr. Mária Medveczká, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde008/22	Spanish Language System 2.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 4 **per level/semester:** 52
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: 4 hours per week seminar, total per semester 44 hours
Study method: combined (primary attendance)
Student workload:
A total of 150 hours of student work of which: in-person teaching = 44 hours; homework = 44 hours; continuous study of literature = 22 hours; test preparation = 40 hours.
Methods of education: interpretation, explanation, discussion, application of theoretical knowledge on practical examples, controlled self-study – solving tasks and assignments

Number of credits: 6

Recommended semester: 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
The results of the student will be evaluated in the form of interim evaluation of the work on the classroom, written tasks and the final examination from the theory and practical use of the language.
• The interim evaluation is 25%: 5% participation in classroom activities; 20% ongoing homework on each topic. The fulfilment of the conditions for interim evaluation is not a condition for participation in the examination. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
• The final test represents 75 % of the evaluation. The examination consists of an oral theoretical part (25 %) and a written practical part (50 %). In order to successfully complete the course, it is necessary to obtain at least 60 % of the assessment of the theoretical and at least 60 % of the evaluation of each part of the practical part of the examination.
Evaluation of the oral examination:
• 23-25 points: the student is able to independently give a comprehensive view of the selected topic of educational content, while in addition to knowing the rich factual data that he/she can illustrate using specific examples of use, he/she will also demonstrate an understanding of the deeper contexts between them; when expressing himself, he/she uses precise terminology in both Spanish and Slovak
• 20-22 points: the student is able to provide a comprehensive view of the selected topic of educational content using the investigator's auxiliary questions, while demonstrating an understanding of the deeper contexts between them, in addition to knowing the rich factual data

that he/she can illustrate using specific examples of use; when expressing himself, he uses precise terminology in both Spanish and Slovak
• 17-19 points: the student can provide a partial view of the selected topic of educational content, demonstrating, in addition to knowing an adequate amount of factual data, an understanding of the basic context between them; can illustrate part of theoretical knowledge on examples; uses appropriate terminology in both Spanish and Slovak
• 15-17 points: the student can provide a partial view of the selected topic of educational content using the investigator's auxiliary questions, demonstrating, in addition to knowing the basic factual data, the ability to point out the basic connections between them; heúshe can illustrate part of theoretical knowledge on examples; uses appropriate terminology in both Spanish and Slovak
• 10-14 points: the student cannot even use the investigator's auxiliary questions to give a partial view of the selected topic of educational content, the student knows the basic factual data and the basic connections between them, but does not use the appropriate terminology when expressing or does not control it in both Spanish and Slovak
• 5-9 points: the student cannot even give a partial view of the selected topic of educational content by means of auxiliary questions of the examiner, although he/she knows the basic factual data, but does not know the basic connections between them, does not use appropriate terminology when expressing
• 0-4 points: even with the help of the investigator's assistance questions, the student cannot give a partial view of the selected topic of educational content, because he/she does not know the basic factual data or the basic connections between them, he/she does not use appropriate terminology when expressing.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good – above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory – acceptable results),
E (69-60 %, sufficient – the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to acquire basic knowledge of Spanish language linguistics and to develop language competence.
Educational outcomes:
After successful completion of the course, the student
• has basic knowledge of the grammatical and lexical system of the language, with particular regard to the morphosyntactic system;
• master the relevant terminology;
• he/she can present theoretic knowledge of individual language phenomena in the form of a comprehensible and orderly interpretation;
• theoretic knowledge of individual language phenomena can be applied in practice;
• has adequate linguistic competence (orthographic and grammatical).
Completion of the course contributes to the achievement of competencies such as: communicative competence, ability to observe detail, ability to observe detail, ability to analyze and synthesis, ability to plan and organize their studies, the ability to expand their knowledge by self-study.

Class syllabus:
• Verbs – time and tense. Past tense system, consecutio temporum.
• Verbs – category of mood. Indicative, Imperative, Conditional and Subjunctive mood.

• Impersonal verb forms. Infinitive, participle and gerund constructions.
• Conjunctions – characteristics, distribution
• Syntax – subject of study, basic terminology (syntagma, sentence constituents, sentence, clauses, predicate, complements, modifiers, agreement, binding)
• Sentence Structure and types of Sentences
• Main clauses – subject and predicate; types of predicate
• Constituents of a noun phrase.
• Constituents of a verb phrase.
• Simple, compound and complex sentences, semi-predicative constrictions, types of compound and complex sentences, coordinating and subordinating conjunctions.
• Types of dependent clauses (noun clauses)
• Types of dependent clauses (adjective clauses)
• Types of dependent clauses (adverbial clauses expressing condition, reason, time, purpose, concession, consequence, comparison).
• Lexical system (types of words and phrases, lexical morphology)

Recommended literature:

GÓMEZ-PABLOS CALVO, B. 2014. Španielske gramatiky za posledných 40 rokov : charakteristika a návrh klasifikácie. In: Hľadanie metódy v kontrastívnej lingvistike [CD-ROM]. Bratislava: Univerzita Komenského, 2014. ISBN 978-80-223-3772-4. p. 33-73.
GÓMEZ TORREGO, L. 2016. Gramática didáctica del español. Madrid: SM, 2016. 544 p. ISBN: 978-8820379025. (vybrané kapitoly)
MEDVECZKÁ, M. 2014. Kontrastívne gramatiky španielčiny na Slovensku a ich prístup k deskripcii slovesa v španielčine. In: Hľadanie metódy v kontrastívnej lingvistike. Bratislava: Univerzita Komenského, 2014. p. 74-98. ISBN 978-80-223-3772-4.
TRUP, L. 2001. Gramatika španielčiny I. Bratislava: Letra, 2001. 294 p. ISBN 8096781448. (vybrané kapitoly)

Languages necessary to complete the course:
Spanish and Slovak

Notes:

Past grade distribution
Total number of evaluated students: 53

A	ABS	B	C	D	E	FX
16,98	0,0	30,19	18,87	11,32	13,21	9,43

Lecturers: PhDr. Mária Medveczká, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde038/22	Specialised foreign language

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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: 75

A	ABS	B	C	D	E	FX
70,67	0,0	17,33	1,33	4,0	0,0	6,67

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-VUZde038/22	Specialised foreign language

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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: 75

A	ABS	B	C	D	E	FX
70,67	0,0	17,33	1,33	4,0	0,0	6,67

Lecturers: PaedDr. Peter Gergel, PhD., Mgr. Alexandra Lenzi Kučmová, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD., PhDr. Mojmír Malovecký, PhD.

Last change:

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde012/22	Statistical methods and techniques

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching, and organizational form:
2 hours of classes per week; a total of 22 hours per semester, combined form (primarily on-site).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 16 hours of preparation for the midterm test; 12 hours of individual work on statistical assignments. Total 50 hours of work.
Teaching methods:
lecture with multimedia support, dialogical and discussion methods, demonstration of analysis of a scientific text with a focus on statistical methods, simulation of the process of producing a statistical output, and instruction on basic statistical procedures and tests.

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde006/22 - Methodology of psychological research

Recommended prerequisites:
B-PSYde006 Methodology of Psychological Research

Course requirements:
100% of the interim assessment
The interim assessment includes a knowledge test (60% of the assessment) and a seminar paper (40% of the assessment). To pass the course, a minimum score of 60% is required. The seminar work consists of the submission of four seminar assignments (4 x10 points) consisting of the application of the acquired knowledge to a data set (description, inference, correlation, substantive significance). The test consists of a theoretical part focusing on basic statistical concepts and an application part working with a basic dataset.
The assessment is given on a scale:
A (100-94%, excellent - excellent results),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required
Grade A: the student has an excellent understanding of the terminology and principles of data collection and evaluation in psychology. The student is able to apply the knowledge to a high degree

when working independently with a statistical program and also to perform basic operations of descriptive statistics on a basic data set as well as simple operations of inferential statistics and correlation without errors.
Grade B: the student has an adequate understanding of the terminology and principles of data collection and evaluation in psychology. The student is able to apply the knowledge to a sufficient extent in independent work with a statistical program and also to perform basic operations of descriptive statistics and correlation on a basic data set without errors.
A grade of C is awarded if the student has a predominant understanding of the terminology and principles of data collection and evaluation in psychology. The student is able to apply the knowledge to a sufficient extent in independent work with a statistical program and also to perform basic operations of descriptive statistics and correlation on a basic data set without serious errors.
A grade of D is earned if the student has an average understanding of the terminology and principles of data collection and evaluation in psychology. The student is able to apply the knowledge to a sufficient extent in independent work with a statistical program and also to perform basic operations of descriptive statistics without serious errors. The student understands theoretically the principles of correlation and inferential statistics without being able to calculate them correctly in a statistical program.
Grade E: the student has only a limited understanding of the terminology and principles of data collection and evaluation in psychology. The student can apply the knowledge in independent work with a statistical program only to a small extent and only at the level of descriptive statistics.
A grade of Fx indicates that the student needs additional study to acquire the necessary knowledge.
Scale of assessment (preliminary/final): 100% of the interim assessment

Learning outcomes:
The main aim of the training is that during the exercises the students will practically master the basic methods of analysis and interpretation of quantitative data in the field of psychological research. They will also use them in the study of other disciplines, possibly in research for their bachelor thesis. The students will master the skill of working with a selected statistical data processing program. The students will learn how to store collected data, carry out their description, and name key outcomes relevant also for pedagogical practice using empirical procedures of analysis and comparison with respect to the defined research problem. The students will understand the benefits of applying statistical procedures in pedagogical practice and gain the ability to interpret and critically evaluate relevant data.

Class syllabus:
1. Research problem, operationalization, research/theoretical hypotheses, research designs.
2. Introduction to SPSS, data description (mean, median, variability, etc.).
3. Correlation versus causality, introduction to working with and sorting data.
4. Tests of normality and data distribution, basic data visualization.
5. Inferential tests, null hypothesis, between-subjects, and within-subjects designs.
6. Substantial significance, Bonferroni correction.
7. Validity and reliability of tests.
8. Moderator, mediator, correlation, regression.

Recommended literature:
Compulsory readings:
Guráň, P., Fero, P., & Ritomský, A. (2018). Základy spracovania sociologických dát pomocou SPSS.
Recommended readings:
Field, A. (2013). Discovering statistics using IBM SPSS statistics. Sage.
Goss-Sampson, M. A. (2019). Statistical Analysis in JASP: A Guide for Students.

Harris, P. (2008). Designing and reporting experiments in psychology. McGraw-Hill Education.
Somorčík, J., & Teplička, I. (2015). Štatistika zrozumiteľne. ENIGMA Publishing.
Terek, M. (2017). Interpretácia štatistiky a dát. 5.vyd. Equilibria.

Languages necessary to complete the course:
Slovak and English language

Notes:
It is necessary to have the latest version of IBM-SPSS installed, or a similar free software alternative such as JASP or Jamovi.

Past grade distribution
Total number of evaluated students: 144

A	ABS	B	C	D	E	FX
25,0	0,0	27,08	21,53	14,58	11,11	0,69

Lecturers: PaedDr. Eva Vancu, PhD.

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.KRoJL/B-ESPde006/22	Survey of the History of Spanish Literature 1.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 4 **per level/semester:** 52
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: seminar 4 hours per week; total per semester 44 hours
Study method: combined (primary attendance)
Student workload: a total of 150 hours of student work
44 hours of in-person teaching, 22 hours of continuous home preparation for class, sub-tasks; 32 hours preparation of the seminar work and its presentation in the classroom; 52 hours test preparation.
Teaching methods: lecturing, interpretation, discussion of the topic discussed, interview, work with the professional text, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

Number of credits: 6

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
The condition for successful completion of the subject is active participation classroom activities and performance of ongoing tasks during the semester, writing of seminar work and its oral presentation in the form of a report and final examination.
· Active participation in classroom activities and performance of ongoing tasks, 22 % evaluation.
During the semester, the student is invited to actively participate in discussions and interviews on the topic being discussed. During the semester, he receives partial tasks, the control and evaluation of which is carried out orally in the classroom.
· Preparation and preparation of seminar work and its presentation in the form of a report, 28 % evaluation, of which 14 % written processing, 14 % oral presentation.
At the beginning of the course, the student chooses a theme from the course topics, which he/she prepares during the semester and presents it in the specified lesson in the form of a report. Part of the work should be the design of didactic processing of the selected literary theme.
· The subject ends with a written exam – a test from the topics of literature from the Middle Ages to Pre-Romantism, 50% of the rating.
At the final exam, the student will demonstrate an overview knowledge of literature of older periods in Spanish, can explain the main literary tendencies of these periods, demonstrate basic educational skills and the ability to obtain information and understand it in their mutual context.

At least 60% of the total scoring must be obtained for successful completion of the course. A necessary condition for the completion of the course is the preparation and handover of the seminar work and its presentation in the form of a department.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)
A – excellent performance, the student has acquired an overview knowledge of the history of literature at an excellent level, can explain the main literary tendencies of literature of older periods in the Spanish language, he/she knows the most important representatives and works of literature in the Spanish language, he/she can explain the interrelationships between literary phenomena. The student has demonstrated basic educational skills and the ability to independently search for and obtain information, is able to express his/her own opinion and justify it with arguments. The seminar work was prepared and submitted on time, it is elaborated at an excellent level in terms of content and formal, it is characterized by suitable structure, originality and linguistic correctness. During the oral presentation of the seminar work the student was able to present the topic clearly and logically, he/she proceeded systematically, worked creatively and originally with literary text. The student was able to incorporate into the presentation a didactic component, he/she observed the time parameters, his oral expression is smooth and cultivated. He/she actively participated in discussions and discussions on the topic discussed throughout the teaching period, showed the ability to argue and express his/her own opinion in discussions, regularly and responsibly performed the assigned tasks. The student showed excellent communication competence in the Spanish language, he/she is able to express himself and formulate complex ideas accordingly, he/she has demonstrated the ability to understand artistic texts in Spanish.
B – performance at the level of above average standard, the student has acquired an overview knowledge of the history of literature at the standard level with slight deviations, can explain the main literary tendencies of literature of older periods, he/she knows the most important representatives and works, but has shortcomings in linking the connections between literary phenomena. He/she can express its own opinion and formulate it accordingly. The student demonstrated basic educational skills and the ability to independently search for and obtain information. The seminar work was prepared and submitted on time, it is processed at a standard level, both formally and in content, characterized by linguistic correctness, appropriate structure, albeit a lesser degree of originality. When oral presentation of the department, the student presented the interpretation of the topic clearly and logically, but less systematically, the student worked with the literary text, but to a lesser extent incorporated the didactic component into it. He/she complied with the time parameters of the presentation, his/her oral expression is smooth and cultivated, but there may be linguistic deficiencies. He/she regularly participated in discussions and discussions on the subject being discussed, but with less involvement in reasoning and expressing his own attitudes. He/she regularly performed his tasks on an ongoing basis. The student has shown excellent communication competence in Spanish, is able to express himself and formulate ideas accordingly, has demonstrated the ability to understand artistic texts in Spanish.
C – good performance, the student has acquired an overview knowledge of the history of literature at the level of reliable work, knows the main literary tendencies of literature of older periods in the Spanish language, knows the most important representatives of literature, but has some shortcomings in knowledge of specific works and in the connection of connections between literary phenomena. It can express its own opinion and formulate it accordingly. The student demonstrated

basic educational skills and the ability to independently search for and obtain information. The seminar work has been prepared and submitted on time, it is processed reliably, but contains some unbalanced components in content, formal or linguistic terms. During the oral presentation of the department, the student presented the interpretation of the topic clearly, but to a lesser extent showed creativity in working with literary text and incorporating the didactic component. He/she adhered to the time parameters of the presentation, his oral expression is smooth, but there may be minor linguistic deficiencies. He/she was less active and less regularly involved in discussions and discussions on the subject being discussed. Its activity in the performance of interim tasks during the semester is reduced.

D – sufficient performance, the student acquired an overview knowledge of the history of literature at an acceptable level, showed sufficient knowledge of literary tendencies of literature of older periods, but has certain shortcomings in knowledge of specific authors and works and in the connection of connections between literary phenomena. The student showed a lower level of interest in independent search for information and independent individual study, but gained sufficient knowledge of the content of education. The seminar work has been prepared and submitted in a timely manner, but may contain content, formal or linguistic shortcomings. He/she presented the report to an acceptable level, with less involvement of creativity in working with literary text. His/her activity during the semester is reduced, he/she shows no interest in formulating his own ideas and arguing that there is no connection between the learned.

E – sufficient performance, the student acquired knowledge meeting the criteria at the level of minimum sufficiency, showed a lower level of interest in independent search of information and in independent individual studies, but acquired basic knowledge of the content of education. During the semester his/her performances were fluctuating, his/her participation in discussions and his performance of ongoing tasks were not characterized by regularity. Although the student submitted the seminar work and presented the report at an acceptable level, he/she showed gaps in the content of knowledge from the history of literature, which are verified at the final written examination.

Fx – unacceptable performance, the student did not sufficient adopt the curriculum, did not demonstrate a sufficient degree of acquired knowledge and did not demonstrate sufficient ability in independent study. During the semester, he/she did not perform adequately, did not engage regularly in discussions and did not regularly perform ongoing tasks. Although the student submitted the seminar work and presented the paper, he/she showed insufficient knowledge of the curriculum content verified at the final written examination.

Learning outcomes:

The aim of the course is to acquire a basic knowledge of the history of older literature in the Spanish language and to be able to transfer them to the teaching process in didacticised processing.

Educational outcomes:

After successful completion of the course student:

· obtains a basic overview of the development of Spanish written literature from the first literary texts to the beginning of the 19th century,

· can explain the main tendencies and literary directions of literature of older periods,

· can recognize the most important representatives and knows representative works of older literature in Spanish,

· has the ability to obtain and understand information in relation to each other,

· develops the abilities of creative didactizing processing of literary issues and presentation of the results of his work,

· has developed basic learning skills.

After successful completion of the course, the student should have a basic overview of the Spanish literature from the beginning to the beginning of the 19th century.

Completion of the course contributes to the development of communication competence in Spanish and specifically to the ability to understand artistic texts in Spanish.

Class syllabus:
Medieval poetry. The art of clerics. Heroic epic.
The origins of prose in the Middle Ages.
Literature of the late Middle Ages.
The development of the novel from the Renaissance to the Baroque.
Poetry in the period of Humanism and the Renaissance.
Poetry of baroque style.
The theater of the Golden Age.
18th-century literature. From Classicism to Preromantism.

Recommended literature:
BARROS LORENZO, R., GONZÁLEZ PINO, A. M. FREIRE HERMIDA, M. 2006. Curso de literatura, español lengua extranjera. Madrid: Edelsa. 170 p. ISBN 978-84-7711-620-2.
BOJNIČANOVÁ, R. Panorama de la literatura española. Bratislava: Univerzita Komenského, 2015. 120 p. ISBN 978-80-223-4028-1.

Languages necessary to complete the course:
Spanish and Slovak

Notes:

Past grade distribution
Total number of evaluated students: 62

A	ABS	B	C	D	E	FX
45,16	0,0	25,81	17,74	4,84	3,23	3,23

Lecturers: doc. Mgr. Renáta Bojničanová, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde009/22	Survey of the History of Spanish Literature 2.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 4 **per level/semester:** 52
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: seminar 4 hours per week; total per semester 44 hours
Study method: combined (primary attendance)
Student workload: a total of 150 hours of student work
44 hours of in-person teaching, 22 hours of continuous home preparation for class, sub-tasks; 32 hours preparation of the seminar work and its presentation in the classroom; 52 hours test preparation.
Teaching methods: lecturing, interpretation, discussion of the topic discussed, interview, work with the professional text, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

Number of credits: 6

Recommended semester: 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in classroom activities and performance of ongoing tasks during the semester, writing of seminar work and its oral presentation in the form of a report and final examination of the contents of the course.
· Active participation in classroom activities and performance of ongoing tasks, 22 % evaluation.
During the semester, the student is invited to actively participate in discussions and interviews on the topic being discussed. During the semester, he receives partial tasks, the control and evaluation of which is carried out orally in the classroom.
· Preparation and preparation of seminar work and its presentation in the form of a report, 28 % evaluation, of which 14 % written processing, 14 % oral presentation.
At the beginning of the course, the student chooses a theme from the course topics, which he/she prepares during the semester and presents it in the specified lesson in the form of a report. The aim of the work is to prove that it can adapt the acquired knowledge into didactic processing of the contents of Spanish literature and present it in an appropriate way.
· The subject ends with a written examination – a test from the 19th and 20th centuries of literature, 50% of the evaluation.
At the final exam, the student will demonstrate an overview knowledge of 19th and 20th century literature in Spanish, he/she can explain the main trends of literary directions of literature of these periods, demonstrate basic educational skills and the ability to obtain information and interprete it.

At least 60% of the total scoring must be obtained for successful completion of the course. A necessary condition for the completion of the course is the preparation and handover of the seminar work and its presentation in the form of a report.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good – above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory – acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)
A – excellent performance, the student has acquired an overview knowledge of the history of literature at an excellent level, he/she can explain the main literary tendencies of 19th and 20th century literature written in Spanish, he knows the most important representatives and works of literature of the periods taken over, he can explain the interrelationships between literary phenomena. The student has demonstrated basic educational skills and the ability to independently search for and obtain information, is able to express his/her own opinion and justify it with arguments. The seminar work was prepared and submitted on time, it is elaborated at an excellent level in terms of content and formal, it is characterized by suitable structure, originality and linguistic correctness. During the oral presentation of the report, the student presented the topic clearly and logically, proceeded systematically, worked creatively and originally with literary text, he/she incorporated into the presentation a didactic component, observed the time parameters, his/her oral expression is smooth and cultivated. He/she actively participated in discussions and discussions on the topic discussed throughout the teaching period, showed the ability to argue and express his/her own opinion in discussions, regularly and responsibly performed the assigned tasks. The student showed excellent communication competence in the Spanish language, he/she is able to express himself and formulate complex ideas accordingly, he/she has demonstrated the ability to understand artistic texts in Spanish.
B – performance at the level of above-average standards, the student has acquired an overview knowledge of the history of literature at the standard level with slight deviations, can explain the main literary tendencies of literature of the 19th and 20th centuries, he/she knows the most important representatives and works, but has shortcomings in linking the connections between literary phenomena. He/she can express his/her own opinion and formulate it accordingly. The student demonstrated basic educational skills and the ability to independently search for and obtain information. The seminar work was prepared and submitted on time, it is processed at a standard level, both formally and in content, it is characterized by linguistic correctness, appropriate structure, albeit a lesser degree of originality. His/her oral presentation of the paper is clear and logic but less systematical, the student worked with the literary text, but to a lesser extent incorporated the didactic component into it. He/she complied with the time parameters of the presentation, his/her oral expression is smooth and cultivated, but there may be linguistic deficiencies. He/she regularly participated in discussions and discussions on the subject being discussed, but with less involvement in reasoning and expressing his/her own attitudes. He regularly performed his tasks on an ongoing basis. The student has shown excellent communication competence in Spanish, is able to express himself/herself and formulate ideas accordingly, has demonstrated the ability to understand artistic texts in Spanish.
C – good performance, the student has acquired an overview knowledge of the history of literature at the level of reliable work, knows the main literary tendencies of literature of older periods in the Spanish language, knows the most important representatives of literature, but has some shortcomings in knowledge of specific works and in the connection of connections between literary phenomena. He/she can express his/her own opinion and formulate it accordingly. The

student demonstrated basic educational skills and the ability to independently search for and obtain information. The seminar paper has been prepared and submitted on time, it is processed reliably, but contains some unbalanced components in content, formal or linguistic terms. His/her oral presentation of the paper was clear, but with lower degree of creativity when it comes to working with literary text and to incorporating the didactic component. He/she adhered to the time parameters of the presentation, his/her oral expression is smooth, but there may be minor linguistic deficiencies. He/she was less active and less regularly involved in discussions and discussions on the subject being discussed. His/her activity in the performance of interim tasks during the semester is reduced.

D – sufficient performance, the student acquired an overview knowledge of the history of literature at an acceptable level, showed sufficient knowledge of literary tendencies of literature of older periods, but has certain shortcomings in knowledge of specific authors and works and in the connection of connections between literary phenomena. The student showed a lower level of interest in independent search for information and independent individual study, but gained sufficient knowledge of the content of education. The seminar work has been prepared and submitted on time but with some content, formal or linguistic shortcomings. He/she presented the paper to an acceptable level, with less involvement of creativity in working with literary text. His/her activity during the semester is reduced, he/she shows no interest in formulating his/her own ideas and arguing that there is no connection between the learned.

E – sufficient performance, the student acquired knowledge meeting the criteria at the level of minimum sufficiency, showed a lower level of interest in independent search of information and in independent individual studies, but acquired basic knowledge of the content of education. During the semester his/her performances were fluctuating, his/her participation in discussions and his performance of ongoing tasks were irregular. Although the student submitted the seminar work and presented the paper at an acceptable level, he/she showed gaps in the content of knowledge from the history of literature, which are verified at the final written examination.

Fx – unacceptable performance, the student did not sufficient adopt the curriculum, did not demonstrate a sufficient degree of acquired knowledge and did not demonstrate sufficient ability in independent study. During the semester he/she did not perform adequately, did not engage regularly in discussions and did not regularly perform ongoing tasks. Although the student submitted the seminar work and presented the paper, he/she showed insufficient knowledge of the curriculum content verified at the final written examination.

Learning outcomes:

The aim of the course is to acquire basic knowledge of the history of 19th and 20th century Spanish literature and to be able to transfer them to the teaching process in didactized processing.

Educational outcomes:

After successful completion of the course, the student:

· obtains a basic overview of the development of Spanish written literature of the 19th century and the 20th century,

· can explain the main trends and literary directions,

· can recognize the most important representatives and works of literature in the Spanish language,

· has the ability to obtain and understand information in relation to each other,

· be able to adapt the acquired knowledge into the didactic processing of the contents of Spanish literature and present it in an appropriate manner,

· has a broader developed basic learning skills.

After successful completion of the course, the student should have a basic overview of the history of literature in Spanish in the period of the 19th and 20th centuries.

Completion of the course contributes to the development of communication competence in Spanish and specifically to the ability to understand artistic texts in Spanish.

Class syllabus:
Development of individual literary genres in the 19th century.
The poetry of Romanticism.
Realistic and naturalistic novel.
Symbolism of poetry.
Development of individual literary genres in the 20th century.
New forms of novel, poetry and drama in the context of the history of literature written in Spanish.

Recommended literature:
BARROS LORENZO, R., GONZÁLEZ PINO, A. M. FREIRE HERMIDA, M. 2006. Curso de literatura, español lengua extranjera. Madrid: Edelsa. 170 p. ISBN 978-84-7711-620-2
BOJNIČANOVÁ, R. 2015. El Romanticismo en las literaturas de España. Bratislava: Vydavateľstvo UK. 194 p. ISBN 978-80-223-3926-1.
BOJNIČANOVÁ, R. 2015. Panorama de la historia de la literatura española. Bratislava: Vydavateľstvo UK. 122 p. ISBN 978-80-223-4028-1.
FRANCO, J. 2006. Historia de la literatura hispanoamericana. A partir de la Independencia. 7. vyd., Barcelona: Ariel, 1973. 398 p. ISBN 84-344-8315-7.

Languages necessary to complete the course:
Spanish and Slovak

Notes:

Past grade distribution
Total number of evaluated students: 56

A	ABS	B	C	D	E	FX
33,93	0,0	14,29	19,64	17,86	12,5	1,79

Lecturers: doc. Mgr. Renáta Bojničanová, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde009/22	Teaching practice (A)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 1t
Form of the course: on-site learning

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 by assessment (100% of the interim 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 for evaluation in print or electronic form (as agreed with the practice 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 goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The 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: defining 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 Communication in education, 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.
The 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:
Reference sources:
Compulsory reading:
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská 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 basics 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: 1264

A	ABS	B	C	D	E	FX
62,42	0,0	27,22	6,01	0,87	0,63	2,85

Lecturers: prof. PhDr. Mária Potočárová, PhD., Mgr. Štefánia Ferková, PhD., Mgr. Vladimíra Zemančíková, PhD., PaedDr. Eva Labudová, PhD.

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.KPg/B-VUZde009/22	Teaching practice (A)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 1t
Form of the course: on-site learning

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 by assessment (100% of the interim 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 for evaluation in print or electronic form (as agreed with the practice 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 goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The 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: defining 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 Communication in education, 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.
The 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:
Reference sources:
Compulsory reading:
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská 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 basics 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: 1264

A	ABS	B	C	D	E	FX
62,42	0,0	27,22	6,01	0,87	0,63	2,85

Lecturers: prof. PhDr. Mária Potočárová, PhD., PaedDr. Lujza Koldeová, PhD., Mgr. Štefánia Ferková, PhD., Mgr. Vladimíra Zemančíková, PhD.

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.KPg/B-VUZde010/22	Teaching practice (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 1t
Form of the course: on-site learning

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 by assessment (100% of the interim 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 will attend a colloquium to evaluate and reflect on the 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, Communication in education, 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:
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: 993

A	ABS	B	C	D	E	FX
52,17	0,0	25,48	13,19	4,73	2,72	1,71

Lecturers: prof. PaedDr. Dušan Kostrub, PhD., Ing. Eva Tóblová, PhD., PhDr. Dušan Damián Brezány, Mgr. Peter Ostradický, PhD.

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.KPg/B-VUZde010/22	Teaching practice (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 1t
Form of the course: on-site learning

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 by assessment (100% of the interim 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 will attend a colloquium to evaluate and reflect on the 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, Communication in education, 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:
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: 993

A	ABS	B	C	D	E	FX
52,17	0,0	25,48	13,19	4,73	2,72	1,71

Lecturers: prof. PaedDr. Dušan Kostrub, PhD., Ing. Mgr. Jozef Strakoš, PhD., Ing. Eva Tóblová, PhD., Mgr. Peter Ostradický, PhD.

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.KPg/B-VUZde001/22	Theoretical basics of education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
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 examination in written form - 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): 50/50

Learning outcomes:

Learning outcomes:
Learning objectives and 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:

Brief outline of the course:
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:

Compulsory reading:

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: 1349

A	ABS	B	C	D	E	FX
39,66	0,0	25,43	15,42	6,38	4,89	8,23

Lecturers: PaedDr. Eva Labudová, PhD.

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.KPg/B-VUZde001/22	Theoretical basics of education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
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 examination in written form - 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): 50/50

Learning outcomes:

Learning outcomes:
Learning objectives and 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:

Brief outline of the course:
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:

Compulsory reading:

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: 1349

A	ABS	B	C	D	E	FX
39,66	0,0	25,43	15,42	6,38	4,89	8,23

Lecturers: Mgr. Štefánia Ferková, PhD.

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.KPsPp/B-PSYde023/22	Therapeutic Pedagogy for the Helping Professions

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
2 hours seminar/week; total 22 hours per semester, combined form (primarily full-time)
Student workload: 11 x 2 hours of teaching = 22 hours; 14 hours of preparation for the midterm test; 20 hours of case study and design of a therapeutic-pedagogical intervention (set of exercises, programme); 4 hours of preparation of the presentation of the case study and the programme. Total 60 hours.
Teaching methods:
Seminar: lecture in connection with the discussion on the topic, e-learning, critical reflection of relevant videos in the field of application of therapeutic-pedagogical therapies in practice, critical reflection of current basic and applied research in the field of therapeutic-pedagogical intervention in the Slovak Republic and in the world (monographs, journals, databases of scientific knowledge, case studies, etc.), work in small groups (pairs/threes, etc.), work in small groups (pairs/threes, etc.) on the assignment of solving a specific problem or application of knowledge from therapeutic pedagogy in practice (e.g. methods applicable in therapeutic-educational intervention with an individual or a family, simulated examples of practice/case studies); cooperative or group evaluation and sharing of knowledge; presentation of the output (case studies and therapeutic-pedagogical proposal of intervention) in a study group.

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
100% continuous assessment
The continuous assessment includes a mid-term test (30% of the grade), the completion of two assignments (20% of the grade), the completion and oral presentation of a short case study of a client in a difficult life situation and the proposal of a therapeutic-pedagogical intervention (program) (50% of the grade).
To pass the course, a minimum of 60% of the total score is required.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good – above-average standard),
C (85-76%, good - normal reliable work),

D (75-68%, satisfactory - acceptable results),
E (67-60%, marginal performance - results fulfil the minimum criteria),
Fx (59-0%, inadequate - additional work required).
For a grade of A, the student is required to demonstrate excellent accuracy and active critical and creative reflection on the knowledge of the field of therapeutic pedagogy, including its meaningful integration with the knowledge of their field of study as well as other disciplines. Demonstrate the ability to have a good understanding of the principles, guidelines, and methods of therapeutic-educational support. Also, in identifying client needs and resources as well as means of assistance.
A grade of B indicates that the student reflects critically on the knowledge of the field of therapeutic pedagogy, including its meaningful integration with the knowledge of their field of study as well as other disciplines, in a reasonably good manner. Demonstrates the ability to be very knowledgeable about the principles, guidelines, and methods of therapeutic-educational assistance, identifying client needs and resources as well as means of assistance.
A grade of C will be awarded if the student is able to critically reflect well on the knowledge of the field of therapeutic pedagogy, including its appropriate integration with the knowledge of their field of study as well as other disciplines. The student has demonstrated the ability to be well versed in the principles, guidelines, and methods of therapeutic educational assistance, identification of client needs and resources as well as means of assistance.
A grade of D indicates that the student has limited, moderately critical reflection on the knowledge of the field of therapeutic pedagogy, including its appropriate integration with the knowledge of their field of study as well as other disciplines. The student demonstrates the ability to satisfactorily navigate the principles, guidelines, and methods of therapeutic-educational assistance, identifying client needs and resources as well as the means of assistance.
A grade of E will be given if the student reflects critically on the knowledge of the field of therapeutic pedagogy to a limited extent. The student has difficulty understanding and navigating the principles, guidelines, and methods of therapeutic-educational assistance, identification of client needs and resources, and means of assistance.
The Fx evaluation requires further study and work by the student.
Scale of assessment (preliminary/final): 100% continuous assessment

Learning outcomes:
The goal of the Therapeutic Pedagogy for the Helping Professions course is for students to acquire knowledge related to the holistic being of the person in the context of their development, environment and relationships, learning, emotional experience, agency, and health, with a focus on personal assistance, inclusion, and promoting the participation of the individual at every age. The course Therapeutic Pedagogy for the Helping Professions is an integral part of the systemic knowledge framework of the combined Psychology Teacher Education degree, in line with the mission and strategic goals of the PdF UK, as well as the graduate profile itself.
By successful graduation, students will have critically mastered (to the extent as indicated in the grading scale above) the current theoretical and empirical knowledge of the field of therapeutic pedagogy - principles, principles and specifics of the integration of educational and therapeutic efforts, the roles and competencies of the therapeutic educator in the levels of diagnosis, prevention, counselling, therapeutic education, accompaniment and therapeutic-educational intervention). They will be able to have a deeper orientation in the person's difficult situation, in the meaning and possibilities of early help, as well as help from the recipient's relational persons. They will demonstrate (regarding the scope of the course) an adequate orientation in the methods of therapeutic-pedagogical assistance and the specifics of therapeutic-pedagogical therapies: art therapy, bibliotherapy, drama therapy, occupational therapy, music therapy, psychomotor therapy, and play therapy.

Students of psychology teaching should use the acquired knowledge and skills in the study of other subjects of their study programme, but especially in practice, in preventive counselling and educational activities in the school system (towards optimisation of developmental conditions of specific pupils/students and solving potential developmental problems, in this direction also by cooperation with other school staff and parents, etc.).

Class syllabus:

1. Theoretical background of the field of Therapeutic Pedagogy (subject, principles, guidelines) - specifics of the integration of educational and therapeutic efforts.
2. The image of a person - a provider and a recipient of help. A holistic approach to the person (pupil, client, patient) in education and therapy. Orientation in the life situation of the recipient.
3. Roles and competences of the therapeutic educator (diagnosis, prevention, counselling, therapeutic education, accompaniment, therapy).
4. Inclusive potential of therapeutic-educational intervention.
5. Orientation in the person's situation, early help, help to the family (contact, helping relationship). Types and specifics of validation in communication with the recipient of help and their guardians (close relational persons). Methods of therapeutic-pedagogical assistance.
6. Therapeutic-educational exercises and programs in therapeutic-educational care.
7. Therapeutic-educational disciplines in therapeutic-pedagogy: art therapy, bibliotherapy, drama therapy, occupational therapy, music therapy, psychomotor therapy, play therapy.

Recommended literature:

Compulsory/Recommended readings:

Horňáková, M. (2007). Liečebná pedagogika pre pomáhajúce profesie. Občianske združenie Sociálna práca.
Janoško, P. et al. (2020). Učiace sa spoločenstvo – výzva pre inkluzívne vzdelávanie. Univerzita Komenského.

Recommended literature:

Horňáková, M. (2014). Kroky k inkluzívnej škole. Verbum.
Janoško, P. (2015). Rodinný systém v kontexte teórie a praxe. Verbum.
Janoško, P., & Neslušanová, S. (2014). Škola s inkluzívnou klímou. Verbum.
Klein, F. et al. (2009). Liečebná pedagogika. Sapientia.
Revue liečebnej pedagogiky - vedecko-odborný časopis PRO LP asociácie liečebných pedagógov na Slovensku, https://prolp.sk/lp-revue/

Languages necessary to complete the course:

Slovak, Czech and English (to increase the depth of study and activities during lectures)

Notes:

Past grade distribution

Total number of evaluated students: 7

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

Lecturers: Mgr. Pavol Janoško, PhD.

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.KPsPp/B-PSYde018/22	Training of communication competences

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching, and organizational form:
2 hours of practice/week, total of 22 hours per semester, combined form (primarily full-time)
Student workload:
11 x 2 hours of teaching = 22 hours; continuous preparation for class (14 hours); work on the preparation of assignments (14 hours), total of 50 hours
Teaching methods:
Dialogical and discussion methods, experiential and activating methods (staging methods, psychological games, situational and case methods), active group work, work with tests and questionnaires, heuristic and problem-based methods, reflective essay, guided self-study, work with text and information sources.

Number of credits: 2

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
100% of intermediate assessment
Interim assessment includes the work of students in completing interim tasks and assignments, which are realized by individual preparation by the student (total 30% of the assessment), as well as by his/her active participation in activities during the hours of implementation of the course (total 70% of the assessment). To pass the course, a minimum score of 60% is required.
Individual assignments are focused on finding a text with a communication sample (in the range of about A4 format) and its analysis according to the teacher's instructions (10%) and elaboration of an assignment on the topic of the strengths and weaknesses of the student's communication (10%). The student will continue to work with the developed material in class. At the end of the semester, the student will produce a reflective essay providing feedback on the course and the student's opinion of his/her communication competence (10% of the grade).
Within the course teaching during the semester, space is devoted to specific activities and simulations of dealing with different communicative situations in which the student actively participates, on the topics of verbal (10%), non-verbal (10%), assertive (10%) and negative (10%) communication, communication in conflict situations (10%), active listening (10%) and effective feedback (10%).
Ratings are given on a scale:

A (100-94%, excellent - outstanding),
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 minimum criteria),
Fx (59-0%, inadequate - additional work required).
For a grade of A, the student needs to be actively involved in solving the techniques and activities presented in class continuously throughout the semester, actively solve the assigned individual tasks, master the techniques to develop the communication areas, and try to develop his/her communication competences, try to solve the tasks creatively, actively express his/her own opinion.
B grade means that the student is actively involved in solving techniques and activities presented in class, solves individual tasks, has mastered techniques for developing communication areas, has made efforts to develop his/her communication competencies, to a lesser extent seeks original solutions to the tasks set, actively expresses his/her own opinion.
C grade means that the student is usually actively involved in solving the techniques and activities presented in class during the semester, actively solves only some of the set tasks, masters the techniques for developing communication areas, and tries to develop their communication competencies only in some areas, uses creativity in solving the set tasks to a lesser extent, actively expresses his/her own opinion.
Grade D means that the student's activity during the semester in solving the activities presented in class is at a weaker level, the solutions to the tasks are slightly deficient, the student is deficient in the mastery of techniques for developing communication areas, interest in developing his/her communication competences is sporadic, he/she often solves the tasks set only with external help, he/she is more passive in expressing his/her own opinions.
Grade E means that the student is passive during the semester in solving the activities presented in class, is minimally involved in the activities and solving the set tasks, mastery of techniques for developing communication areas is minimal, and shows no interest in developing his/her communication competences, relies more on the group than on himself/herself in solving the tasks, expresses his/her opinions only minimally.
A grade of FX indicates that the student has not sufficiently met the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100% of intermediate assessment

Learning outcomes:
The aim of the course is to gain an overview of communication techniques and to acquire skills in the field of communication competences regarding the specifics of communication in an educational environment.
By completing the course, a student:
- understands the basic theories of communication
- has knowledge of verbal and non-verbal communication
- gains an overview of techniques for the development of communication
- is able to use feedback effectively in social communication
- is familiar with the specifics of communication in the school environment
- is aware of the importance of effective communication in the teaching profession
- becomes proficient in the use of a variety of techniques and activities to develop communication
- can evaluate the strengths and weaknesses of their communication competences
- develops and consolidates his/her skills in the area of communication competencies.

Class syllabus:

1. Communication as the basis of social interaction. The function and components of communication, motivation to communicate, and communication context. Intercultural differences in communication.
2. Basic theories of communication.
3. Social perception as part of human communication.
4. Verbal communication and techniques for its development.
5. Non-verbal communication (haptics, proxemics, paralinguistics, posturing, gestures, mimicry, kinesics) and techniques for its development.
6. Active and empathic listening as an important part of communication.
7. Assertive communication and techniques for its development and training.
8. Feedback in communicative interactions.
9. Communication in conflict situations and conflict management in speech.
10. Negative communication and manipulation in communication.
11. Specifics of communication in educational settings. Errors in teacher-pupil communication.

Recommended literature:

Required reading:

De Vitto, J. (2001). Základy mezilidské komunikace. Grada.
Lemešová, M., Hamranová, A., Minarovičová, K., Sabová, L., & Sokolová, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského.

Recommended reading:

Kolařík, M. (2011, 2019). Interakční psychologický výcvik. Grada.
Komárková, R., Výrost, J., & Slaměník, J. (Eds.). (2001). Aplikovaná sociální psychologie III. Sociálněpsychologický výcvik. Grada.
Sokolová, L. (2015). Metódy vyučovania psychológie a predmetov osobnostného a sociálneho rozvoja. Univerzita Komenského (kap. 8-10.)
Škvareninová, O. (2004). Rečová komunikácia. SPN.
Vybíral, Z. (2005). Psychologie komunikace. Portál.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

The course can be implemented in the form of block teaching or continuously during the semester.

Past grade distribution

Total number of evaluated students: 38

A	ABS	B	C	D	E	FX
92,11	0,0	5,26	0,0	2,63	0,0	0,0

Lecturers: PaedDr. Anežka Hamranová, PhD.

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.KRoJL/B-ESPde021/22	Translation Exercises in Spanish Language 1.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 22 hours of continuous home preparation in the form of preparation of translations and preparation for discussion, 6 hours preparation of individually prepared translation for final evaluation.
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, group discussion, comparison of translation solutions, problem solving tasks, interview, managed self-study

Number of credits: 2

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in classroom activities and performance of ongoing tasks during the semester, consisting in the preparation of practical translations of texts of lower difficulty and theoretical assignments, as well as the handing over of the final individually prepared translation of the text according to the Lecturer's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• Active participation in classroom activities, activity in translation discussions, 20%.
• Preparation of ongoing tasks in the form of translations of texts and selected theoretical assignments, 40 %.
• Individually prepared translation of the text according to the Lecturer's input, 40%.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyze and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the formal modification of the submitted work, compliance with the Lecturer's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:

A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to acquire basic translation skills, which the student will apply to specific texts. The course is aimed at translating texts from Spanish to Slovak and on translation of artistic and professional style texts at a lower level of difficulty. Part of the course is an interpretation of basic theoretical and terminological knowledge in the field of translation, the so-called translation minimum.
Educational outcomes:
Student after successful completion of the course the student:
• acquires basic translation skills,
• acquires basic knowledge of translation terminology and theory,
• can apply theoretical knowledge to specific texts at a lower level of difficulty,
• can discuss and justify translation solutions,
• develops creative and flexible thinking.

Class syllabus:
Basic practical competencies and theoretical knowledge of the translator.
The translation process.
Specific types of translation.
Application of acquired knowledge when translating texts from Spanish to Slovak.
Translation of shorter-range and lower intensity texts from Spanish to Slovak.

Recommended literature:
HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Iris. 2006. 113 p. ISBN80-892556-02-3.

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 32

A	ABS	B	C	D	E	FX
62,5	0,0	31,25	3,13	0,0	0,0	3,13

Lecturers: Mgr. Radana Štrbáková, PhD., doc. Mgr. Renáta Bojničanová, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KRoJL/B-ESPde021/22	Translation Exercises in Spanish Language 1.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 22 hours of continuous home preparation in the form of preparation of translations and preparation for discussion, 6 hours preparation of individually prepared translation for final evaluation.
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, group discussion, comparison of translation solutions, problem solving tasks, interview, managed self-study

Number of credits: 2

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in classroom activities and performance of ongoing tasks during the semester, consisting in the preparation of practical translations of texts of lower difficulty and theoretical assignments, as well as the handing over of the final individually prepared translation of the text according to the Lecturer's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• Active participation in classroom activities, activity in translation discussions, 20%.
• Preparation of ongoing tasks in the form of translations of texts and selected theoretical assignments, 40 %.
• Individually prepared translation of the text according to the Lecturer's input, 40%.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyze and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the formal modification of the submitted work, compliance with the Lecturer's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:

A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to acquire basic translation skills, which the student will apply to specific texts. The course is aimed at translating texts from Spanish to Slovak and on translation of artistic and professional style texts at a lower level of difficulty. Part of the course is an interpretation of basic theoretical and terminological knowledge in the field of translation, the so-called translation minimum.
Educational outcomes:
Student after successful completion of the course the student:
• acquires basic translation skills,
• acquires basic knowledge of translation terminology and theory,
• can apply theoretical knowledge to specific texts at a lower level of difficulty,
• can discuss and justify translation solutions,
• develops creative and flexible thinking.

Class syllabus:
Basic practical competencies and theoretical knowledge of the translator.
The translation process.
Specific types of translation.
Application of acquired knowledge when translating texts from Spanish to Slovak.
Translation of shorter-range and lower intensity texts from Spanish to Slovak.

Recommended literature:
HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Iris. 2006. 113 p. ISBN80-892556-02-3.

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 32

A	ABS	B	C	D	E	FX
62,5	0,0	31,25	3,13	0,0	0,0	3,13

Lecturers: Mgr. Radana Štrbáková, PhD., doc. Mgr. Renáta Bojničanová, PhD.

Last change: 10.11.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KRoJL/B-ESPde025/22	**Course title:** Translation Exercises in Spanish Language 2.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 22 hours of continuous home preparation in the form of preparation of translations and preparation for discussion, 6 hours of preparation of individually prepared translation for final evaluation.
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, comparison of translation solutions, problem solving tasks, interview, discussion, controlled self-study
Credits: 2

Number of credits: 2

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in classroom activities and the performance of ongoing tasks during the semester, consisting in the preparation of practical translations of medium-intensity texts and selected theoretical assignments, as well as the final individualized translation of the text according to the lecturer's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• Active participation in classroom activities, activity in translation discussions, 20% evaluation.
• Preparation of ongoing tasks - translations of texts at the secondary level of difficulty from Spanish to Slovak language and selected theoretical assignments, 40% of evaluation.
• Individually prepared translation of the text according to the Lecturer's input, 40% of the evaluation.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyse and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the

formal modification of the submitted work, compliance with the Lecturer's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to deepen the translation skills that the student will apply to specific texts. The course is aimed at translating texts from Spanish to Slovak and on translation of texts of artistic, professional style in medium difficulty. The course will include the interpretation of theoretical and terminological knowledge in the field of translation, the extension of the so-called translation minima to other theoretical topics.
Educational outcomes:
Student after successful completion of the subject
• improve his/her practical skills in translating texts,
• expands his/her knowledge of translation terminology and theory,
• can apply theoretical knowledge to the translation of texts at the secondary level of difficulty, can create translated text at a serious language level,
• can discuss and justify translation solutions, improves his/her ability to argue and link lessons learned from different fields,
• develops creative and flexible thinking.
After completing the course, he/she should be able to master the translation of texts in the middle degree of difficulty from the Spanish language to the Slovak language.

Class syllabus:
Practical and theoretical preparation of the translator.
Translation procedures and techniques.
Translation principles.
Problems of translation from a foreign language to Slovak.
Application of acquired knowledge to specific texts.
Translation from Spanish to Slovak of text of different styles.

Recommended literature:
HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Iris. 2006. 113 p. ISBN 80-892556-02-3
MÜGLOVÁ, D. 2009. Komunikácia, tlmočenie, preklad. Bratislava: Enigma, 2009. 323 p. ISBN 978-80-89132-82-9 (1st chapter, D. Müglová, pp. 11–81)

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 5

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

Lecturers: Mgr. Radana Štrbáková, PhD., doc. Mgr. Renáta Bojničanová, PhD.
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.KRoJL/B-ESPde025/22	Translation Exercises in Spanish Language 2.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 22 hours of continuous home preparation in the form of preparation of translations and preparation for discussion, 6 hours of preparation of individually prepared translation for final evaluation.
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, comparison of translation solutions, problem solving tasks, interview, discussion, controlled self-study
Credits: 2

Number of credits: 2

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in classroom activities and the performance of ongoing tasks during the semester, consisting in the preparation of practical translations of medium-intensity texts and selected theoretical assignments, as well as the final individualized translation of the text according to the lecturer's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• Active participation in classroom activities, activity in translation discussions, 20% evaluation.
• Preparation of ongoing tasks - translations of texts at the secondary level of difficulty from Spanish to Slovak language and selected theoretical assignments, 40% of evaluation.
• Individually prepared translation of the text according to the Lecturer's input, 40% of the evaluation.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyse and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the

formal modification of the submitted work, compliance with the Lecturer's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to deepen the translation skills that the student will apply to specific texts. The course is aimed at translating texts from Spanish to Slovak and on translation of texts of artistic, professional style in medium difficulty. The course will include the interpretation of theoretical and terminological knowledge in the field of translation, the extension of the so-called translation minima to other theoretical topics.
Educational outcomes:
Student after successful completion of the subject
• improve his/her practical skills in translating texts,
• expands his/her knowledge of translation terminology and theory,
• can apply theoretical knowledge to the translation of texts at the secondary level of difficulty, can create translated text at a serious language level,
• can discuss and justify translation solutions, improves his/her ability to argue and link lessons learned from different fields,
• develops creative and flexible thinking.
After completing the course, he/she should be able to master the translation of texts in the middle degree of difficulty from the Spanish language to the Slovak language.

Class syllabus:
Practical and theoretical preparation of the translator.
Translation procedures and techniques.
Translation principles.
Problems of translation from a foreign language to Slovak.
Application of acquired knowledge to specific texts.
Translation from Spanish to Slovak of text of different styles.

Recommended literature:
HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Iris. 2006. 113 p. ISBN 80-892556-02-3
MÜGLOVÁ, D. 2009. Komunikácia, tlmočenie, preklad. Bratislava: Enigma, 2009. 323 p. ISBN 978-80-89132-82-9 (1st chapter, D. Müglová, pp. 11–81)

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 5

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

Lecturers: Mgr. Radana Štrbáková, PhD., doc. Mgr. Renáta Bojničanová, PhD.
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.KRoJL/B-ESPde029/22	Translation Exercises in Spanish Language 3.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 22 hours of continuous home preparation in the form of preparation of translations and preparation for discussion, 6 hours preparation of individually prepared translation for final evaluation.
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, comparison of translation solutions, problem solving tasks, interview, discussion, controlled self-study

Number of credits: 2

Recommended semester: 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in lessons and performance of ongoing tasks during the semester. During the semester, the student receives tasks for the written preparation of translations of texts discussed in the classroom. After discussion, he/she will produce a definitive version of the translation incorporating the comments from the discussion and the knowledge from the theoretical interpretation. Part of the course is the interpretation of selected theoretical contents in the field of translatology. At the end of the course, the student prepares and submits an individually prepared translation of the text according to the Lecturer's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• active participation in classroom activities, participation in discussion, 20% evaluation;
• written preparation of translations and selected theoretical assignments, 40% evaluation;
• final individual translation, 40% of the evaluation.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyze and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the

formal modification of the submitted work, compliance with the lecturer's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to deepen theoretical knowledge and practical skills in translating texts from Spanish to Slovak, but also vice versa, from Slovak to Spanish.
Educational outcomes:
After successful completion of the course, the student
• improves practical skills in translating medium-intensity texts from Spanish to Slovak,
• develops skills in translating lower-intensity texts from Slovak to Spanish,
• expands knowledge of theories and opinions of Spanish experts,
• can discuss and justify translation solutions.
The student will deepen theoretical knowledge and practical skills in translating texts of different styles on the subject through practical exercises. After completing the subject, he/she should be able to master the translation of texts at the secondary level of difficulty from Spanish to Slovak and texts at a lower level of difficulty from Slovak to Spanish. At the same time as improving his/her practical skills, he/she will also deepen his ability to theoretical reflection on translation.

Class syllabus:
Theoretical preparation of translator from Spanish to Slovak and from Slovak to Spanish.
Theory, history and practice of artistic translation in Romance countries, especially in Spain.
Formal correspondence and dynamic equivalence.
Application of acquired knowledge to specific texts.

Recommended literature:
BOJNIČANOVÁ, R. 2010. Formálna korešpondencia a dynamická ekvivalencia. In: Translatologické štúdie: teória, história a prax umeleckého prekladu v románskych krajinách (selected texts). Bratislava: AnaPress, 2010. pp. 139-150. ISBN 978-80-89137-64-0.
BOJNIČANOVÁ, R. 2010. „Valentín García Yebra“. In: Translatologické štúdie: teória, história a prax umeleckého prekladu v románskych krajinách (selected texts). Bratislava: AnaPress, 2010. pp. 137-139. ISBN 978-80-89137-64-0.
GARCÍA YEBRA, V. 1982. Teoría y práctica de la traducción. Madrid: Gredos. 1982. 408 p. ISBN 84-249-0281-5 (selected chapters)

Languages necessary to complete the course:
Slovak and Spanish language

Notes:

Past grade distribution
Total number of evaluated students: 7

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

Lecturers: doc. Mgr. Renáta Bojničanová, PhD., Mgr. Radana Štrbáková, PhD.
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.KRoJL/B-ESPde029/22	Translation Exercises in Spanish Language 3.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 22 hours of continuous home preparation in the form of preparation of translations and preparation for discussion, 6 hours preparation of individually prepared translation for final evaluation.
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, comparison of translation solutions, problem solving tasks, interview, discussion, controlled self-study

Number of credits: 2

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in lessons and performance of ongoing tasks during the semester. During the semester, the student receives tasks for the written preparation of translations of texts discussed in the classroom. After discussion, he/she will produce a definitive version of the translation incorporating the comments from the discussion and the knowledge from the theoretical interpretation. Part of the course is the interpretation of selected theoretical contents in the field of translatology. At the end of the course, the student prepares and submits an individually prepared translation of the text according to the Lecturer's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• active participation in classroom activities, participation in discussion, 20% evaluation;
• written preparation of translations and selected theoretical assignments, 40% evaluation;
• final individual translation, 40% of the evaluation.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyze and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the

formal modification of the submitted work, compliance with the lecturer's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to deepen theoretical knowledge and practical skills in translating texts from Spanish to Slovak, but also vice versa, from Slovak to Spanish.
Educational outcomes:
After successful completion of the course, the student
• improves practical skills in translating medium-intensity texts from Spanish to Slovak,
• develops skills in translating lower-intensity texts from Slovak to Spanish,
• expands knowledge of theories and opinions of Spanish experts,
• can discuss and justify translation solutions.
The student will deepen theoretical knowledge and practical skills in translating texts of different styles on the subject through practical exercises. After completing the subject, he/she should be able to master the translation of texts at the secondary level of difficulty from Spanish to Slovak and texts at a lower level of difficulty from Slovak to Spanish. At the same time as improving his/her practical skills, he/she will also deepen his ability to theoretical reflection on translation.

Class syllabus:
Theoretical preparation of translator from Spanish to Slovak and from Slovak to Spanish.
Theory, history and practice of artistic translation in Romance countries, especially in Spain.
Formal correspondence and dynamic equivalence.
Application of acquired knowledge to specific texts.

Recommended literature:
BOJNIČANOVÁ, R. 2010. Formálna korešpondencia a dynamická ekvivalencia. In: Translatologické štúdie: teória, história a prax umeleckého prekladu v románskych krajinách (selected texts). Bratislava: AnaPress, 2010. pp. 139-150. ISBN 978-80-89137-64-0.
BOJNIČANOVÁ, R. 2010. „Valentín García Yebra“. In: Translatologické štúdie: teória, história a prax umeleckého prekladu v románskych krajinách (selected texts). Bratislava: AnaPress, 2010. pp. 137-139. ISBN 978-80-89137-64-0.
GARCÍA YEBRA, V. 1982. Teoría y práctica de la traducción. Madrid: Gredos. 1982. 408 p. ISBN 84-249-0281-5 (selected chapters)

Languages necessary to complete the course:
Slovak and Spanish language

Notes:

Past grade distribution
Total number of evaluated students: 7

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

Lecturers: doc. Mgr. Renáta Bojničanová, PhD., Mgr. Radana Štrbáková, PhD.
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.KRoJL/B-ESPde042/16	Translation Exercises in Spanish Language 4.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work 22 hours of in-person teaching, 22 hours of continuous home preparation in the form of translations and preparation for discussion, 6 hours preparation of individually prepared translation for final evaluation
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, working in groups, comparing translation solutions, problem solving of tasks, interview, discussion, managed self-study

Number of credits: 2

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in lessons and performance of ongoing tasks. During the semester, the student receives tasks for the written preparation of translations of texts discussed in the classroom. After discussion, he/she will produce a definitive version of the translation incorporating the comments from the discussion and the knowledge from the theoretical interpretation. Part of the course is the interpretation of selected theoretical content from the field of stylistics. At the end of the course, the student prepares and submits an individually prepared translation of the text according to the Lecturer's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• Active participation in classroom activities, participation in discussion, 20% evaluation.
• Written preparation of translations and selected theoretical assignments, 40% evaluation.
• Final individual translation, 40% of the evaluation.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyze and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the formal modification of the submitted work, compliance with the Lecturer's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the subject.

The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:
The aim of the course is to deepen theoretical knowledge and practical skills in translating texts from Spanish to Slovak and from Slovak to Spanish, with a focus on translation of professional and administrative style texts.
Educational outcomes:
After successful completion, the student
• improve practical skills in translating texts, especially professional and administrative style texts, but also essay text,
• expands knowledge of translation terminology,
• can apply theoretical knowledge to specific texts,
• can link the acquired knowledge from different fields of language research,
• can discuss and justify translation solutions, he can argue.
The student will deepen theoretical knowledge and practical translation skills on the subject through practical exercises. After completing the subject, he/she should be able to master the translation of texts at the secondary level of difficulty from Spanish to Slovak and vice versa. At the same time as improving his/her practical skills, he/she will also deepen his/her ability to theoretical reflection on translation.

Class syllabus:
Working with specialized dictionaries.
Accuracy and terminology when translating.
Specificities of professional and administrative style.
Application of acquired knowledge to specific texts with a primary focus on professional and administrative style texts.
Translation of texts on the interface of professional and artistic style, translation of essayist-style text.

Recommended literature:
ÁLVAREZ, M. 2002. Tipos de escrito III: Epistolar, administrativo y jurídico. 3rd edition. Madrid: Arco Libros, 2002. 70 p. ISBN 84-7635-170-4.
BOJNIČANOVÁ, R. 2012. „K problematike zachovania kultúrneho obsahu a jazykového bohatstva textu pri preklade.“ In: Philologica 68: Studia Romanistica. Bratislava: Univerzita Komenského, p. 33-41.
GARCÍA YEBRA, V. 1982. Teoría y práctica de la traducción. 1st edition. Madrid: Gredos. 1982. 408 p. ISBN 84-249-0281-5 (selected chapters)

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: doc. Mgr. Renáta Bojničanová, PhD.

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.KRoJL/B-ESPde042/22	Translation Exercises in Spanish Language 4.

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
The condition for successful completion of the course is active participation in lessons and performance of ongoing tasks. During the semester, the student receives tasks for the written preparation of translations of texts discussed in the classroom. After discussion, he/she will produce a definitive version of the translation incorporating the comments from the discussion and the knowledge from the theoretical interpretation. Part of the course is the interpretation of selected theoretical content from the field of stylistics. At the end of the course, the student prepares and submits an individually prepared translation of the text according to the Lecturer's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• Active participation in classroom activities, participation in discussion, 20% evaluation.
• Written preparation of translations and selected theoretical assignments, 40% evaluation.
• Final individual translation, 40% of the evaluation.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyze and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the formal modification of the submitted work, compliance with the Lecturer's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

Learning outcomes:

The aim of the course is to deepen theoretical knowledge and practical skills in translating texts from Spanish to Slovak and from Slovak to Spanish, with a focus on translation of professional and administrative style texts.
Educational outcomes:
After successful completion, the student
• improve practical skills in translating texts, especially professional and administrative style texts, but also essay text,
• expands knowledge of translation terminology,
• can apply theoretical knowledge to specific texts,
• can link the acquired knowledge from different fields of language research,
• can discuss and justify translation solutions, he can argue.
The student will deepen theoretical knowledge and practical translation skills on the subject through practical exercises. After completing the subject, he/she should be able to master the translation of texts at the secondary level of difficulty from Spanish to Slovak and vice versa. At the same time as improving his/her practical skills, he/she will also deepen his/her ability to theoretical reflection on translation.

Class syllabus:
Working with specialized dictionaries.
Accuracy and terminology when translating.
Specificities of professional and administrative style.
Application of acquired knowledge to specific texts with a primary focus on professional and administrative style texts.
Translation of texts on the interface of professional and artistic style, translation of essayist-style text.

Recommended literature:
ÁLVAREZ, M. 2002. Tipos de escrito III: Epistolar, administrativo y jurídico. 3rd edition. Madrid: Arco Libros, 2002. 70 p. ISBN 84-7635-170-4.
BOJNIČANOVÁ, R. 2012. „K problematike zachovania kultúrneho obsahu a jazykového bohatstva textu pri preklade.“ In: Philologica 68: Studia Romanistica. Bratislava: Univerzita Komenského, p. 33-41.
GARCÍA YEBRA, V. 1982. Teoría y práctica de la traducción. 1st edition. Madrid: Gredos. 1982. 408 p. ISBN 84-249-0281-5 (selected chapters)

Languages necessary to complete the course:
Slovak and Spanish

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: doc. Mgr. Renáta Bojničanová, PhD.

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.KPg/B-VUZde039/23	Zvedavé učenie 1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

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: 26

A	ABS	B	C	D	E	FX
92,31	0,0	0,0	0,0	0,0	0,0	7,69

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-VUZde040/23	Zvedavé učenie 2

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde039/23 - Zvedavé učenie 1

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 20

A	ABS	B	C	D	E	FX
100,0	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: