

# Course descriptions

## TABLE OF CONTENTS

1. M-ANGex028/22	A comparative Lexicology of English and Slovak.....	4
2. M-VUZex011/16	Andragogy.....	7
3. M-VUZex011/16	Andragogy.....	8
4. M-VOBex013/22	Arts in citizenship education.....	9
5. M-VOBex013/22	Arts in citizenship education.....	12
6. M-VOBex020/22	Basics of sexual education.....	15
7. M-VOBex020/22	Basics of sexual education.....	18
8. M-VOBex017/22	Citizen and globalisation.....	21
9. M-VOBex017/22	Citizen and globalisation.....	24
10. M-VUZex025/22	Class management.....	27
11. M-VUZex025/22	Class management.....	31
12. M-ANGex047/22	Cognitive Linguistics.....	35
13. M-VUZex022/22	Cognitive psychology and neurodidactics.....	36
14. M-VUZex022/22	Cognitive psychology and neurodidactics.....	39
15. M-ANGex025/22	Contemporary British and American Culture.....	42
16. M-ANGex006/22	Contrastive Linguistics.....	46
17. M-ANGex004/22	Current Trends in English Language Didactics.....	50
18. M-ANGex018/22	Didactics of English Language for Young Learners.....	54
19. M-ANGšt010/16	Didactics of English language and literature <b>(state exam)</b> .....	58
20. M-ANGex021/22	Didactics of Teaching Adult Learners.....	60
21. M-VOBšt007/16	Didactics of citizenship education <b>(state exam)</b> .....	64
22. M-VOBex004/22	Didactics of civic education I.....	65
23. M-VOBex004/22	Didactics of civic education I.....	68
24. M-VOBex005/22	Didactics of civic education II.....	71
25. M-VOBex005/22	Didactics of civic education II.....	73
26. M-VUZex023/22	Disorders of child development, learning and behaviour.....	75
27. M-VUZex023/22	Disorders of child development, learning and behaviour.....	79
28. M-VUZex001/22	Educational diagnostics and evaluation.....	83
29. M-VUZex001/22	Educational diagnostics and evaluation.....	87
30. M-ANGex050/22	Electronic Literature.....	91
31. M-ANGex002/22	English Language Didactics.....	95
32. M-ANGex001/22	English Lexicology.....	99
33. M-ANGšt009/16	English language and literature <b>(state exam)</b> .....	103
34. M-VOBex016/22	Ethics education.....	106
35. M-VOBex016/22	Ethics education.....	109
36. M-VOBex012/22	Family and child in society.....	112
37. M-VOBex012/22	Family and child in society.....	114
38. M-VOBex002/22	Global and European dimension in education.....	116
39. M-VOBex002/22	Global and European dimension in education.....	119
40. M-VOBex014/22	Human rights education.....	122
41. M-VOBex014/22	Human rights education.....	125
42. M-VUZex014/22	Inclusive education.....	128
43. M-VUZex014/22	Inclusive education.....	132
44. M-ANGex023/22	Intercultural Approach in Language Teaching.....	136
45. M-VOBex022/22	Internship II.....	140
46. M-VOBex022/22	Internship II.....	141
47. M-ANGex049/22	Language in Use - Conversation C1.....	142

48. M-VUZex021/22	Learning theories and concepts of teaching.....	143
49. M-VUZex021/22	Learning theories and concepts of teaching.....	147
50. M-ANGex013/22	Linguistic Analysis of Texts I.....	151
51. M-ANGex014/22	Linguistic Analysis of the Text II.....	154
52. M-ANGex015/22	Literary Text in Action.....	157
53. M-VUZex004/22	Master thesis seminar.....	161
54. M-VUZex004/22	Master thesis seminar.....	163
55. M-VUZšt009/15	Master`s thesis defence ( <b>state exam</b> ).....	165
56. M-ANGex024/22	Media Culture.....	167
57. M-VOBex003/22	Media and medial education.....	170
58. M-VOBex003/22	Media and medial education.....	173
59. M-VUZex002/22	Methodology of educational research.....	176
60. M-VUZex002/22	Methodology of educational research.....	179
61. M-ANGex017/22	Minority Ethnic English Literature.....	182
62. M-ANGex007/22	Modern American Literature.....	186
63. M-ANGex003/22	Modern English Literature.....	190
64. M-VOBex015/22	Multicultural education.....	194
65. M-VOBex015/22	Multicultural education.....	197
66. M-VOBex011/22	Pedagogical anthropology.....	200
67. M-VOBex011/22	Pedagogical anthropology.....	203
68. M-VUZex010/16	Pedeutology.....	206
69. M-VUZex010/16	Pedeutology.....	207
70. M-VUZex017/22	Personal and social development.....	208
71. M-VUZex017/22	Personal and social development.....	212
72. M-VUZex003/22	Philosophy of education.....	216
73. M-VUZex003/22	Philosophy of education.....	218
74. M-VOBex008/22	Political and philosophical questions of history.....	220
75. M-VOBex008/22	Political and philosophical questions of history.....	223
76. M-ANGex026/22	Practical Language: Presentation Skills.....	226
77. M-ANGex008/22	Practical language C1.....	230
78. M-ANGex046/22	Pragmalinguistics.....	234
79. M-ANGex029/22	Pre-primary Didactics of English Language.....	235
80. M-ANGex027/22	Preparation for CA Test.....	239
81. M-VUZex024/22	Processing and interpretation of statistical data.....	242
82. M-VUZex024/22	Processing and interpretation of statistical data.....	245
83. M-VOBex010/22	Professional ethics.....	248
84. M-VOBex010/22	Professional ethics.....	251
85. M-ANGex005/22	Psychological Aspects of Foreign Language Learning.....	254
86. M-VUZex018/22	Psychological analysis of school educational situations.....	258
87. M-VUZex018/22	Psychological analysis of school educational situations.....	261
88. M-VOBex001/22	Relevant problems of citizenship.....	264
89. M-VOBex001/22	Relevant problems of citizenship.....	267
90. M-VUZex016/22	Religious studies.....	270
91. M-VUZex016/22	Religious studies.....	273
92. M-VOBex021/22	Reorientation of education and training to sustainable development.....	276
93. M-VOBex021/22	Reorientation of education and training to sustainable development.....	277
94. M-VOBex019/22	Research and project work in citizenship education.....	278
95. M-VOBex019/22	Research and project work in citizenship education.....	280
96. M-ANGex011/22	Semantics.....	282

97. M-VOBex009/22	Social philosophy.....	285
98. M-VOBex009/22	Social philosophy.....	288
99. M-VOBex018/22	Society and religions.....	291
100. M-VOBex018/22	Society and religions.....	294
101. M-ANGex012/22	Sociolinguistics.....	297
102. M-VUZex026/22	Strategies for developing student creativity.....	300
103. M-VUZex026/22	Strategies for developing student creativity.....	301
104. M-ANGex030/22	Teaching Grammar.....	302
105. M-VUZex005/22	Teaching practice 1 (A).....	306
106. M-VUZex005/22	Teaching practice 1 (A).....	309
107. M-VUZex006/22	Teaching practice 1 (B).....	312
108. M-VUZex006/22	Teaching practice 1 (B).....	316
109. M-VUZex007/22	Teaching practice 2 (A).....	320
110. M-VUZex007/22	Teaching practice 2 (A).....	323
111. M-VUZex008/22	Teaching practice 2 (B).....	326
112. M-VUZex008/22	Teaching practice 2 (B).....	329
113. M-VUZex015/22	Textbook and educational resources creation and evaluation.....	332
114. M-VUZex015/22	Textbook and educational resources creation and evaluation.....	334
115. M-VOBšt006/16	Theory of citizenship education ( <b>state exam</b> ).....	336
116. M-VUZex012/22	Training of teachers' social skills.....	337
117. M-VUZex012/22	Training of teachers' social skills.....	338

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex028/22	<b>Course title:</b> A comparative Lexicology of English and Slovak
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: in-person, distance learning Number of hours: 5 per semester Student workload: 56 hours in total Direct teaching = 5 h (a combination of in-class teaching and on-line communication), continuous out-of-class preparation (revision, homework, self-study) = 20 h, 1st practical test = 10 h, 2nd practical test = 10 h, final theoretical test = 11 h Teaching methods: Concise explanation/description of the subject matter, individual practice of the discussed lexical phenomena, pair-work, didactic games, comparison of the lexical features of English and Slovak, discussion of the topics covered in the class, lexical analysis of short authentic texts, building strategies aimed at the identification of the differences between English and Slovak lexical levels	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> M-ANGex001 English Lexicology	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (100%): 1st practical test – 40% 2nd practical test – 30% Theoretical test – 30% Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX Grade A : The student can correctly identify different types of words in English and Slovak and their basic differences, can find differences between English and Slovak in the degree and type of abstraction when naming objects, phenomena, processes, etc. of extra-linguistic reality, knows all types of word-formation and can practically compare them in the two languages, knows and can	

compare paradigmatic relationships in the vocabulary of English and Slovak, is able to compare the processes of foreign word acquisition in English and Slovak.

Grade B: The student can correctly identify the types of words in English and Slovak and their basic differences, can find differences between English and Slovak in the degree and type of abstraction when naming objects, phenomena, processes, etc. He/she is familiar with and can compare most of the paradigmatic relations in the vocabulary of English and Slovak, he/she can compare the processes of the acquisition of foreign words in English and Slovak, he/she knows different types of word-formation and can compare them practically in the two languages.

Grade C: The student can correctly identify some types of words in English and Slovak and their basic differences, can find the main differences between English and Slovak in the degree and type of abstraction when naming objects, phenomena, processes, etc. He/she knows and can compare most of the paradigmatic relations in the vocabulary of English and Slovak, can compare succinctly the processes of acquisition of foreign words in English and Slovak.

Grade D: The student can correctly identify the basic types of words in English and Slovak and their main differences, can find some differences between English and Slovak in the degree and type of abstraction when naming objects, phenomena, processes, etc. He/she knows and can compare some paradigmatic relations in the vocabulary of English and Slovak, he/she can compare succinctly the processes of the acquisition of foreign words in English and Slovak.

Grade E: The student can correctly identify the main types of words in English and Slovak and knows their most basic differences, can find some differences between English and Slovak in the degree and type of abstraction when naming objects, phenomena, processes, etc. He/She knows and can briefly compare some basic paradigmatic relations in the vocabulary of English and Slovak, he/she can compare in a simple manner the processes of foreign word acquisition in English and Slovak.

Terms of evaluation

The final grade will be awarded to those students who have taken all three tests administered during the semester. The student is entitled to alternative dates of the three tests (if he/she has not attended the assessment for medical or other serious reasons), but he/she is not entitled to any re-sits.

Scale of assessment (preliminary/final): Continuous assessment (100%): 1st practical test – 40%  
2nd practical test – 30% Theoretical test – 30%

### **Learning outcomes:**

Objectives and learning outcomes:

Based on the learning objectives declared in the profile of a graduate, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

The student knows the types of words, is familiar with the basic onomasiological principles of vocabulary formation, knows the different types of word-formation in the English and Slovak language, knows the formal and semantic paradigmatic relations among English and Slovak words, learns the theoretical foundations of English and Slovak phraseology, is familiar with the processes of the acquisition of foreign words in English and Slovak.

Skills:

The student can correctly identify different types of words in English and Slovak and their basic differences, can find the differences between English and Slovak in the degree and type of abstraction in the naming process, knows the types of word-formation and can practically compare them in the two languages, knows and can compare the paradigmatic relations in the vocabulary of English and Slovak, is able to compare the processes of the borrowing of foreign words in English and Slovak, knows the strategies of the systematic lexical comparison of the two languages, can use the acquired knowledge in a suitable and appropriate way in the classroom.

Competences:

The student learns to work independently and in a team in the process of the lexical comparison of English and Slovak, can communicate professionally about various lexical phenomena, can find and use digital resources and aids for his/her further independent development, develops the ability to analyse and synthesize linguistic texts, is able to read academic literature, is able to link the acquired theoretical and practical knowledge with the subject of research in other linguistic disciplines, has adequately developed presentation and argumentation skills, and is ready to take responsibility for his/her further professional and vocational growth.

**Class syllabus:**

Course contents:

Main themes of the course:

Word types in English and Slovak, abstraction in the process of naming lexical units, affixation in English and Slovak, composition and conversion in English and Slovak, comparison of secondary and marginal word-formation processes, formal paradigmatic relations between English and Slovak words, semantic paradigmatic relations in English and Slovak, collocations and idioms, foreign words in English and Slovak vocabulary

By means of the above content, the student learns the differences and similarities between the lexical levels of English and Slovak, recognizes their different structural-functional characteristics, learns the methods of using theoretical knowledge in the practical analysis and comparison of linguistic resources of English and Slovak, develops his/her awareness of the differences between two typologically different languages, acquires the ability to analyse and compare the linguistic resources of English and Slovak at C1 level, can read academic literature in English, learns to work independently and in a team to solve linguistic problems, learns the strategies to prevent interference of the mother tongue when learning English, can appropriately apply the acquired knowledge and skills in the classroom.

**Recommended literature:**

Compulsory readings:

PAVLÍK, R. (2021). A Textbook of English Lexicology I. Word Structure, Word-Formation, Word Meaning. 2nd edition. Bratislava: Z-F Lingua.

PAVLÍK, R. (2018). A Textbook of English Lexicology II: Word Relations, Words in Use, Lexical Variation and Change. Bratislava: Z-F Lingua.

Recommended readings:

POPESCU, F. (2019). A Paradigm of Comparative Lexicology. Newcastle upon Tyne: Cambridge Scholars Publishing.

ORGOŇOVÁ, O. and BOHUNICKÁ, A. (2011). Lexikológia slovenčiny. Bratislava: Stimul.

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

**Languages necessary to complete the course:**

Languages necessary to complete the course: English and Slovak

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

Total number of evaluated students: 30

A	ABS	B	C	D	E	FX
43,33	0,0	20,0	20,0	3,33	0,0	13,33

**Lecturers:**

**Last change:** 16.10.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZex011/16			<b>Course title:</b> Andragogy			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4., 6.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZex011/16			<b>Course title:</b> Andragogy			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3., 5.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex013/22	<b>Course title:</b> Arts in citizenship education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, 5 hours per semester, combined method Student workload: 5 hours per semester of instruction, 19 hours of preparation of a midterm paper in the first half of the semester, 19 hours of preparation of a final paper in the second half of the semester, 17 hours of guided self-study. Total 60 hours per semester. Teaching methods: Brainstorming, discussion of the topic under discussion, demonstration of appropriate solutions, problem solving, Socratic conversation, project development.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Over the course of the semester, students work on their own project using the arts in school civics. At mid-semester, they turn in an annotation of the project - title, choice of work they would work with, basic goals of the civics work, and characteristics of the target audience. The appropriateness of the work for the goals and for the target group, and the adequacy of the connection between the goals and the target group are assessed. At the end of the semester, they turn in a complete project. The project will include: <ul style="list-style-type: none"> <li>- The objectives of the activity (pupils' skills according to the National Curriculum).</li> <li>- The target group of the activity (for which pupils it could be used).</li> <li>- Time and space (how long it would last, any special space requirements).</li> <li>- The flow of the activity (a brief scenario of how the students would carry it out).</li> <li>- Evaluation of the activity (how they would evaluate the students).</li> <li>- Theoretical perspective on the activity (students will list three key words from artwork theory and briefly elaborate on how these three key words reflect their activity).</li> <li>- Literature used.</li> </ul> The ability to use the artwork to develop students' civic skills and abilities is assessed and must be clearly defined in the project. <b>Assessment:</b> A (100-91%, excellent - outstanding performance), students will develop an original artwork project that is thought through as a coherent whole and fulfills the civics objectives of the State Curriculum,	

B (90-81%, very good - above average standard), students creatively develop an arts project that meets the objectives of civics and is linked to the National Curriculum,  
C (80-73%, good - normal reliable work), students will develop an art project that does not interfere with the principles of civics and is tied to the National Curriculum,  
D (72-66%, Satisfactory - acceptable performance), students will develop a project that will not be internally rigorous but will not violate the principles of civics,  
E (65-60%, satisfactory - results meet the minimum criteria), students will develop a project working with art that will not violate the principles of civics education but will not be internally intertwined with the National Curriculum,  
Fx (59-0%, insufficient - extra work required), students will develop a project that is not tied to the National Curriculum and does not address the goals of citizenship education.  
Weighting of the mid-term and final assessment: 100/0.  
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

Students know and have mastered the main methods of working with the arts in civics, or more broadly in citizenship education. They know how to plan such work and combine appropriate didactic approaches with specific groups of pupils. They find civic themes in art and can relate artworks to specific objectives and topics in citizenship education.

**Class syllabus:**

Prerequisites for working with the arts in civics. Methods of working with art in general and specifically in civics. The meaning of working with art in citizenship education. Examples of themes that can be developed with the help of the arts: critical thinking, the Holocaust, communism, how people lived in the past, human equality, global issues. Ways of evaluating work with the arts in citizenship education.

Since the aim of the course is to prepare students for the didactically correct fulfilment of the objectives of civics or citizenship education according to the current National Curriculum and according to the current socio-political situation, the topics that can be developed with the help of art will be adjusted according to the changes in the National Curriculum and according to the current social situation at home or in the world.

**Recommended literature:**

BABYRÁDOVÁ, H. 2002: Rituál, umění a výchova. Brno : PdF MU. ISBN 80-210-3029-1  
MISTRÍK, E. 2016: Estetická výchova ako nástroj sebareflexie. Bratislava : UK. ISBN 978-80-223-4207-0  
MISTRÍK, E. 2009: Umenie a kultúra pre 1. ročník gymnázií. Prievidza : Združenie EDUCO. ISBN 978-80-8941303-8  
MISTRÍK, E. 2009: Umenie a kultúra pre 2. ročník gymnázií. Prievidza : Združenie EDUCO. ISBN 978-80-89413-04-5  
MISTRÍK, E. – JANIKOVIČ, Z. 2012: Umenie a kultúra pre 3. ročník gymnázií. Prievidza : Združenie EDUCO. ISBN 978-80-89413-31-1  
MISTRÍK, E. 2019: Základy estetiky a etikety. Bratislava : SPN. ISBN 978-80-10-03446-8  
PRŠOVÁ, E. 2000: Aktivizácia žiakov metódami dramatickej výchovy. Banská Bystrica : Metodické centrum. ISBN 80-8041-354-1

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 4						
A	ABS	B	C	D	E	FX
0,0	0,0	25,0	50,0	25,0	0,0	0,0
<b>Lecturers:</b> prof. PhDr. Erich Mistrík, CSc.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex013/22	<b>Course title:</b> Arts in citizenship education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, 5 hours per semester, combined method Student workload: 5 hours per semester of instruction, 19 hours of preparation of a midterm paper in the first half of the semester, 19 hours of preparation of a final paper in the second half of the semester, 17 hours of guided self-study. Total 60 hours per semester. Teaching methods: Brainstorming, discussion of the topic under discussion, demonstration of appropriate solutions, problem solving, Socratic conversation, project development.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Over the course of the semester, students work on their own project using the arts in school civics. At mid-semester, they turn in an annotation of the project - title, choice of work they would work with, basic goals of the civics work, and characteristics of the target audience. The appropriateness of the work for the goals and for the target group, and the adequacy of the connection between the goals and the target group are assessed. At the end of the semester, they turn in a complete project. The project will include: <ul style="list-style-type: none"> <li>- The objectives of the activity (pupils' skills according to the National Curriculum).</li> <li>- The target group of the activity (for which pupils it could be used).</li> <li>- Time and space (how long it would last, any special space requirements).</li> <li>- The flow of the activity (a brief scenario of how the students would carry it out).</li> <li>- Evaluation of the activity (how they would evaluate the students).</li> <li>- Theoretical perspective on the activity (students will list three key words from artwork theory and briefly elaborate on how these three key words reflect their activity).</li> <li>- Literature used.</li> </ul> The ability to use the artwork to develop students' civic skills and abilities is assessed and must be clearly defined in the project. <b>Assessment:</b> A (100-91%, excellent - outstanding performance), students will develop an original artwork project that is thought through as a coherent whole and fulfills the civics objectives of the State Curriculum,	

B (90-81%, very good - above average standard), students creatively develop an arts project that meets the objectives of civics and is linked to the National Curriculum,  
C (80-73%, good - normal reliable work), students will develop an art project that does not interfere with the principles of civics and is tied to the National Curriculum,  
D (72-66%, Satisfactory - acceptable performance), students will develop a project that will not be internally rigorous but will not violate the principles of civics,  
E (65-60%, satisfactory - results meet the minimum criteria), students will develop a project working with art that will not violate the principles of civics education but will not be internally intertwined with the National Curriculum,  
Fx (59-0%, insufficient - extra work required), students will develop a project that is not tied to the National Curriculum and does not address the goals of citizenship education.  
Weighting of the mid-term and final assessment: 100/0.  
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

Students know and have mastered the main methods of working with the arts in civics, or more broadly in citizenship education. They know how to plan such work and combine appropriate didactic approaches with specific groups of pupils. They find civic themes in art and can relate artworks to specific objectives and topics in citizenship education.

**Class syllabus:**

Prerequisites for working with the arts in civics. Methods of working with art in general and specifically in civics. The meaning of working with art in citizenship education. Examples of themes that can be developed with the help of the arts: critical thinking, the Holocaust, communism, how people lived in the past, human equality, global issues. Ways of evaluating work with the arts in citizenship education.

Since the aim of the course is to prepare students for the didactically correct fulfilment of the objectives of civics or citizenship education according to the current National Curriculum and according to the current socio-political situation, the topics that can be developed with the help of art will be adjusted according to the changes in the National Curriculum and according to the current social situation at home or in the world.

**Recommended literature:**

BABYRÁDOVÁ, H. 2002: Rituál, umění a výchova. Brno : PdF MU. ISBN 80-210-3029-1  
MISTRÍK, E. 2016: Estetická výchova ako nástroj sebareflexie. Bratislava : UK. ISBN 978-80-223-4207-0  
MISTRÍK, E. 2009: Umenie a kultúra pre 1. ročník gymnázií. Prievidza : Združenie EDUCO. ISBN 978-80-8941303-8  
MISTRÍK, E. 2009: Umenie a kultúra pre 2. ročník gymnázií. Prievidza : Združenie EDUCO. ISBN 978-80-89413-04-5  
MISTRÍK, E. – JANIKOVIČ, Z. 2012: Umenie a kultúra pre 3. ročník gymnázií. Prievidza : Združenie EDUCO. ISBN 978-80-89413-31-1  
MISTRÍK, E. 2019: Základy estetiky a etikety. Bratislava : SPN. ISBN 978-80-10-03446-8  
PRŠOVÁ, E. 2000: Aktivizácia žiakov metódami dramatickej výchovy. Banská Bystrica : Metodické centrum. ISBN 80-8041-354-1

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 4						
A	ABS	B	C	D	E	FX
0,0	0,0	25,0	50,0	25,0	0,0	0,0
<b>Lecturers:</b> prof. PhDr. Erich Mistrík, CSc.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex020/22	<b>Course title:</b> Basics of sexual education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar; total 5 hours per semester, combined method Student workload: Class attendance: 5 hours of teaching; Preparation of lesson plan: 15 hours; Preparation of seminar paper: 18 hours. Guided self-study: 17 hours Total 55 hours of student work. Teaching methods: Monologue lecture with presentation (linking theoretical knowledge with the practice of teaching topics of relationship and sex education), group problem solving (e.g. mind maps and case studies), work with selected texts. The final assessment includes collective work in small groups (discussion and work with the text), stimulation of pedagogical practice, guided self-study /work with the text/	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with a grade. 100% of the interim grade. Students will complete two assignments during the semester (total grade 100 points): - Preparation of a lesson plan for high school students - 40 points - Preparation of a seminar paper on a selected topic - 60 points Grades are awarded on a scale of: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficiently- results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A minimum score of 60% is required to pass the course. Students with a passing grade possess the following skills: A grade of A: outstanding performance, the student has excellent mastery of the theoretical and practical skills of relationship and sexuality education,	

Grade B: very good performance, the student has very good knowledge of both the theoretical and practical skills of relationship and sexuality education,  
Grade C: good performance, the student has the theoretical knowledge of relationship and sex education, but has poor practical teaching skills,  
Grade D: satisfactory performance, the student has weak theoretical knowledge in the area of relationship and sex education and has weak practical teaching skills,  
Grade E: sufficiently performance, the student demonstrates only theoretical or only practical learning skills in the area of relationship and sexuality education,  
Grade Fx: Inadequate performance, student demonstrates no theoretical or practical skills in relationship and sexuality education. .  
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

The aim of the course is to provide students with professional and methodological knowledge about relationship and sex education and thus to provide professional training for future teachers/coordinators of Marriage and Parenthood Education. Students will train their critical thinking and communication skills on the topics of sexuality, sexual health and relational life. The course also develops their organizational skills in lesson plan development and their skills in researching current scholarship in the area of relationship and sexuality education.

Upon completion of the course, students will:

- Able to develop a lesson plan for relationship and sexuality education;
- Know and apply to teaching practice current and complex relationship and sexuality education topics;
- Reflect on the process of developing a relationship and sexuality education lesson;
- Properly age and topic-target relationship and sexuality education;
- Utilise and seek current knowledge in teaching;
- Name the knowledge, skills, and attitudes of the relationship and sexuality education teacher.

**Class syllabus:**

The course is divided into several thematic headings, which deal with current knowledge in the field of relationship and sexual education within the framework of Education for Marriage and Parenthood:

Theme 1 - Various aspects of intimate and family relationships

Theme 2 - The influence of culture on sexuality

Theme 3 - Sex and gender - social aspects of sexuality

Theme 4 - Violence and security in relationships

Theme 5 - Skills for health and well-being

Theme 6 - Body and development - sexuality and physicality

Theme 7 - Different aspects of sexual behaviour

Theme 8 - Sexual and reproductive health

Theme 9 - Diversity and sexuality in the population

Theme 10 - Sexuality and media representation

Theme 11 - Teacher preparation and lesson plan development in relationship and sexuality education

**Recommended literature:**

GLOSOVÁ, K., a kol. 2013. Sexuálna výchova v kontexte ľudských práv II. – Stručný manuál pre rovesnícke vzdelávanie. Bratislava: Spoločnosť pre plánované rodičovstvo. ISBN 978-80-89558-05-6

HOLLÁ, K. 2016. Sexting a kyberšikana. Bratislava: IRIS. ISBN 978-80-8153-061-6.

KURUC, A., VALKOVIČOVÁ, V. 2020. Čo so sexuálnym obťažovaním? Príručka pre vysoké školy. Bratislava: Inštitút pre výskum práce a rodiny.

MADRASOVÁ GECKOVÁ, A., a kol. 2019. Sociálne determinanty zdravia školákov. Bratislava: Úrad verejného zdravotníctva Slovenskej republiky.

OČENÁŠOVÁ, Z., MICHALÍK, P. 2017. Sexuálne násilie na ženách – správa z reprezentatívneho výskumu. Bratislava: Inštitút pre výskum práce a rodiny. ISBN 978-80-7138-159-4

ROVNANOVÁ, L. a kol. 2007. Metodická príručka pre sexuálnu výchovu na druhom stupni základných škôl v rámci osnov výchovy k manželstvu a rodičovstvu. Bratislava: Spoločnosť pre plánované rodičovstvo.

ROVNANOVÁ, L. a kol. 2012. Sexuálna výchova v kontexte ľudských práv – Stručný sprievodca. Bratislava: Spoločnosť pre plánované rodičovstvo.

Recommended readings:

BOSÁ, M., MINAROVÍČOVÁ, K. 2006. Rodovo citlivá výchova. Bratislava: EsFem, 2006.

CVIKOVÁ, J., LUKŠÍK, I., SUPEKOVÁ, M. 2003. Sexualita a rodovosť v sociálnych a výchovných súvislostiach. Bratislava: Humanitas, 2003.

RENZETTI, C.M., CURRAN, D. J. 2005. Ženy, muži a spoločnosť. Praha: Karolinum, 2005. ISBN 8-0246-0525-2

ROVNANOVÁ, 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, 2007.

VALKOVIČOVÁ, V., JAKALOVÁ, Z. (Eds.). 2020. Bez súhlasu.txt. Bratislava, Praha: APART, Display.cz, Kapitál, 2020. ISBN 9-7880-9715-695-4.

**Languages necessary to complete the course:**

Slovak and Czech 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:** Mgr. Katarína Minarovičová, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex020/22	<b>Course title:</b> Basics of sexual education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar; total 5 hours per semester, combined method Student workload: Class attendance: 5 hours of teaching; Preparation of lesson plan: 15 hours; Preparation of seminar paper: 18 hours. Guided self-study: 17 hours Total 55 hours of student work. Teaching methods: Monologue lecture with presentation (linking theoretical knowledge with the practice of teaching topics of relationship and sex education), group problem solving (e.g. mind maps and case studies), work with selected texts. The final assessment includes collective work in small groups (discussion and work with the text), stimulation of pedagogical practice, guided self-study /work with the text/	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with a grade. 100% of the interim grade. Students will complete two assignments during the semester (total grade 100 points): - Preparation of a lesson plan for high school students - 40 points - Preparation of a seminar paper on a selected topic - 60 points Grades are awarded on a scale of: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficiently- results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A minimum score of 60% is required to pass the course. Students with a passing grade possess the following skills: A grade of A: outstanding performance, the student has excellent mastery of the theoretical and practical skills of relationship and sexuality education,	

Grade B: very good performance, the student has very good knowledge of both the theoretical and practical skills of relationship and sexuality education,  
Grade C: good performance, the student has the theoretical knowledge of relationship and sex education, but has poor practical teaching skills,  
Grade D: satisfactory performance, the student has weak theoretical knowledge in the area of relationship and sex education and has weak practical teaching skills,  
Grade E: sufficiently performance, the student demonstrates only theoretical or only practical learning skills in the area of relationship and sexuality education,  
Grade Fx: Inadequate performance, student demonstrates no theoretical or practical skills in relationship and sexuality education. .  
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

The aim of the course is to provide students with professional and methodological knowledge about relationship and sex education and thus to provide professional training for future teachers/coordinators of Marriage and Parenthood Education. Students will train their critical thinking and communication skills on the topics of sexuality, sexual health and relational life. The course also develops their organizational skills in lesson plan development and their skills in researching current scholarship in the area of relationship and sexuality education.

Upon completion of the course, students will:

- Able to develop a lesson plan for relationship and sexuality education;
- Know and apply to teaching practice current and complex relationship and sexuality education topics;
- Reflect on the process of developing a relationship and sexuality education lesson;
- Properly age and topic-target relationship and sexuality education;
- Utilise and seek current knowledge in teaching;
- Name the knowledge, skills, and attitudes of the relationship and sexuality education teacher.

**Class syllabus:**

The course is divided into several thematic headings, which deal with current knowledge in the field of relationship and sexual education within the framework of Education for Marriage and Parenthood:

Theme 1 - Various aspects of intimate and family relationships

Theme 2 - The influence of culture on sexuality

Theme 3 - Sex and gender - social aspects of sexuality

Theme 4 - Violence and security in relationships

Theme 5 - Skills for health and well-being

Theme 6 - Body and development - sexuality and physicality

Theme 7 - Different aspects of sexual behaviour

Theme 8 - Sexual and reproductive health

Theme 9 - Diversity and sexuality in the population

Theme 10 - Sexuality and media representation

Theme 11 - Teacher preparation and lesson plan development in relationship and sexuality education

**Recommended literature:**

GLOSOVÁ, K., a kol. 2013. Sexuálna výchova v kontexte ľudských práv II. – Stručný manuál pre rovesnícke vzdelávanie. Bratislava: Spoločnosť pre plánované rodičovstvo. ISBN 978-80-89558-05-6

HOLLÁ, K. 2016. Sexting a kyberšikana. Bratislava: IRIS. ISBN 978-80-8153-061-6.

KURUC, A., VALKOVIČOVÁ, V. 2020. Čo so sexuálnym obťažovaním? Príručka pre vysoké školy. Bratislava: Inštitút pre výskum práce a rodiny.

MADRASOVÁ GECKOVÁ, A., a kol. 2019. Sociálne determinanty zdravia školákov. Bratislava: Úrad verejného zdravotníctva Slovenskej republiky.

OČENÁŠOVÁ, Z., MICHALÍK, P. 2017. Sexuálne násilie na ženách – správa z reprezentatívneho výskumu. Bratislava: Inštitút pre výskum práce a rodiny. ISBN 978-80-7138-159-4

ROVNANOVÁ, L. a kol. 2007. Metodická príručka pre sexuálnu výchovu na druhom stupni základných škôl v rámci osnov výchovy k manželstvu a rodičovstvu. Bratislava: Spoločnosť pre plánované rodičovstvo.

ROVNANOVÁ, L. a kol. 2012. Sexuálna výchova v kontexte ľudských práv – Stručný sprievodca. Bratislava: Spoločnosť pre plánované rodičovstvo.

Recommended readings:

BOSÁ, M., MINAROVÍČOVÁ, K. 2006. Rodovo citlivá výchova. Bratislava: EsFem, 2006.

CVIKOVÁ, J., LUKŠÍK, I., SUPEKOVÁ, M. 2003. Sexualita a rodovosť v sociálnych a výchovných súvislostiach. Bratislava: Humanitas, 2003.

RENZETTI, C.M., CURRAN, D. J. 2005. Ženy, muži a spoločnosť. Praha: Karolinum, 2005. ISBN 8-0246-0525-2

ROVNANOVÁ, 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, 2007.

VALKOVIČOVÁ, V., JAKALOVÁ, Z. (Eds.). 2020. Bez súhlasu.txt. Bratislava, Praha: APART, Display.cz, Kapitál, 2020. ISBN 9-7880-9715-695-4.

**Languages necessary to complete the course:**

Slovak and Czech 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:** Mgr. Katarína Minarovičová, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex017/22	<b>Course title:</b> Citizen and globalisation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, 5 hours per semester, combined method Student workload: 5 hours of teaching, 20 hours of preparation for the midterm test, 18 hours of preparation of midterm assignments, 17 hours of guided self-study (content analysis of selected documents). Total: 60 hours. Method of training: Problem-based interpretation and discussion of the topics covered. Students will analyse the arguments for and against certain claims and theses that form the basis of scientific, political and philosophical reflections on the relationship between globalisation, the human being and the citizen. The intent is to reflect on, and the impact of the impact of globalization on education for democratic citizenship.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weighting of interim/final assessment: 100/0 The interim assessment includes an interim written assignment on philosophical and political issues in history (40% of the mark) and an interim didactic test (60% of the mark). To pass the course, a minimum of 60% of the total mark is required. The rating is awarded on a scale: A 100-91%, excellent - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the score (percentage) of the intermediate task, corresponds to an A grade. Note: The score or percentage of the interim assignment reflects the degree to which the student's performance on the interim assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. Both the test and the interim written task are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the score (percentage) of the intermediate task, corresponds to a B grade.	

C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to a C grade.

D 72-66%, satisfactory - acceptable performance. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to a D.

E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to an E.

Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.

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

### **Learning outcomes:**

Listeners will be introduced to the phenomenon of globalization as a consequence of modernity. Globalization is the end of geography and the question of democracy needs to be understood from this framework. Students will gain an overview and understanding of the major issues and approaches associated with globalization. Citizenship education and the impact of political, economic, social, environmental, religious, cultural and historical factors are shaped with respect to the current political situation in the world and the role of international political actors. The course content focuses on key political institutions in dealing with conflict situations of a global nature. Two forms of globalization: win and win-win. The student will become skilled at finding answers to the problem of education in a global context, including alter and anti-globalization currents.

### **Class syllabus:**

Globalization as a consequence of modernity. Dimensions of globalization. Trust and modernity. Risk and danger in the modern world. Modernity as a Western project. Consequences of globalization on human beings. The fate of the nation state. Globalization and local order. The formation of a globally sustainable economy. From economics to systems thinking. Europe in a globalised world. Globalisation and ethos. The fate of corporations in the processes of globalization. Slovakia in the processes of globalisation. International organisations. Alter and anti-globalisation movements.

### **Recommended literature:**

- BAUMAN, Z. 1999 Globalizace, důsledky pro člověka. Praha, Mladá fronta, 157 s. ISBN 80-204-0817-BECK, U. 2005 Čo je globalizácia? Bratislava. Vydavateľstvo SSS, 189 s. ISBN 80-8061-190-4
- GONĚC, V. 2003. Od "malé Evropy" k "velké Evropě". Dějiny rozšiřování Evropských společenství/Evropské unie, 1950-2002, sv. 2. Brno : Masarykova univerzita, 237 s. ISBN80-210-3255-3
- LYSÝ J. A kol. 2007 Globálne rozvojové vzdelávanie, Bratislava. Album, 180 s. ISBN978-80968667-7-9.
- MISTRÍK E. a kol. 2008. Multikultúrna výchova v škole. Bratislava : Nadácia otvorenej spoločnosti, (dostupná na internete [www.osf.sk](http://www.osf.sk) v sekcii Publikácie) ISBN 978-80-969271-4-2
- SAFRANSKI, R. 2006 Koľko globalizácie unesie človek. Bratislava. Kalligram. 96 s. ISBN80-7149-858-8
- WEIDENFELD, W., WESSELS, W. 1999 Európa od A do Z. Sprievodca európskou integráciou, Sprint, Bratislava, ISBN 80-88848-08-3-6.ñ
- SCHMIDT, H. 2003 Sebezáchova Evropy, Praha. PASEKA. 184 s. ISBN 80-7185-561-8

<p>STIEGLITZ, J. E. 2003 Jiná cesta k trhu. Praha. Prostor. 403 s. ISBN 80-7260-095-8H.  HENDERSONOVÁ: 2001 Za horizontem globalizace, Praha DharmaGaia. 134 s.  ISBN80-85905-93-0  KORTEN, D. 2001 Keď korporácie vládnu svetu. Košice. Vienala. 351 s. ISBN 80-968603-0-5  WRIGHT, G. VON. 2001 Humanizmus ako životný postoj. Bratislava. Kalligram 160s.  ISBN80-7149-363-5  KREJČÍ, O. 2010 Mezinárodní politika. Praha. Ekopress.730 s. ISBN 987-80-86929-60-6</p>						
<p><b>Languages necessary to complete the course:</b>  Slovak and Czech language</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 5</p>						
A	ABS	B	C	D	E	FX
60,0	0,0	0,0	40,0	0,0	0,0	0,0
<p><b>Lecturers:</b> prof. PhDr. Jozef Lysý, CSc.</p>						
<p><b>Last change:</b> 11.09.2023</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex017/22	<b>Course title:</b> Citizen and globalisation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, 5 hours per semester, combined method Student workload: 5 hours of teaching, 20 hours of preparation for the midterm test, 18 hours of preparation of midterm assignments, 17 hours of guided self-study (content analysis of selected documents). Total: 60 hours. Method of training: Problem-based interpretation and discussion of the topics covered. Students will analyse the arguments for and against certain claims and theses that form the basis of scientific, political and philosophical reflections on the relationship between globalisation, the human being and the citizen. The intent is to reflect on, and the impact of the impact of globalization on education for democratic citizenship.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weighting of interim/final assessment: 100/0 The interim assessment includes an interim written assignment on philosophical and political issues in history (40% of the mark) and an interim didactic test (60% of the mark). To pass the course, a minimum of 60% of the total mark is required. The rating is awarded on a scale: A 100-91%, excellent - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the score (percentage) of the intermediate task, corresponds to an A grade. Note: The score or percentage of the interim assignment reflects the degree to which the student's performance on the interim assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. Both the test and the interim written task are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the score (percentage) of the intermediate task, corresponds to a B grade.	

C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to a C grade.

D 72-66%, satisfactory - acceptable performance. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to a D.

E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to an E.

Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.

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

### **Learning outcomes:**

Listeners will be introduced to the phenomenon of globalization as a consequence of modernity. Globalization is the end of geography and the question of democracy needs to be understood from this framework. Students will gain an overview and understanding of the major issues and approaches associated with globalization. Citizenship education and the impact of political, economic, social, environmental, religious, cultural and historical factors are shaped with respect to the current political situation in the world and the role of international political actors. The course content focuses on key political institutions in dealing with conflict situations of a global nature. Two forms of globalization: win and win-win. The student will become skilled at finding answers to the problem of education in a global context, including alter and anti-globalization currents.

### **Class syllabus:**

Globalization as a consequence of modernity. Dimensions of globalization. Trust and modernity. Risk and danger in the modern world. Modernity as a Western project. Consequences of globalization on human beings. The fate of the nation state. Globalization and local order. The formation of a globally sustainable economy. From economics to systems thinking. Europe in a globalised world. Globalisation and ethos. The fate of corporations in the processes of globalization. Slovakia in the processes of globalisation. International organisations. Alter and anti-globalisation movements.

### **Recommended literature:**

- BAUMAN, Z. 1999 Globalizace, důsledky pro člověka. Praha, Mladá fronta, 157 s. ISBN 80-204-0817-BECK, U. 2005 Čo je globalizácia? Bratislava. Vydavateľstvo SSS, 189 s. ISBN 80-8061-190-4
- GONĚC, V. 2003. Od "malé Evropy" k "velké Evropě". Dějiny rozšiřování Evropských společenství/Evropské unie, 1950-2002, sv. 2. Brno : Masarykova univerzita, 237 s. ISBN80-210-3255-3
- LYSÝ J. A kol. 2007 Globálne rozvojové vzdelávanie, Bratislava. Album, 180 s. ISBN978-80968667-7-9.
- MISTRÍK E. a kol. 2008. Multikultúrna výchova v škole. Bratislava : Nadácia otvorenej spoločnosti, (dostupná na internete [www.osf.sk](http://www.osf.sk) v sekcii Publikácie) ISBN 978-80-969271-4-2
- SAFRANSKI, R. 2006 Koľko globalizácie unesie človek. Bratislava. Kalligram. 96 s. ISBN80-7149-858-8
- WEIDENFELD, W., WESSELS, W. 1999 Európa od A do Z. Sprievodca európskou integráciou, Sprint, Bratislava, ISBN 80-88848-08-3-6.ñ
- SCHMIDT, H. 2003 Sebezáchova Evropy, Praha. PASEKA. 184 s. ISBN 80-7185-561-8

<p>STIEGLITZ, J. E. 2003 Jiná cesta k trhu. Praha. Prostor. 403 s. ISBN 80-7260-095-8H.  HENDERSONOVÁ: 2001 Za horizontem globalizace, Praha DharmaGaia. 134 s.  ISBN80-85905-93-0  KORTEN, D. 2001 Keď korporácie vládnu svetu. Košice. Vienala. 351 s. ISBN 80-968603-0-5  WRIGHT, G. VON. 2001 Humanizmus ako životný postoj. Bratislava. Kalligram 160s.  ISBN80-7149-363-5  KREJČÍ, O. 2010 Mezinárodní politika. Praha. Ekopress.730 s. ISBN 987-80-86929-60-6</p>						
<p><b>Languages necessary to complete the course:</b>  Slovak and Czech language</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 5</p>						
A	ABS	B	C	D	E	FX
60,0	0,0	0,0	40,0	0,0	0,0	0,0
<p><b>Lecturers:</b> prof. PhDr. Jozef Lysý, CSc.</p>						
<p><b>Last change:</b> 11.09.2023</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex025/22	<b>Course title:</b> Class management
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the continuous assessment, the course is completed with an assessment Assessment: consists of an interim and a final assessment (20+30, 50 points in total). Intermediate assessment: consists of a critical analysis of domestic and foreign sources - 10 points and the formulation of partial components of the semester project - 10 points. The final assessment consists of: the semester project and its oral presentation. The semester project consists of: the complete creation of a project according to the set structure for 30b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students (creators of the semester project) in the 11th week of continuous teaching. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 46 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A minimum of 41 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above	

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

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

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

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

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

### **Learning outcomes:**

Learning objectives and outcomes:

By completing the Classroom Management course, the student should:

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

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

### **Class syllabus:**

Brief outline of the course:

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

Methodology for managing and coordinating the teaching process - the basic pillars of successful classroom management - planning, creating a productive classroom climate and promoting teamwork in the classroom, arranging the conditions of the learning space, guiding the learning

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

### **Recommended literature:**

Compulsory reading:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Zákon č. 357/2009 Z. z. o štátnom jazyku Slovenskej republiky 357/2009.

<p>Zákon č. 63/1993 Z. z. o štátnych symboloch SR a ich používaní v znení neskorších predpisov.  Zákon č. 395/2002 Z. z. o archívoch a registratúrach a o doplnení niektorých zákonov.  Vyhláška č. 326/2008 Z. z. o druhoch a náležitostiach vysvedčení a ostatných školských tlačív vrátane spôsobov ich evidencie a uloženia.  Vyhláška č. 231/2009 Z. z. o podrobnostiach o organizácii školského roka na základných školách, na stredných školách, na základných umeleckých školách, na praktických školách, na odborných učilištiach a na jazykových školách.  Vyhláška č. 307/2008 Z. z. o výchove a vzdelávaní žiakov s intelektovým nadaním.</p>						
<p><b>Languages necessary to complete the course:</b>  slovak and czech</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 0</p>						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<p><b>Lecturers:</b> Mgr. Adriana Poliaková, PhD., Ing. Eva Tóblová, PhD.</p>						
<p><b>Last change:</b> 08.11.2022</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex025/22	<b>Course title:</b> Class management
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the continuous assessment, the course is completed with an assessment Assessment: consists of an interim and a final assessment (20+30, 50 points in total). Intermediate assessment: consists of a critical analysis of domestic and foreign sources - 10 points and the formulation of partial components of the semester project - 10 points. The final assessment consists of: the semester project and its oral presentation. The semester project consists of: the complete creation of a project according to the set structure for 30b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students (creators of the semester project) in the 11th week of continuous teaching. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 46 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A minimum of 41 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above	

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

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

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

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

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

### **Learning outcomes:**

Learning objectives and outcomes:

By completing the Classroom Management course, the student should:

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

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

### **Class syllabus:**

Brief outline of the course:

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

Methodology for managing and coordinating the teaching process - the basic pillars of successful classroom management - planning, creating a productive classroom climate and promoting teamwork in the classroom, arranging the conditions of the learning space, guiding the learning

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

### **Recommended literature:**

Compulsory reading:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Zákon č. 357/2009 Z. z. o štátnom jazyku Slovenskej republiky 357/2009.

<p>Zákon č. 63/1993 Z. z. o štátnych symboloch SR a ich používaní v znení neskorších predpisov.  Zákon č. 395/2002 Z. z. o archívoch a registratúrach a o doplnení niektorých zákonov.  Vyhláška č. 326/2008 Z. z. o druhoch a náležitostiach vysvedčení a ostatných školských tlačív vrátane spôsobov ich evidencie a uloženia.  Vyhláška č. 231/2009 Z. z. o podrobnostiach o organizácii školského roka na základných školách, na stredných školách, na základných umeleckých školách, na praktických školách, na odborných učilištiach a na jazykových školách.  Vyhláška č. 307/2008 Z. z. o výchove a vzdelávaní žiakov s intelektovým nadaním.</p>						
<p><b>Languages necessary to complete the course:</b>  slovak and czech</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 0</p>						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<p><b>Lecturers:</b> Mgr. Adriana Poliaková, PhD., Ing. Eva Tóblová, PhD.</p>						
<p><b>Last change:</b> 08.11.2022</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KAJL/M-ANGex047/22			<b>Course title:</b> Cognitive Linguistisc			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex022/22	<b>Course title:</b> Cognitive psychology and neurodidactics
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an assessment (the weighting of the interim and final assessment is 100/0). Over the course of the semester, students will develop educational activities based on course knowledge (max. 50 points), write a final structured essay of 1-2 pages (10 points), and pass a midterm test (40 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 achieves less than 50 % marks in any of the assignments. To pass the course, a score of at least 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For a grade of A, the student is required to produce excellent results continuously throughout the semester, be capable of independent study, and be able to critically compare professional texts in psychology. The student is able to navigate through the tangle of different literary sources, is able to select relevant sources for his/her studies, is proficient in the basics of cognitive psychology and neurodidactics as a science, and is able to use his/her knowledge to practically apply theoretical knowledge to the development of the assigned tasks. 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 cognitive psychology and neurodidactics as a science, can navigate the literature, and has borderline critical thinking skills. A grade of C means that the student has performed standardly well during the semester, his/her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge is lacking.	

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

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

A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.

### **Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

The aim is to acquire knowledge from the disciplines of cognitive psychology and neurodidactics and to be able to apply it to the educational process in terms of its effectiveness.

After completing the course, the student is able to creatively apply knowledge in solving the assigned tasks, analyze the problem and synthesize a new solution, can independently design, implement and evaluate the educational process, or its parts, can effectively implement and evaluate their own activities in the classroom, can creatively apply pedagogical-psychological knowledge in the educational process, can make decisions even with incomplete or limited information and creatively approach their solution, can identify individual and developmental characteristics of the pupil in the neurocognitive area and apply them to the educational process.

### **Class syllabus:**

Brief outline of the course:

1. Introduction to cognitive psychology and neurodidactics Basic theoretical background. Historical outline of the subject of cognitive psychology and neurodidactics, methods of cognitive psychology, areas of cognitive psychology.
2. Attention and consciousness from the perspective of cognitive psychology and neurodidactics.
3. Perception - from perception to representation, theory of perception, perceptual disorders.
4. Memory and memory processes, encoding and transfer of information, equipping, memory distortion.
5. Knowledge representation and knowledge organization, formation of mental representations, representation of processes in procedural and declarative memory.
6. Slow and fast thinking, two systems and thought distortions.
7. Emotions from the perspective of cognitive psychology and neurodidactics.
8. Executive functions and how to develop them in the educational process.
9. Developing practical and creative intelligence in the modern world.
10. The application of neurodidactic knowledge in learning and teaching.
11. Principles of effective learning, cognitive determinants of the learning process.

### **Recommended literature:**

Compulsory reading:

KAHNEMAN, D. (2019). Myšlení rychlé a pomalé. Brno: Jan Melvil publishing. (Vybrané kapitoly s. 23-80). ISBN 9788087270424

STERNBERG, R.J. (1999). Kognitivní psychologie. Praha: Portál (kap. 1., 3., 4., a 8.). ISBN 8071783765

ŠKODA, J., DOULÍK, P. (2011). Psychodidaktika. Metody efektivního a smysluplného učení a vyučování. Grada Publishing, a.s.. (kap. 5 – 6, str. 157 – 181). ISBN 978-80-247-7378-0

Recommended reading:

JURSOVÁ ZACHAROVÁ, Z., LEMEŠOVÁ, M., SOKOLOVÁ, L. (2019). Analysis of pre-service teachers' cognitive profiles. Society. Integration. Education : proceedings of the international scientific conference: 2 : School pedagogy - preschool pedagogy.: Rézeknes Technologiju akadémija, s. 629-638

KOVALČÍKOVÁ, I. (2017). Kognitívna pedagogika 1. Vydavateľstvo prešovskej univerzity. (kap 1, str. 7-25). 104 s. ISBN 978-80-555-1814-5

STERNBERG, R. J. (2001). Úspěšná inteligence. Jak rozvíjet praktickou a tvůrčí inteligenci. Grada. 208 s. ISBN 8024701200 (kap. 1).

**Languages necessary to complete the course:**

slovak, czech and english

**Notes:**

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

**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. Anežka Hamranová, PhD., doc. Mgr. Zlatica Zacharová, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex022/22	<b>Course title:</b> Cognitive psychology and neurodidactics
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an assessment (the weighting of the interim and final assessment is 100/0). Over the course of the semester, students will develop educational activities based on course knowledge (max. 50 points), write a final structured essay of 1-2 pages (10 points), and pass a midterm test (40 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 achieves less than 50 % marks in any of the assignments. To pass the course, a score of at least 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For a grade of A, the student is required to produce excellent results continuously throughout the semester, be capable of independent study, and be able to critically compare professional texts in psychology. The student is able to navigate through the tangle of different literary sources, is able to select relevant sources for his/her studies, is proficient in the basics of cognitive psychology and neurodidactics as a science, and is able to use his/her knowledge to practically apply theoretical knowledge to the development of the assigned tasks. 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 cognitive psychology and neurodidactics as a science, can navigate the literature, and has borderline critical thinking skills. A grade of C means that the student has performed standardly well during the semester, his/her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge is lacking.	

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

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

A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.

### **Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

The aim is to acquire knowledge from the disciplines of cognitive psychology and neurodidactics and to be able to apply it to the educational process in terms of its effectiveness.

After completing the course, the student is able to creatively apply knowledge in solving the assigned tasks, analyze the problem and synthesize a new solution, can independently design, implement and evaluate the educational process, or its parts, can effectively implement and evaluate their own activities in the classroom, can creatively apply pedagogical-psychological knowledge in the educational process, can make decisions even with incomplete or limited information and creatively approach their solution, can identify individual and developmental characteristics of the pupil in the neurocognitive area and apply them to the educational process.

### **Class syllabus:**

Brief outline of the course:

1. Introduction to cognitive psychology and neurodidactics Basic theoretical background. Historical outline of the subject of cognitive psychology and neurodidactics, methods of cognitive psychology, areas of cognitive psychology.
2. Attention and consciousness from the perspective of cognitive psychology and neurodidactics.
3. Perception - from perception to representation, theory of perception, perceptual disorders.
4. Memory and memory processes, encoding and transfer of information, equipping, memory distortion.
5. Knowledge representation and knowledge organization, formation of mental representations, representation of processes in procedural and declarative memory.
6. Slow and fast thinking, two systems and thought distortions.
7. Emotions from the perspective of cognitive psychology and neurodidactics.
8. Executive functions and how to develop them in the educational process.
9. Developing practical and creative intelligence in the modern world.
10. The application of neurodidactic knowledge in learning and teaching.
11. Principles of effective learning, cognitive determinants of the learning process.

### **Recommended literature:**

Compulsory reading:

KAHNEMAN, D. (2019). Myšlení rychlé a pomalé. Brno: Jan Melvil publishing. (Vybrané kapitoly s. 23-80). ISBN 9788087270424

STERNBERG, R.J. (1999). Kognitivní psychologie. Praha: Portál (kap. 1., 3., 4., a 8.). ISBN 8071783765

ŠKODA, J., DOULÍK, P. (2011). Psychodidaktika. Metody efektivního a smysluplného učení a vyučování. Grada Publishing, a.s.. (kap. 5 – 6, str. 157 – 181). ISBN 978-80-247-7378-0

Recommended reading:

<p>JURSOVÁ ZACHAROVÁ, Z., LEMEŠOVÁ, M., SOKOLOVÁ, L. (2019). Analysis of pre-service teachers' cognitive profiles. Society. Integration. Education : proceedings of the international scientific conference: 2 : School pedagogy - preschool pedagogy.: Rézeknes Technolijiu akadémija, s. 629-638</p> <p>KOVALČÍKOVÁ, I. (2017). Kognitívna pedagogika 1. Vydavateľstvo prešovskej univerzity. (kap 1, str. 7-25). 104 s. ISBN 978-80-555-1814-5</p> <p>STERNBERG, R. J. (2001). Úspěšná inteligence. Jak rozvíjet praktickou a tvůrčí inteligenci. Grada. 208 s. ISBN 8024701200 (kap. 1).</p>																				
<p><b>Languages necessary to complete the course:</b> slovak, czech and english</p>																				
<p><b>Notes:</b> Notes: subject with psychological focus, in the study plan marked *)</p>																				
<p><b>Past grade distribution</b> Total number of evaluated students: 0</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>0,0</td> <td>0,0</td> <td>0,0</td> <td>0,0</td> <td>0,0</td> <td>0,0</td> <td>0,0</td> </tr> </tbody> </table>							A	ABS	B	C	D	E	FX	0,0	0,0	0,0	0,0	0,0	0,0	0,0
A	ABS	B	C	D	E	FX														
0,0	0,0	0,0	0,0	0,0	0,0	0,0														
<p><b>Lecturers:</b> PaedDr. Anežka Hamranová, PhD., doc. Mgr. Zlatica Zacharová, PhD.</p>																				
<p><b>Last change:</b> 08.11.2022</p>																				
<p><b>Approved by:</b></p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex025/22	<b>Course title:</b> Contemporary British and American Culture
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: in-person, distance learning Scope (number of hours): 5 hours per semester Student workload: 50 hours in total Direct teaching (combination of in-person and distant teaching via the internet) = 5 h, continuous home preparation of written assignments = 18 h, preparing a presentation = 12 h, preparation for the end-of-term test = 15 h Teaching methods: Dialogical methods (debate, discussion), analysis of texts, heuristic method, presentation of own views, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements Continuous assessment (100 points/percent): - Preparation of individual assignments (1/3): each student first prepares two of the following assignments, of which at least one is presented. If he/she does not present one of the assignments, he/she will submit it in written form. Assignment options: a) analysis of a text b) preparation of a glossary of terms and concepts in the text (5–10 words, expressions) and a draft exercise to practise the vocabulary in question c) critical evaluation of a text: setting out the soundness of the argument and treatment of the issues with appropriate explanations, suggestions for improvement and responses to the issues d) elaboration of further research and presentation for class discussion e) explanation of 3–5 cultural terms, and their relationship to British/American society, and their use in the classroom (activity suggestion)	

- End-of-term test (2/3): the test is based on the compulsory readings, questions include factual questions (definitions, matching) and open questions requiring interpretation of what has been read  
Grading:

100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69% – 0% FX

Grade A (excellent): The student is proficient in the cultural studies terminology presented and discussed, as well as in the practical use of the terms. He/she understands the cultural context of the phenomena and events presented and discussed. In the presentation, the student presents the chosen topic without errors and inaccuracies and competently moderates the discussion. Both written assignments are impeccable in language and content.

Grade B (very good): The student has a very good command of the cultural studies terminology presented and discussed, the vocabulary and its practical use with minimal minor errors and inaccuracies. The student understands the cultural contexts of the phenomena and events presented and discussed. He/she presents the chosen topic without major errors and inaccuracies, and competently moderates the discussion. One of the two written assignments contains a few minor mistakes.

Grade C (good): The student masters the cultural studies terminology presented and discussed, and is able to use it with some errors and inaccuracies. He/she understands most of cultural studies contexts of the phenomena and events presented and discussed. He/she presents the chosen topic with a greater number of minor errors and inaccuracies, and moderates the discussion appropriately. Both written assignments contain minor mistakes.

Grade D (satisfactory): The student has a partial command of the cultural studies terminology presented and discussed, and has limitations in its practical use. He/she understands some of the cultural contexts of the phenomena and events presented and discussed. He/she presents the chosen topic with a number of substantial errors and inaccuracies, and only partially moderates the discussion. One of the written assignments contains major mistakes, while the other has minor errors of language and content.

Grade E (sufficient): The student has very limited knowledge of the cultural studies terminology presented and discussed, and has serious shortcomings in applying them in practical language use. He/she understands only minimal cultural studies contexts of the phenomena and events presented and discussed. His/her presentation lacks cohesion, but leads to some meaningful conclusion. Both written assignments contain major mistakes of language and content, but they still reveal some sense.

Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): -

Preparation of individual assignments (1/3): each student first prepares two of the following assignments, of which at least one is presented. If he/she does not present one of the assignments, he/she will submit it in written form. Assignment options: a) analysis of a text b) preparation of a glossary of terms and concepts in the text (5–10 words, expressions) and a draft exercise to practise the vocabulary in question c) critical evaluation of a text: setting out the soundness of the argument and treatment of the issues with appropriate explanations, suggestions for improvement and responses to the issues d) elaboration of further research and presentation for class discussion e) explanation of 3–5 cultural terms, and their relationship to British/American society, and their use in the classroom (activity suggestion) - End-of-term test (2/3): the test is based on the compulsory readings, questions include factual questions (definitions, matching) and open questions requiring interpretation of what has been read

### **Learning outcomes:**

Objectives and learning outcomes

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

- The student is knowledgeable in the sub-discipline of “Contemporary American and British Culture”, i.e., understands the terminology presented and the contextual background of the course.
- The student understands the historical and political reasons for migration, multiculturalism, the Brexit phenomenon and its significance in the EU, etc.
- The student is familiar with teaching methods or the intercultural principle in language teaching.
- The student is able to apply the presented topics to teaching (create a lesson based on a cultural topic, teaching the language in interaction with the culture of the UK and the USA).

**Skills:**

- The student is able to work with specialist (secondary) literature, but also with fiction and authentic material, and is able to elaborate on a cultural studies topic for language learning purposes.
- The student can analyse, evaluate, and create teaching materials reflecting the teaching objective, conditions and specificities of a particular educational context.
- The student is able to analyse the latest knowledge of the discipline, apply analytical-critical and linguistic thinking to selected cultural studies phenomena, leading to creativity and empathy.
- The student has developed the skills to communicate fluently about professional aspects of culture and the teaching of culture in English at the C1 level.
- The student acquires presentation and digital skills, is able to search for relevant information in the digital environment and work in the digital learning environment Moodle; he/she also acquires presentation skills and project development.

**Competences:**

- The student develops literacy skills and acquires literary and intercultural competences.
- The student is able to communicate effectively, collaborate and solve problems as a#team.
- The student adequately develops metacognitive awareness, can use effective strategies of self-study and regulation of his/her life reflecting the principles of psycho-hygiene.
- The student develops autonomy, responsibility for his/her further professional development.
- The student knows how to use information and communication technologies in foreign language education, in professional and broader social communication, as well as in his/her further education.
- The student acquires intercultural competences and competences for intercultural approach in language education.
- The student has the prerequisites for active involvement in professional life.

**Class syllabus:**

Course contents

Main themes of the course:

- Introduction to cultural studies
- Terminology of the discipline
- British and American migration waves in historical contexts: Post-war migration
- The political rhetoric of migration
- Contemporary UK-US migration policies
- Social issues affecting contemporary cultures

Through the above course contents and methods of education, the student acquires knowledge, develops his/her didactic skills, and competences corresponding to the profile of a graduate of the Master#s degree in the study programme of Teaching of English Language and Literature in Combination.

**Recommended literature:**

Compulsory readings:

Articles, reports, and briefs from the website The Migration Observatory at the University of Oxford, <https://migrationobservatory.ox.ac.uk/>

PANAYI, Panikos. An Immigration History of Britain: Multicultural Racism since 1800. Pearson Education Ltd., 2010.

“Migrants in the UK: An Overview”, The Migration Observatory  
<http://www.migrationobservatory.ox.ac.uk/resources/briefings/migrants-in-the-uk-an-overview/>  
 The Migration Observatory at the University of Oxford, [https://migrationobservatory.ox.ac.uk/](https://migrationobservatory.ox.ac.uk/Reading: British Muslims in Numbers – A Demographic, Socio-economic and Health Profile of Muslims in Britain Drawing on the 2011 Census, Chapter 2)  
 Reading: British Muslims in Numbers – A Demographic, Socio-economic and Health Profile of Muslims in Britain Drawing on the 2011 Census, Chapter 2  
[https://www.mcb.org.uk/wp-content/uploads/2015/02/MCBCensusReport\\_2015.pdf](https://www.mcb.org.uk/wp-content/uploads/2015/02/MCBCensusReport_2015.pdf)  
 Enoch Powell’s “Rivers of blood” speech  
<http://www.telegraph.co.uk/comment/3643823/Enoch-Powells-Rivers-of-Blood-speech.html>  
 Policy Primer: Integration”, The Migration Observatory  
<https://migrationobservatory.ox.ac.uk/resources/primers/policy-primer-integration/>  
 Peter William Walsh and Robert McNeil, “Calculating the Bill: The Projected Impacts of the Points-Based Immigration System After Brexit”  
<https://migrationobservatory.ox.ac.uk/resources/commentaries/calculating-the-bill-the-projected-impacts-of-the-points-based-immigration-system-after-brexite/>  
 Recommended readings:  
 JAVORČÍKOVÁ, J. and ZELENKOVÁ, A. (2020). Voices from beyond: A modern coursebook of cultural studies for philologists: With a focus on (e)migration as a political, ethical, linguistic and cultural phenomenon in the era of globalization. Bratislava: Z-F Lingua.  
 JAVORČÍKOVÁ, J. (2010). Slovak Immigration to Canada: Narrated Histories. In Migrating Memories: Central Europe in Canada. Volume 2: Oral Histories, ed. Rodica Albu. Brno/Niš: CEACS.  
 These resources are available in Slovak libraries and bookstores, as well as online.

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

**Notes:**

**Past grade distribution**  
 Total number of evaluated students: 4

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

**Lecturers:**

**Last change:** 16.10.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex006/22	<b>Course title:</b> Contrastive Linguistics
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5(L+S) Teaching mode: in-person, distance learning Scope (number of hours): 5 per semester Student workload: 75 hours in total Direct teaching = 5 h (a combination of in-person and online teaching), continuous home preparation (revision, self-study, homework) = 25 h, preparation for in-term test = 16 h, preparation for final test = 29 h Teaching methods: Explanation of the material, instruction, brainstorming, guided debate, discussion of the topic, independent work, group work, work with text, solving problems and assignments, application of theoretical knowledge to practice	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Completion of graded written assignments is a prerequisite for taking the final test. The student is entitled to an alternative date for the in-term assessment (if he/she has not attended the assessment for health or other compelling reasons), but is not entitled to a re-sit in-term assessment date. Continuous assessment (40 percent): In-term assessment (25 percent) Completion of written assignments (15 percent) Final assessment (60 percent): Final test (60 points) Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX Grade A (excellent performance): The student possesses knowledge of the theory at an excellent level, knows professional terminology and can use it to name grammatical phenomena in practical	

examples, independently and at an excellent level finds analogies and contrasts in the grammar of the English and Slovak languages, creates his own examples of the analysed phenomena, independently and without mistakes works out practical tasks assigned by the teacher.

Grade B (very good): The student possesses knowledge of the theory at an excellent level, knows professional terminology and can use it to name grammatical phenomena in practical examples with a minimum of errors, independently finds analogies and contrasts in the grammar of the English and Slovak languages, creates his/her own examples of the analysed phenomena, independently develops practical tasks assigned by the teacher with a minimum of errors.

Grade C (good): The student possesses mostly theoretical knowledge at an average level, knows professional terminology, with help can use it to name grammatical phenomena, knows the grammar of the English language, only with problems or with help can identify relevant categories in both languages, when answering questions relies on learned examples, when solving tasks makes mistakes.

Grade D (satisfactory): The student possesses partial theoretical knowledge at a sufficient level, relies on descriptive statements, uses technical terminology to a lesser extent, only with problems can he/she connect it to naming grammatical phenomena, has a sufficient command of English grammar, has problems identifying relevant categories in both languages, relies on memorised examples when answering questions, makes grammatical and stylistic errors when solving problems, which do not have a significant impact on the student's understanding of the written expression.

Grade E (sufficient): The student possesses at least partial theoretical knowledge, relies on descriptive statements, uses technical terminology to a minimal extent, only with problems can he/she link it to naming grammatical phenomena, has a sufficient level of command of English grammar in practical activities, makes grammatical and factual errors in identifying relevant categories in both languages, relies on memorised examples when answering questions, makes grammatical and stylistic errors when solving problems which do not have a significant impact on the student's understanding of the written expression.

Scale of assessment (preliminary/final): Completion of graded written assignments is a prerequisite for taking the final test. The student is entitled to an alternative date for the in-term assessment (if he/she has not attended the assessment for health or other compelling reasons), but is not entitled to a re-sit in-term assessment date. Continuous assessment (40 percent): In-term assessment (25 percent) Completion of written assignments (15 percent) Final assessment (60 percent): Final test (60 points)

### **Learning outcomes:**

Objectives and learning outcomes:

Based on the objectives declared in the profile of a graduate, this course aims for a student to develop the following knowledge, skills, and competences:

Knowledge:

The student...:

- is proficient in professional terminology,
- knows and is able to use the hierarchy of linguistic units in practice,
- is oriented in the approaches of the different linguistic schools,
- consolidates the knowledge from previous grammar courses,
- develops and uses the acquired knowledge for the contrastive analysis of bounded linguistic structures as well as for the complex analysis of a text.

Skills:

The student...:

- works independently with a professional text, searches for and correlates the latest knowledge, and critically analyses it,

- develops his/her presentation and communication skills as part of preparation for his/her future career,
- applies theoretical knowledge in solving practical problems,
- demonstrates the ability to analyse and think critically,
- sees issues and problems in a broader context,
- understands and can demonstrate connections, can relate them logically,
- is able to cooperate effectively within a group.

Competences:

The student...:

- communicates effectively within a study/work group, uses self-study strategies,
- is able to present his/her knowledge at an appropriate linguistic level, develops his/her argumentation skills,
- develops his/her linguistic thinking, actively and effectively uses information technology to gather information, which he/she then communicates effectively in English at an appropriate level.

### **Class syllabus:**

Course contents:

Main themes of the course:

A brief history of linguistics from ancient times to the present, the naming unit and its basic features, the content and form of the naming unit, compound words, conversion, basic differences between English and Slovak nouns, verbs and adjectives, the sentence, the definition of the sentence and its functional analysis, the function of the subject in English, types of predication, nominal trends in English, sentence structure, word order, inversion

Through the above course content and the use of the above methods of education, the student acquires theoretical knowledge of linguistics as a scientific discipline, develops his/her practical skills and competences in accordance with the profile of a graduate of the Master's degree. He develops his analytical-comparative thinking and deepens the skills of working with text that he has acquired during his previous studies. He/she uses his/her knowledge of English as a foreign language and is able to compare morphological and syntactic characteristics with their Slovak equivalents. With regard to the graduate profile, he develops his pedagogical and linguistic thinking. He/she uses comparative analysis to determine the interference of the mother tongue, works effectively on its prevention and independently or in a group searches for effective methods of strategies usable in future educational practice.

### **Recommended literature:**

Compulsory readings:

(selected chapters according to the teacher's instructions)

HLADKÝ, J. and RUŽIČKA, M. (1996). A#Functional Onomatology of English. Brno:

Masarykova Univerzita.

VACHEK, J. (1997). Functional Syntax. Brno: Masarykova univerzita.

VACHEK, J. (1975). Linguistic Characterology of Modern English. Bratislava: UK Bratislava.

Recommended readings:

(selected chapters according to the teacher's instructions)

DUŠKOVÁ, L. et al. (1994). Mluvnice současné angličtiny na pozadí češtiny. Academia Praha.

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

Languages necessary to complete the course: English, Slovak

### **Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 25						
A	ABS	B	C	D	E	FX
12,0	0,0	8,0	24,0	12,0	24,0	20,0
<b>Lecturers:</b> PaedDr. Peter Bojo, PhD.						
<b>Last change:</b> 16.10.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex004/22	<b>Course title:</b> Current Trends in English Language Didactics
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5(L+S) Teaching mode: in-person, distance learning Scope (number of hours): 5 per semester Student workload: 75 hours in total Direct teaching = 5 hours (combination of direct teacher-student contact and communication via the Internet), continuous home study = 20 hours, preparing a power-point presentation of a selected topic = 20 hours, preparing a practical teaching task focused on a selected topic = 4 hours, preparing a case study focused on a selected topic = 2 hours, home study for the final theoretical test = 24 hours Teaching methods: Brief explanation of the material, brainstorming and problem solving tasks and assignments, dialogical methods (debate, discussion, colloquium), simulation, solving case studies, guided self-study	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KAJL/M-ANGex002/22 - English Language Didactics	
<b>Recommended prerequisites:</b> M-ANGex002 English Language Didactics	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (50 points/percent): Power-point presentation of a selected topic (theory + research findings) (35 points) Practical teaching task(s) focused on a selected topic (10 points) Preparing a case study focused on a selected topic (5 points) The essential condition for taking a final test is obtaining at least 50% of the continuous assessment (25 points). Final assessment (50 points/percent): Final test (50 points) Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69 – 0% FX	

A (excellent - outstanding results): The student can independently prepare a complex ppt presentation (theoretical background and research findings) on the selected thematic area from the course syllabus, can independently prepare and teach a practical activity of the selected issue, independently formulate a case study of the selected issue, which is subsequently solved by the group within the colloquium.

B (very good): The student, with minimal help from the teacher, can prepare a complex ppt presentation (theoretical background and research findings) on the selected thematic area from the course syllabus, with minimal help from the teacher can prepare and teach a practical activity of the selected issue, formulate a case study of the selected issue, which is subsequently solved by the group within the colloquium.

C (good): The student, with the help of the teacher, can prepare a basic overview ppt presentation (theoretical background and research findings) on the selected thematic area from the course syllabus, with the help of the teacher can prepare and with minor errors teach a practical activity of the selected issue, with the help of the teacher formulate a case study of the selected issue, which is subsequently solved by the group in a colloquium.

D (satisfactory): With intensive help from the teacher, the student is able to prepare a basic ppt presentation (theoretical background and research findings) on the selected thematic area from the course syllabus; with intensive help from the teacher, the student is able to prepare and teach a practical activity on the selected issue with minor errors; with intensive help from the teacher, the student is able to formulate a case study on the selected issue, which is subsequently solved by the group as part of a colloquium.

E (sufficient): Only with the support and intensive help of the teacher can the student prepare a basic ppt presentation (theoretical background and research findings) on the selected thematic area from the course syllabus; only with the support and intensive help of the teacher can the student prepare and teach a practical activity of the selected issue with mistakes, and formulate a case study of the selected issue, which is subsequently solved by the group in a colloquium.

Scale of assessment (preliminary/final): Continuous assessment (50 points/percent): Power-point presentation of a selected topic (theory + research findings) (35 points) Practical teaching task(s) focused on a selected topic (10 points) Preparing a case study focused on a selected topic (5 points) The essential condition for taking a final test is obtaining at least 50% of the continuous assessment (25 points). Final assessment (50 points/percent): Final test (50 points)

### **Learning outcomes:**

Objectives and learning outcomes:

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

Students are proficient in the basic content, methodology, and epistemology of linguodidactics, they are familiar with various sources of knowledge (relevant professional literature, domestic and international research in the field), and are familiar with the broader cultural, intercultural, and social contexts; students know the complete theoretical background and are able to apply innovative and alternative methods of teaching English in groups of pupils with special educational needs (dyslexia, dysgraphia, autism spectrum disorders, ADHD). Students know the strategies for using literary text in the EFL teaching and know how to incorporate different communication media forms into teaching. Students know the methodology of research in education and other relevant sciences.

Skills:

Students are able to analyse and evaluate educational programs according to the conditions of a specific educational environment (constructivism, cooperative teaching); they have developed skills to apply the acquired theoretical knowledge in pedagogical practice, to propose and evaluate solutions to educational problems (through case studies); students are familiar and are able to work

with linguistic literature, which they can critically analyse and process; they can linguistically analyse authentic English texts used in English language teaching in different types of schools and reveal their linguistic potential; students can actively use different ways of working with literary texts in English language teaching; students can observe, critically analyse and review the latest trends and approaches, which they can discuss and in a group and implement them in their pedagogical activities; students can analyse, evaluate and create teaching materials reflecting the specific teaching objective, conditions and characteristics of a particular educational context; students know how to use information and communication technologies in EFL teaching.

Competences:

Students have adequately developed analytical-critical and pedagogical-psychological-linguistic thinking, which allows them to use the acquired knowledge for didactic purposes as well as for their personal, professional and social development; students have developed personal and affective prerequisites for a humanistic approach to learners and the teaching process (self-confidence, assertiveness, empathy, flexibility, tolerance, ability to reveal and respect individual characteristics of pupils, etc. ); students are able to make independent decisions and responsibly solve problems related to the implementation of foreign language teaching at the appropriate level of education (ISCED1 – ISCED3) and the appropriate language level of students (A1 – B2 according to CEFR) reflecting social and ethical responsibility in decision-making and acting in accordance with professional ethics; students are able to communicate effectively, argue, cooperate and solve case studies, assigned problem tasks in a team; students have developed autonomy, responsibility for their further professional development; students know how to use information and communication technologies in foreign language education, in professional and broader social communication as well as in their further education; students are able to communicate about the possibilities of making foreign language education more effective, they are involved in professional life in foreign language education.

### **Class syllabus:**

Course contents:

Main themes of the course:

Validity and reliability of testing language resources and skills; critical thinking and critical reading (I.N.S.E.R.T method); accuracy and fluency in developing speaking skills and teacher's questions; developing writing skills (academic and creative writing); use of songs, literary texts, authentic materials and digital technology in English language teaching; constructivism in the language classroom, cooperative learning in the language classroom; teaching English to groups of students with special educational needs (dyslexia, dysgraphia, dysorthography, autism spectrum disorders; ADHD)

Through the above course content and the use of the above methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the bachelor's degree in the study programme Teaching of English Language and Literature in Combination.

### **Recommended literature:**

Compulsory readings:

ALJOHANI, M. (2017). Principles of "Constructivism" in Foreign Language Teaching. Journal of Literature and Art Studies, Vol. 7, No. 1, pp. 97–107. [online]

<http://www.davidpublisher.com/Public/uploads/Contribute/583d2297ba95a.pdf>

DAVIDSON, N. and MAJOR, C. H. (2014). Boundary crossings: Cooperative learning, collaborative learning, and problem-based learning. Journal on Excellence in College Teaching, 25 (3&4), pp. 7–55. [online]

<https://northweststate.edu/wp-content/uploads/files/BoundaryCrossings.pdf>

NIJAKOWSKA, J. et al. (2016). Dyslexia for Teachers of English as a Foreign Language. Łódź: University of Łódź, Poland. [online]  
<http://dystefl2.uni.lodz.pl/wp-content/uploads/DysTEFL2-booklet.pdf>  
 UR, P. (2012). A Course in English Language Teaching. Cambridge University Press.  
 Recommended readings:  
 BROWN, H. D. (2015). Teaching by Principles: An Interactive Approach to Language Pedagogy. 4th edition. White Plains, NY: Pearson Education.  
 HARMER, J. (2007). The Practice of English Language Teaching. 4th edition. Harlow: Pearson Education Ltd.  
 SCRIVENER, J. (2005). Learning Teaching. Oxford: Macmillan.  
 ŠIPOŠOVÁ, M. and JURÍKOVÁ, I. (2021). Výučba gramatiky angličtiny na úrovni A2 u#žiacov s#dyslexiou. Bratislava: UK v#Bratislave. [online]  
[https://www.fedu.uniba.sk/fileadmin/pdf/Veda/5\\_OP\\_ludske\\_zdroje/metodiky\\_ucprax/kajl/AFX7\\_Vyucba\\_gramatiky\\_AJ\\_na\\_urovni\\_A2\\_u\\_ziakov\\_s\\_dyslexiou\\_Siposova\\_Jurikova.pdf](https://www.fedu.uniba.sk/fileadmin/pdf/Veda/5_OP_ludske_zdroje/metodiky_ucprax/kajl/AFX7_Vyucba_gramatiky_AJ_na_urovni_A2_u_ziakov_s_dyslexiou_Siposova_Jurikova.pdf)

**Languages necessary to complete the course:**

Languages necessary to complete the course: English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 8

A	ABS	B	C	D	E	FX
0,0	0,0	37,5	37,5	25,0	0,0	0,0

**Lecturers:** doc. PaedDr. Martina Šipošová, PhD.

**Last change:** 16.10.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex018/22	<b>Course title:</b> Didactics of English Language for Young Learners
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: in-person, distance learning Scope (number of hours): 5 per semester Student workload: 75 hours in total Direct teaching = 5 hours (direct teaching and internet communication), continuous home preparation = 26 hours (revision, self-studying, doing homework), creating a lesson plan, including also preparation of the materials = 10 hours, creating a lesson plan focused on the use of the Jolly Phonics method = 4 hours, creating a project proposal for primary school pupils = 5 hours, creating a lesson with modified activities for dyslexic pupils = 4 hours, creating an information leaflet for parents = 7 hours, preparing for the final test = 14 hours Teaching methods: Brief explanation of the subject matter, problem-solving tasks and assignments, dialogic methods (debate, discussion, colloquium), brainstorming, mind-maps, role-plays, case studies	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (60%): Creation of a lesson plan (18 points) Creation of a lesson plan focused on the use of the Jolly Phonics method (11 points) Creation of a project proposal for primary school pupils (13 points) Creation of a lesson plan with modified activities for dyslexic pupils (10 points) Creation of an information leaflet for parents (8 points) The final assessment is subject to a minimum of 60% of the points from the Continuous assessment (= 36 points). Final assessment (40%): Final test (40 points)	

**Grading:**

100–95% A, 94 – 90% B, 89 – 85% C, 84 – 80% D, 79 – 75% E, 74–0% FX

Grade A (excellent performance): The student can independently create his/her own lesson plan, create a lesson plan with elements of the Jolly Phonics method, design a project using cross-curricular links, create a lesson plan with modified activities for dyslexic learners, create an information leaflet for parents.

Grade B (very good): The student, with minimal help from the teacher, is able to create his/her own lesson plan, create a lesson plan with elements of the Jolly Phonics method, design a project using cross-curricular links, create a lesson plan with modified activities for dyslexic learners and create an information leaflet for parents.

Grade C (good): The student, with the help of the teacher, can create, but with minor errors a lesson plan, create a lesson plan with elements of the Jolly Phonics method, design a project using cross-curricular links, create a lesson plan with several modified activities for dyslexic learners, create an information leaflet for parents.

Grade D (satisfactory): The student, only with intensive help from the teacher and various errors, can create a lesson plan, can create a lesson plan with elements of the Jolly Phonics method, design a project using cross-curricular links, create a lesson plan with several modified activities for dyslexic learners and create an information leaflet for parents.

Grade E (sufficient): The student can only partially create a lesson plan and only with support and intensive help from the teacher, the student can create a lesson plan with only minimal elements of the Jolly Phonics method, design a project using cross-curricular links, create a lesson plan with only a small number of modified activities for dyslexic learners and with several weaknesses, the student can create an information leaflet for parents.

Scale of assessment (preliminary/final): Continuous assessment (60%): Creation of a lesson plan (18 points) Creation of a lesson plan focused on the use of the Jolly Phonics method (11 points) Creation of a project proposal for primary school pupils (13 points) Creation of a lesson plan with modified activities for dyslexic pupils (10 points) Creation of an information leaflet for parents (8 points) The final assessment is subject to a minimum of 60% of the points from the Continuous assessment (= 36 points). Final assessment (40%): Final test (40 points)

**Learning outcomes:**

Objectives and learning outcomes

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

- The student knows the theoretical principles of designing and planning the teaching of English in primary education, knows the principles of the learner-centred approach and understands their relevance for making learning and teaching English more effective in primary education.
- The student is familiar with the methods used for teaching foreign languages and methods applied when teaching English in primary education, the student knows and can apply innovative and alternative methods of teaching English when teaching learners with special educational needs in primary education.

Skills:

- The student is familiar with relevant didactic publications and materials, can analyse and select them, can analyse and evaluate educational programmes, create a lesson plan by applying innovative methods of English language teaching suitable for pupils in primary education and can use ICT when teaching English in primary education.
- The student can apply the acquired theoretical knowledge when solving didactic assignments and problem solving tasks.

Competences:

- The student has adequately developed analytical, critical and pedagogical thinking, adequately developed presentation and argumentation skills.
- The student is able to cooperate and in a team, he/she is able to solve didactic tasks of different kinds.

### **Class syllabus:**

Course contents:

Main themes of the course:

Developmental characteristics of pupils in the middle childhood; learning theories; ISCED 1-through brainstorming students present their views on teaching pupils in primary education and learning theories, become familiar with ISCED 1, justify the appropriateness of the chosen methods by solving case studies.

Developing language skills and acquiring language means in English by pupils in the primary education; developing literacy skills, Jolly Phonics method - through brainstorming and mind maps students summarise their knowledge regarding teaching language means and language skills, they discuss the differences between the orthographic system of the Slovak and English language and its impact on reading and writing in English. Through videos, they are introduced to Jolly Phonics method and the multisensory approach applied in teaching reading.

Teaching English in relation to other subjects, CLIL; project method in teaching English in primary education - students will evaluate the possibilities of using cross-curricular links in English lessons, they will become familiar with ISCED1 and design a project focused on the use of cross-curricular links, which might be implemented by pupils when dealing with that particular topic.

Developing learning strategies; development of teaching materials, use of ICT, teaching English to learners with SEN – students will discuss the possibilities of developing the basics of effective learning strategies by both intact learners and learners with special educational needs and create a lesson plan with modified activities for learners with dyslexia.

Cooperation between the school and the learner's family, communication between the English language teacher and the learner's parents - through role-plays, students will try to solve certain situations, analyse their "performance" and discuss alternative ways of solving the problems.

### **Recommended literature:**

Compulsory readings:

CAMERON, L. (2010). Teaching Languages to Young Learners. Cambridge: Cambridge University Press.

HANKEROVÁ, K. and ŠIPOŠOVÁ, M. (2021). Dyslexia and the English Classroom. What EFL Teachers Need to Know. Bratislava: Z-F Lingua.

LOJOVÁ, G. and STRAKOVÁ, Z. (2012). Teoretické východiská vyučovania angličtiny v#primárnom vzdelávaní. Bratislava: Univerzita Komenského v#Bratislave.

LOJOVÁ, G. (2019). Učme cudzí jazyk efektívnejšie. Prístup zameraný na žiaka. Bratislava: Univerzita Komenského v#Bratislave.

State educational programme, primary education

WERNHAM, S and LLOYD, S. (2010). Phonics Teacher's Book. UK: Jolly Learning Ltd.

Recommended readings:

KONČEKOVÁ, L. (2010). Vývinová psychológia. Prešov: Vydavateľstvo Michala Vaška.

LOJOVÁ, G., VLČKOVÁ, K. (2011). Styly a#strategie učení ve výuce cizích jazyků. Praha: Portál.

PHILIPS, D. (1999). Projects with young learners. Oxford University Press.

POKRIVČÁKOVÁ et al. (2015). Teaching Foreign Languages to Learners with Special Educational Needs (e-textbook for foreign language teachers). Nitra: Univerzita Konštantína Filozofa v#Nitre.

**Languages necessary to complete the course:**

Languages necessary to complete the course: English, Slovak

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

Total number of evaluated students: 24

A	ABS	B	C	D	E	FX
12,5	0,0	33,33	33,33	4,17	12,5	4,17

**Lecturers:** Mgr. Kristína Hankerová, PhD.**Last change:** 16.10.2023**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGšt010/16	<b>Course title:</b> Didactics of English language and literature
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<b>Course requirements:</b> Course condition requirements: The State Examination in Didactics of English Language and Literature, its conditions and procedural aspects are regulated by the Internal Regulation No.1/2020 of the Study Regulations of the Faculty of Education, Comenius university, and the Internal Regulation No.5/2021 of the Study Regulations of Comenius University. A student may take the state examination (a) after obtaining at least such number of credits for the completed courses which, after adding the credits for the successful completion of state exam, would meet the minimum credit requirements (b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme, except for the state examination, and (c) without disciplinary proceedings being conducted against him/her. The student receives 3 credits for successful completion of the state examination in didactics of English language and literature. Assessment According to the Internal Quality Assurance System for Higher Education of the Comenius University, the student shall be evaluated in particular on the demonstration of the ability to integrate the knowledge, skills and competences specified in the graduate's profile. The overall evaluation of the student's oral exam is a combination of the partial evaluations of the oral exams from the individual subject of the state examination and reflects the overall level of the student's insight in the field, the ability to synthesize and correlate knowledge, critically analyse information, apply theoretical knowledge and solve problems. Students are assessed based on the level of their knowledge, skills and competencies relevant for the exam questions in which they are tested. The assessment is awarded on a scale: A (excellent - outstanding), B (very good - above average standard), C (good - normal reliable work), D (satisfactory - acceptable results), E (satisfactory - results meet the minimum criteria), Fx (inadequate). A student is graded FX if he/she has only met the assessment requirements at a level less than 60% of the overall highest possible level of completion of the course requirements for the state examination.	
<b>Learning outcomes:</b> Learning outcomes / objectives and learning outcomes: The learning outcome is in accordance with the Long-term Plan of the CU/PdF, the mission and strategic objectives of the CU/PdF, in accordance with the description of the field of study, in	

accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in individual subjects of the study plan of the study programme and other relevant documents.

**Class syllabus:**

The aim of the state examination in didactics of English language and literature is to test the level of knowledge, skills and competences specified in the graduate's profile, with emphasis on the ability to synthesize and practically apply the theoretical didactic knowledge acquired in the previous subjects. Each question is accompanied by a problem task or case study related to the relevant thematic area, where the student demonstrates his/her understanding of causal relationships and contexts, his/her level of flexibility of pedagogical-psychological thinking and the ability to apply theoretical knowledge to solve a specific teaching problem.

The content of the state examination in the didactics of English language and literature is based on the compulsory subjects M-ANGde-002 Didactics of the English Language (profile subject), M-ANGde-004 Current Trends in the Didactics of the English Language, M-ANGde-005 Psychological Aspects of Foreign Language Learning and M-ANGde-018 Didactics of the English Language for Primary Learners. Students can further deepen their knowledge, skills and competences in the offered compulsory elective courses: M-ANGde-029 Didactics of English Language for Pre-primary Learners, M-ANGde-030 Didactics of Grammar and M-ANGde-021 Didactics of English Language for Adults.

Students will present their knowledge, skills, competences as well as the level of communicative competence in English through a guided discussion with the members of the committee on various topics which are generated for the student automatically, while in the next part of the discussion the student practically solves an assigned problem or case study related to the respective topic area.

**State exam syllabus:**

**Recommended literature:**

The recommended literature is listed in the documentation of the profile subjects.

**Languages necessary to complete the course:**

English, Slovak

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex021/22	<b>Course title:</b> Didactics of Teaching Adult Learners
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: in-person, distance learning Scope (number of hours): 5 per semester Student workload: 50 hours in total Direct teaching = 5 h, home preparation for class (revision + homework) = 14 h, preparation of lesson plan = 7 h, teaching sample lesson = 8 h, preparation for theoretical test = 13 h Teaching methods: Monological methods (presentation of the theoretical part of the curriculum), situational methods (case studies according to pre-prepared models), problem-based methods (brainstorming, heuristics, practical implementation of knowledge in the lesson plan and in the lesson itself, guided self-study (home preparation of students, analysis of outputs), dialogical methods (guided conversation on a given topic)	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (100%): Lesson plan (30%) Sample lesson (20%) Theoretical test (50%) Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX Class attendance and completion of the continuous assessment tests with any score are prerequisites for the final continuous assessment. The student is allowed to ask for an extra date for the interim assessment tests (if he/she has not attended the assessment for medical or other serious reasons) but is not allowed to re-sit any of the tests.	

Grade A (excellent performance): The student is able to independently develop and practically teach the “micro teaching” lesson, compose their his/her own English-language lesson plan aimed at an adult learner, applying innovative teaching methods for the relevant language level according to the CEFR, the student knows the complex theoretical background of methods and theories of foreign language teaching with regard to the characteristics of the subjects of foreign language teaching and the use of a variety of appropriate learning tasks and organizational forms in teaching.

Grade B (very good): The student, with minimal help from the teacher, is able to create and practically teach the “micro teaching” lesson, compose his/her own English lesson plan aimed at an adult student, with the application of innovative teaching methods for the relevant language level according to the CEFR, the student knows several theoretical backgrounds of methods and theories of foreign language teaching with regard to the characteristics of the subjects of foreign language teaching and the use of a variety of appropriate teaching tasks and organizational forms in teaching.

Grade C (good): The student, with the help of the teacher, is able to create and, with minor errors, practically teach the “micro teaching”, to compose the English lesson plan aimed at an adult student, with the application of innovative teaching methods for the relevant language level according to the CEFR, the student knows the basic theoretical background of methods and theories of foreign language teaching with regard to the characteristics of the subjects of foreign language teaching and the use of a variety of appropriate teaching tasks and organisational forms in teaching.

Grade D (satisfactory): The student only with the intensive help of the teacher can create an English lesson plan with a focus on the adult learner for the relevant language level according to the CEFR, a part of which can be taught as “micro teaching” lesson. With a greater number of deficiencies, the student will present only partial theoretical knowledge of foreign language teaching, partial characteristics of the subjects of foreign language teaching and the use of a variety of appropriate teaching tasks and organizational forms in teaching.

Grade E (satisfactory performance): The student only with the support and intensive help of the teacher can partially create an English lesson plan aimed at adult learners for the appropriate language level according to the CEFR, a part of which he/she can teach in the “micro teaching”. Only with the support of the teacher and with a greater number of shortcomings, the student is able to present only partial knowledge of teaching methods and theories of foreign language teaching, partial knowledge of some basic characteristics of the subjects of foreign language teaching and the use of a variety of appropriate learning tasks and organisational forms in teaching.

Scale of assessment (preliminary/final): Continuous assessment (100%): Lesson plan (30%)

Sample lesson (20%) Theoretical test (50%)

### **Learning outcomes:**

Objectives and learning outcomes:

From the learning objectives declared in the graduate’s profile, this course aims to acquire the following knowledge, skills and competences:

Knowledge:

Through the above-mentioned knowledge the student knows the principles of pedagogical diagnostics on andragogical basis, also considering the individual characteristics of adult learners, he/she knows the basic content, methodology and epistemology of didactic disciplines. The student knows the trends in the development of teaching methods and practices, especially with regard to the adult learner. The student knows the theoretical and practical contexts of didactics in the English language, and the principles and importance of the application of digital technologies in foreign language education.

Skills:

The student has developed skills to apply the acquired theoretical knowledge in pedagogical practice, to propose and evaluate solutions to educational problems. The student is able to independently design and implement English language teaching for adult learners, to analyse and

evaluate teaching programmes; to analyse, evaluate and create teaching materials reflecting the teaching objective, conditions, and peculiarities of a particular educational context. The student is able to communicate effectively, has developed presentation and argumentation skills. The student has developed skills to communicate fluently in English in a variety of specific situations at C1 level. The student knows how to use information and communication technologies in English language teaching.

**Competences:**

The student has adequately developed analytical-critical and pedagogical-psychological-linguistic thinking, which enables him/her to use the acquired knowledge for didactic purposes as well as for his/her personal, professional, and social development. He/she is able to make independent decisions and solve problems responsibly, reflecting social and ethical responsibility. He/she is able to argue, present and defend his/her opinions and attitudes adequately, while accepting and respecting the opinions of others. The student is able to communicate about the possibilities of making foreign language education more effective. They engage in professional life in the field of foreign language education.

**Class syllabus:**

**Course contents:**

**Main themes of the course:**

Teaching AJ to adults abroad and in Slovakia, planning of teaching adults (content, forms and methods of teaching), characteristics of adults as learners, selection and development of teaching materials suitable for adults, organisation of lessons, needs analysis and motivation for learning AJ, assessment of learners, learning styles, learning strategies and their training, autonomous learning and the role of the teacher in teaching adults

Through the above course content and the use of the above methods of education, the student acquires the knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Master's degree in the study programme Teaching of English Language and Literature in Combination.

**Recommended literature:**

**Compulsory readings:**

BOJO, P. (2019). Teaching English to Adults. Bratislava: Z-F Lingua.

REPKA, R., PČOLINSKÁ, A. and ŠIPOŠOVÁ, M. (2015). An Introductory Course in English Language Didactics. Bratislava: Z-F Lingua.

**Recommended readings:**

BROWN, H. D. and LEE, H. (2015). Teaching by Principles: An Interactive Approach to Language Pedagogy. 4th edition. White Plains, NY: Pearson Education.

HARMER, J. (2007). The Practice of English Language Teaching. 4th edition. Harlow: Pearson Education Ltd.

HARMER, J. (2006). How to Teach English. London: Pearson Education.

PATON, A. and WILKINS, M. (2009). Teaching Adult ESOL: Principles and Practice. New York: Open University Press.

ROGERS, A. (2010). Teaching Adults. New York: Open University Press.

UR, P. (2012) A Course in English Language Teaching. Cambridge University Press.

These resources are available in Slovak libraries and/or bookstores.

**Languages necessary to complete the course:**

The language required for the course: English, Slovak

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 1						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	100,0
<b>Lecturers:</b> PaedDr. Peter Bojo, PhD.						
<b>Last change:</b> 16.10.2023						
<b>Approved by:</b>						

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBšt007/16	<b>Course title:</b> Didactics of citizenship education
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<b>Last change:</b> 16.07.2022	
<b>Approved by:</b>	

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex004/22	<b>Course title:</b> Didactics of civic education I.
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 8s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Lecture+seminar, (4sL+4sS), 8 hours per semester, combined method Student workload:8 hours of teaching, 25 hours for intermediate assignments, 20 hours of seminar work, 25 hours of colloquium preparation, 25 hours of guided self-study (work with text and video), 17 hours of seminar preparation. 120 hours in total. Teaching methods: - In the lectures: problem-based interpretation and discussion of the topics covered. - In seminars: group work, annotated presentations, practice of teaching methods, work with text, presentations, role plays, simulation games	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed by examination, the weight of the intermediate and final assessment is 50/50. Interim assessment involves the processing of approximately 3-4 (50%) interim assignments. The final assessment includes the preparation of a seminar paper (30% of the assessment) and a colloquium (20%). A grade of A requires a score of at least 95%, a grade of B requires a score of at least 86%, a grade of C requires a score of at least 78%, a grade of D requires a score of at least 69%, and a grade of E requires a score of at least 60%. Credit will not be awarded to a student who obtains less than 60% of the marks. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Didactics of Civics I .is oriented towards didactic and managerial professional competences and stimulates the personal and social development of future teachers. Students will gain knowledge of the various elements of the discipline didactics. They will understand the logic of the educational cycle, according to which the curriculum of the course is structured, and they will get to know the specific features of civics as a subject in primary and secondary schools. The aim of the course is to familiarize students with the current problems in education for citizenship in the past and after 1989 to the present, with the position and objectives of civics in the curricula of elementary, middle and high schools, with educational standards, with the	

content, performance, methods and forms of work with pupils in the ON classes. To know the new reform changes in the educational process - their meaning and essence. Know how to characterize and analyze the basic pedagogical documents in force. Ability to apply the acquired theoretical knowledge and skills in the formulation of educational objectives, written preparation for teaching, to draw up a thematic lesson plan.

Learn objectives, methods and methods of assessing achievement in civics. By preparing a seminar paper, they will gain experience in project-based learning and learn how to use the knowledge gained to benefit new, activating teaching practices. The course encourages students to search for approaches that meet the needs of society and allow the teacher to use his/her strengths.

**Class syllabus:**

A: Area of knowledge:

Contact with the school: Departmental didactics . Civics in the curriculum of primary and secondary schools. The present of education for citizenship (after 1989). State educational programmes, civic competences. Educational area Man and society. Cross-cutting themes and civic competences. Citizenship, citizenship education as a "theme".

Identification of educational needs and education for citizenship: Pupil, childhood. Diagnostics in relation to citizenship education. Learning, learning styles. Planning and preparing for teaching: Context for planning. Civics teaching objectives and curriculum. Concepts of the teaching process didactic principles. Preparation for teaching.

Implementation of the teaching activity: Teaching methods. Preparation for the implementation of teaching.. Discipline and classroom climate in civics lessons. Reflection and self-reflection (in relation to observations from teaching practice).

Teaching evaluation and citizenship education - forms of evaluation and their implications.

B: Personal and social development of future teachers - skills and attitudes

Present the results of work to teach group members to navigate the issues.

Reflection activity. Ability to work cooperatively and collaboratively in group tasks (working in small facilitating groups). Demonstrate the ability to link theoretical conclusions and future practice in CE.

**Recommended literature:**

State educational programmes for primary and secondary schools and their further adjustments. The SPÚ and ŠIOV after 2015.

Curricula/standards of the subject Civics.

BEDNAŘÍK, A. a kol.: Životné zručnosti a ako ich rozvíjať . Bratislava : NDS, 2004. 228 s. ISBN 80-969209-5-2.

ČAPEK, R.: Moderní didaktika. Praha : Grada, 2015. 624 s. ISBN 978-80-2473-450-7.

KARNSOVÁ, M.: Jak budovat dobrý vztah mezi učitelem a žákem. Praha : Potrál, 1994. 153 s. ISBN 80-7178-032-4.

LUKÁŠOVÁ, H.: Kvalita života dětí a didaktika. Praha : Portál, 2010. 201 s. ISBN 978-80-7367-784-8.

STARÝ, K., LAUFKOVÁ, V. a kol: Formativní hodnocení ve výuce. Praha : Portál, 2016. 152 s. ISBN 978-80-262-1001-6.

TUREK, I.: Didaktika. Bratislava : Wolters Kluwer, 2014. 618 s. ISBN 978-80-8168-004-5.

Study materials will be available in the course on moodle.uniba.sk

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 5						
A	ABS	B	C	D	E	FX
80,0	0,0	20,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Katarína Minarovičová, PhD., prof. PhDr. Erich Mistrík, CSc.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex004/22	<b>Course title:</b> Didactics of civic education I.
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 8s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Lecture+seminar, (4sL+4sS), 8 hours per semester, combined method Student workload:8 hours of teaching, 25 hours for intermediate assignments, 20 hours of seminar work, 25 hours of colloquium preparation, 25 hours of guided self-study (work with text and video), 17 hours of seminar preparation. 120 hours in total. Teaching methods: - In the lectures: problem-based interpretation and discussion of the topics covered. - In seminars: group work, annotated presentations, practice of teaching methods, work with text, presentations, role plays, simulation games	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed by examination, the weight of the intermediate and final assessment is 50/50. Interim assessment involves the processing of approximately 3-4 (50%) interim assignments. The final assessment includes the preparation of a seminar paper (30% of the assessment) and a colloquium (20%). A grade of A requires a score of at least 95%, a grade of B requires a score of at least 86%, a grade of C requires a score of at least 78%, a grade of D requires a score of at least 69%, and a grade of E requires a score of at least 60%. Credit will not be awarded to a student who obtains less than 60% of the marks. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Didactics of Civics I .is oriented towards didactic and managerial professional competences and stimulates the personal and social development of future teachers. Students will gain knowledge of the various elements of the discipline didactics. They will understand the logic of the educational cycle, according to which the curriculum of the course is structured, and they will get to know the specific features of civics as a subject in primary and secondary schools. The aim of the course is to familiarize students with the current problems in education for citizenship in the past and after 1989 to the present, with the position and objectives of civics in the curricula of elementary, middle and high schools, with educational standards, with the	

content, performance, methods and forms of work with pupils in the ON classes. To know the new reform changes in the educational process - their meaning and essence. Know how to characterize and analyze the basic pedagogical documents in force. Ability to apply the acquired theoretical knowledge and skills in the formulation of educational objectives, written preparation for teaching, to draw up a thematic lesson plan.

Learn objectives, methods and methods of assessing achievement in civics. By preparing a seminar paper, they will gain experience in project-based learning and learn how to use the knowledge gained to benefit new, activating teaching practices. The course encourages students to search for approaches that meet the needs of society and allow the teacher to use his/her strengths.

**Class syllabus:**

A: Area of knowledge:

Contact with the school: Departmental didactics . Civics in the curriculum of primary and secondary schools. The present of education for citizenship (after 1989). State educational programmes, civic competences. Educational area Man and society. Cross-cutting themes and civic competences. Citizenship, citizenship education as a "theme".

Identification of educational needs and education for citizenship: Pupil, childhood. Diagnostics in relation to citizenship education. Learning, learning styles. Planning and preparing for teaching: Context for planning. Civics teaching objectives and curriculum. Concepts of the teaching process didactic principles. Preparation for teaching.

Implementation of the teaching activity: Teaching methods. Preparation for the implementation of teaching.. Discipline and classroom climate in civics lessons. Reflection and self-reflection (in relation to observations from teaching practice).

Teaching evaluation and citizenship education - forms of evaluation and their implications.

B: Personal and social development of future teachers - skills and attitudes

Present the results of work to teach group members to navigate the issues.

Reflection activity. Ability to work cooperatively and collaboratively in group tasks (working in small facilitating groups). Demonstrate the ability to link theoretical conclusions and future practice in CE.

**Recommended literature:**

State educational programmes for primary and secondary schools and their further adjustments. The SPÚ and ŠIOV after 2015.

Curricula/standards of the subject Civics.

BEDNAŘÍK, A. a kol.: Životné zručnosti a ako ich rozvíjať . Bratislava : NDS, 2004. 228 s. ISBN 80-969209-5-2.

ČAPEK, R.: Moderní didaktika. Praha : Grada, 2015. 624 s. ISBN 978-80-2473-450-7.

KARNSOVÁ, M.: Jak budovat dobrý vztah mezi učitelem a žákem. Praha : Potrál, 1994. 153 s. ISBN 80-7178-032-4.

LUKÁŠOVÁ, H.: Kvalita života dětí a didaktika. Praha : Portál, 2010. 201 s. ISBN 978-80-7367-784-8.

STARÝ, K., LAUFKOVÁ, V. a kol: Formativní hodnocení ve výuce. Praha : Portál, 2016. 152 s. ISBN 978-80-262-1001-6.

TUREK, I.: Didaktika. Bratislava : Wolters Kluwer, 2014. 618 s. ISBN 978-80-8168-004-5.

Study materials will be available in the course on moodle.uniba.sk

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 5						
A	ABS	B	C	D	E	FX
80,0	0,0	20,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Katarína Minarovičová, PhD., prof. PhDr. Erich Mistrík, CSc.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex005/22	<b>Course title:</b> Didactics of civic education II.
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 8s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Lecture+seminar, (4sL+4sS), 8 hours per semester, combined method Student workload:8 hours teaching, 25 hours processing and presentation of intermediate assignments, 22 hours development of intermediate assignments, 25 hours guided self-study, 40 hours preparation for final test. 120 hours in total. Teaching methods: - In lectures: problem-based interpretation and discussion of the topics covered. - In seminars: group work, annotated presentations, practice of teaching methods, activating methods, heuristic methods, role-plays, simulation methods	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KEOV/M-VOBex004/22 - Didactics of civic education I.	
<b>Recommended prerequisites:</b> M-VOBex004 Didactics of civic education I.	
<b>Course requirements:</b> The course is completed by examination, the weight of the intermediate and final assessment is 50/50. Interim assessment includes preparation for a lesson in the subject of civics of the choice and type of school (20%), presentation of the lesson (10%), submission of interim assignments (20%), final test with application tasks (50%). Participation in the final test is conditional upon completion of all parts of the midterm assessment. A score of at least 95% is required for a grade of A, at least 86% for a grade of B, at least 78% for a grade of C, at least 69% for a grade of D, and at least 60% for a grade of E. Credit will not be awarded to a student who obtains less than 60% of the marks. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> By completing the course student: knows the subject of civics, its objectives, content and performance standards, innovative forms and methods of work with pupils in the lessons of civics, new reform changes - their meaning and need, oriented and can analyze current pedagogical documents (Pedagogical-organizational guidelines, State Educational Program, Standards for civics at primary and secondary schools and gymnasiums), knows the profile of a pupil of lower secondary	

education and higher secondary education, the competence profile of a beginning teacher, is able to apply the acquired theoretical knowledge and acquired skills in the formulation of educational objectives, in the written preparation for the teaching of CE and in the practice of basic methods and forms of teaching CE.

**Class syllabus:**

Current curriculum trends in EU countries in CE, including SR. System and structure of key competences. Educational area Human and Society and educational standards of the subject CE for lower secondary education (ISCED 2) and upper secondary education (ISCED 3A). The new role of the teacher - implementer of the curriculum and creator of the curriculum. Methods of teaching CE. Assessment and classification of CE. Didactic tests. Creation and publication of textbooks, analysis of textbooks. Didactic aids and technology in the CE teaching. Concept of the matriculation examination in the subject of CE.

**Recommended literature:**

ČAPEK, R. Moderní didaktika. Praha: Grada. 2015. ISBN 978-80-2473-450-7

ČECHOVÁ, B. H.: Nápady pro rozvoj hodnocení klíčových kompetencí žáků. Praha : Portál, 2009. 177 s. ISBN 978-80-7367-388-8.

KYRIACOU, Ch.: Klíčové dovednosti učitele. Praha : Portál, 1996. 155 s. ISBN 80-7178-965-8.

MACHÁČEK, L., ŠŤAVA, E.: Občianske vzdelávanie a výchova mládeže k občianstvu. Národná správa z medzinárodného výskumu občianskeho vzdelávania ICCS 2009. Bratislava : Dolis, 2012. ISBN 978-80-970261-7-2.

PETLÁK, E. a kol.: Kapitoly zo súčasnej didaktiky. Bratislava : IRIS, 2005. 189 s. ISBN 80-89018-89-0.

ROSA, V.: Metodika tvorby didaktických testov. Bratislava : ŠPÚ, 2007. ISBN 978-80-89225-32-3.

TUREK, I.: Inovácie v didaktike. Bratislava : MPC v Bratislave, 2005. ISBN 80-8052-230-8.

Study materials will be available in the course on moodle.uniba.sk

Textbooks of Civics Education.

**Languages necessary to complete the course:**

Slovak and Czech language

**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. Katarína Minarovičová, PhD., prof. PhDr. Erich Mistrík, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex005/22	<b>Course title:</b> Didactics of civic education II.
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 8s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Lecture+seminar, (4sL+4sS), 8 hours per semester, combined method Student workload:8 hours teaching, 25 hours processing and presentation of intermediate assignments, 22 hours development of intermediate assignments, 25 hours guided self-study, 40 hours preparation for final test. 120 hours in total. Teaching methods: - In lectures: problem-based interpretation and discussion of the topics covered. - In seminars: group work, annotated presentations, practice of teaching methods, activating methods, heuristic methods, role-plays, simulation methods	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KEOV/M-VOBex004/22 - Didactics of civic education I.	
<b>Recommended prerequisites:</b> M-VOBex004 Didactics of civic education I.	
<b>Course requirements:</b> The course is completed by examination, the weight of the intermediate and final assessment is 50/50. Interim assessment includes preparation for a lesson in the subject of civics of the choice and type of school (20%), presentation of the lesson (10%), submission of interim assignments (20%), final test with application tasks (50%). Participation in the final test is conditional upon completion of all parts of the midterm assessment. A score of at least 95% is required for a grade of A, at least 86% for a grade of B, at least 78% for a grade of C, at least 69% for a grade of D, and at least 60% for a grade of E. Credit will not be awarded to a student who obtains less than 60% of the marks. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> By completing the course student: knows the subject of civics, its objectives, content and performance standards, innovative forms and methods of work with pupils in the lessons of civics, new reform changes - their meaning and need, oriented and can analyze current pedagogical documents (Pedagogical-organizational guidelines, State Educational Program, Standards for civics at primary and secondary schools and gymnasiums), knows the profile of a pupil of lower secondary	

education and higher secondary education, the competence profile of a beginning teacher, is able to apply the acquired theoretical knowledge and acquired skills in the formulation of educational objectives, in the written preparation for the teaching of CE and in the practice of basic methods and forms of teaching CE.

**Class syllabus:**

Current curriculum trends in EU countries in CE, including SR. System and structure of key competences. Educational area Human and Society and educational standards of the subject CE for lower secondary education (ISCED 2) and upper secondary education (ISCED 3A). The new role of the teacher - implementer of the curriculum and creator of the curriculum. Methods of teaching CE. Assessment and classification of CE. Didactic tests. Creation and publication of textbooks, analysis of textbooks. Didactic aids and technology in the CE teaching. Concept of the matriculation examination in the subject of CE.

**Recommended literature:**

ČAPEK, R. Moderní didaktika. Praha: Grada. 2015. ISBN 978-80-2473-450-7

ČECHOVÁ, B. H.: Nápady pro rozvoj hodnocení klíčových kompetencí žáků. Praha : Portál, 2009. 177 s. ISBN 978-80-7367-388-8.

KYRIACOU, Ch.: Klíčové dovednosti učitele. Praha : Portál, 1996. 155 s. ISBN 80-7178-965-8.

MACHÁČEK, L., ŠŤAVA, E.: Občianske vzdelávanie a výchova mládeže k občianstvu. Národná správa z medzinárodného výskumu občianskeho vzdelávania ICCS 2009. Bratislava : Dolis, 2012. ISBN 978-80-970261-7-2.

PETLÁK, E. a kol.: Kapitoly zo súčasnej didaktiky. Bratislava : IRIS, 2005. 189 s. ISBN 80-89018-89-0.

ROSA, V.: Metodika tvorby didaktických testov. Bratislava : ŠPÚ, 2007. ISBN 978-80-89225-32-3.

TUREK, I.: Inovácie v didaktike. Bratislava : MPC v Bratislave, 2005. ISBN 80-8052-230-8.

Study materials will be available in the course on moodle.uniba.sk

Textbooks of Civics Education.

**Languages necessary to complete the course:**

Slovak and Czech language

**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. Katarína Minarovičová, PhD., prof. PhDr. Erich Mistrík, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex023/22	<b>Course title:</b> Disorders of child development, learning and behaviour
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites: 100% of the continuous assessment, the course is completed by assessment. During the semester, students will prepare a seminar paper (max. 30 points), present the seminar paper (max. 10 points) and pass an intermediate didactic test (max. 60 points). The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. The test and the seminar paper are designed to verify the specified learning outcomes. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the course it is necessary to obtain at least 60% of the points from all partial tasks. For an A grade, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through a variety of literature sources, are able to select relevant sources for their studies, are able to navigate the issues of childhood developmental, learning and behavioural disorders, i.e. have basic information on their aetiopathogenesis, epidemiology, diagnosis and differential diagnosis, as well as on possible forms of intervention. A grade of B means that students performed above average throughout the semester, were able to study independently, are proficient in basic information related to childhood developmental disorders, behavioral and learning disorders, and are able to navigate the literature. A grade of C means that the students performed well during the semester, their theoretical knowledge of the subject is at a good level, but their ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge is lacking.	

A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to the subject of education and greater problems in independent implementation work, they are unable to critically analyze information and have problems applying knowledge to practice.

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

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

### **Learning outcomes:**

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

### **Class syllabus:**

Brief outline of the course:

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

The most significant factors in working with children with ADHD, ADD.

9. Specific learning disabilities - diagnosis and differential diagnosis, remedial programmes in work with children with specific learning disabilities.

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

11. Behavioural disorders, classification, manifestations and intervention options.

**Recommended literature:**

Compulsory reading:

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

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

Recommended reading:

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

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

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

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

GLASOVÁ, M., GROMA, M. (2019). Psychologické posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/inkluzívneho vzdelávania. 1. vyd., s. 57-96. Bratislava: Univerzita Komenského. ISBN 978-80-223-4862-1

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

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

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

periodicals and scientific databases:

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

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

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

<b>Past grade distribution</b>						
Total number of evaluated students: 58						
A	ABS	B	C	D	E	FX
82,76	0,0	3,45	3,45	0,0	0,0	10,34
<b>Lecturers:</b> PaedDr. Anežka Hamranová, PhD., Mgr. Zuzana Štefanec, PhD.						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex023/22	<b>Course title:</b> Disorders of child development, learning and behaviour
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites: 100% of the continuous assessment, the course is completed by assessment. During the semester, students will prepare a seminar paper (max. 30 points), present the seminar paper (max. 10 points) and pass an intermediate didactic test (max. 60 points). The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. The test and the seminar paper are designed to verify the specified learning outcomes. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the course it is necessary to obtain at least 60% of the points from all partial tasks. For an A grade, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through a variety of literature sources, are able to select relevant sources for their studies, are able to navigate the issues of childhood developmental, learning and behavioural disorders, i.e. have basic information on their aetiopathogenesis, epidemiology, diagnosis and differential diagnosis, as well as on possible forms of intervention. A grade of B means that students performed above average throughout the semester, were able to study independently, are proficient in basic information related to childhood developmental disorders, behavioral and learning disorders, and are able to navigate the literature. A grade of C means that the students performed well during the semester, their theoretical knowledge of the subject is at a good level, but their ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge is lacking.	

A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to the subject of education and greater problems in independent implementation work, they are unable to critically analyze information and have problems applying knowledge to practice.

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

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

### **Learning outcomes:**

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

### **Class syllabus:**

Brief outline of the course:

1. Introduction to developmental disorders /definition of developmental disorders, precursors of developmental disorders, classifications of developmental disorders.
2. Etiology of developmental disorders /pathogenic factors and the complexity of their action, risks in the pre-, peri- and post-natal period, early diagnosis, intervention, stimulation, deprivation/.
3. Psychomotor retardation /general developmental delay/ and mental retardation /intellectual disorders, etiology, classification, possibilities and limitations of intervention.
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5. Primary psychogenic communication disorders - barking and mutism /definition, classification, possibilities of intervention/.
6. Pervasive developmental disorders or autism spectrum disorders / autism, Asperger's syndrome, Rett's syndrome, etiology, clinical picture, organization of care.
7. The problem of organicity in child psychology. Cerebral palsy - etiology, clinical picture. Developmental disorder of motor functions.
8. Mild brain dysfunction, present - hyperkinetic syndrome or ADHD

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

11. Behavioural disorders, classification, manifestations and intervention options.

**Recommended literature:**

Compulsory reading:

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

Recommended reading:

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

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

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

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GLASOVÁ, M., GROMA, M. (2019). Psychologické posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/inkluzívneho vzdelávania. 1. vyd., s. 57-96. Bratislava: Univerzita Komenského. ISBN 978-80-223-4862-1

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

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

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

periodicals and scientific databases:

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

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

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

<b>Past grade distribution</b>						
Total number of evaluated students: 58						
A	ABS	B	C	D	E	FX
82,76	0,0	3,45	3,45	0,0	0,0	10,34
<b>Lecturers:</b> PaedDr. Anežka Hamranová, PhD., Mgr. Zuzana Štefanec, PhD.						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex001/22	<b>Course title:</b> Educational diagnostics and evaluation
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: Weighting of interim and final assessment: 50/50 - the course is completed by examination. During the semester there will be three colloquial midterm evaluations of 10 points each and four midterm assignments of 5b will be worked on. The final exam will be graded 50pts. Credit will not be awarded to a student who receives less than 5 points on any of the three interim assessments and fails to submit all processed distance assignments for at least a 3b. A minimum of 60% of the course grade is required for successful completion of the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

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

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to 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.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

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

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

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

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

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

- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.

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

### **Class syllabus:**

Brief outline of the course:

1. Introduction to educational diagnostics:

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

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

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

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

## 2. The diagnostic process:

- Diagnostic cycle
- Stages of diagnosis
- Edumetric vs. casuistic approach
- Implicit and explicit diagnosis
- Individual, group diagnosis and diagnosis in relation to the norm.
- Principles of effective pedagogical diagnostics
- Grades, verbal evaluation and feedback

## 3. Three units in one: the personality of the pupil in pedagogical diagnostics.

- Perception of the personality of the pupil through three interrelated parts: cognitive, affective and (volitional) behavioural.
- Cognitive domain: differentiation of cognitive functions and processes, metacognition and executive functions. Working with the possible contents and contexts of the concepts: knowledge, ability, skill, competence and competence.
- Affective domain: differentiation of affective functions and processes in experiencing (differentiation of emotions and feelings). Working with possible contents and contexts of concepts: attitudes, values, motivational factors.
- Conative area: manifestations of experiencing and thinking in the pupil's behaviour, volitional processes. Work with possible contents and contexts of the concepts: relationship, action, behaviour, group dynamics.

## 4. Pedagogical diagnostics and the cognitive area of the pupil's personality.

- Overview of basic methods and forms of diagnosis of knowledge and skills.
- Principles of didactic test construction (written versus didactic test and adaptive didactic test).
- Verbal rehearsal versus diagnostic presentation skills.
- Effective feedback versus verbal evaluation.
- Pupil self-assessment
- A global and analytical approach to diagnosis in the cognitive domain.

## 5. Pedagogical diagnostics and the affective area of the pupil's personality.

- An overview of basic methods and forms of diagnosing student attitudes, values and motivators in school.
- Possibilities of diagnosing attitudinal and value preferences.
- Methods of recognizing the motivating factors (interests, passions, internal goal setting) of the learner.
- Diagnosis of the pupil's learning needs (individual learning preferences).

## 6. Pedagogical diagnosis and pupil behaviour.

- An overview of basic methods and forms of diagnosing relationships and group dynamics in the classroom.
- Every student-human being has his/her own reasons why he/she behaves the way he/she does (subconscious or conscious)
- Setting and assessing the motivational potential of the activity/task.
- Setting and assessing pupil engagement in relationships with the teacher and in relationships with classmates.
- Working with conflict in the classroom (teacher as a conflict actor and as a facilitator).
- Group dynamics of the classroom and its atmosphere, climate and environment.

## 7. Thinking strategies and key communication skills of the teacher.

- Rules for effective individual and group observation
- Rules for effective (facilitative) individual and group conversation with pupils.
- Principles of effective conversation with the parent(s) of the pupil.
- Basic teacher thinking strategies needed for effective observation and interviewing.

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

**Recommended literature:**

Recommended reading:

Compulsory reading:

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

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

Recommended reading:

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

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

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

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 102

A	ABS	B	C	D	E	FX
81,37	0,0	9,8	5,88	0,98	0,0	1,96

**Lecturers:** doc. Mgr. Martin Kuruc, PhD., Mgr. Štefánia Ferková, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex001/22	<b>Course title:</b> Educational diagnostics and evaluation
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: Weighting of interim and final assessment: 50/50 - the course is completed by examination. During the semester there will be three colloquial midterm evaluations of 10 points each and four midterm assignments of 5b will be worked on. The final exam will be graded 50pts. Credit will not be awarded to a student who receives less than 5 points on any of the three interim assessments and fails to submit all processed distance assignments for at least a 3b. A minimum of 60% of the course grade is required for successful completion of the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

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

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to 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.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

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

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

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

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

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

- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.

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

### **Class syllabus:**

Brief outline of the course:

1. Introduction to educational diagnostics:

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

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

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

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

## 2. The diagnostic process:

- Diagnostic cycle
- Stages of diagnosis
- Edumetric vs. casuistic approach
- Implicit and explicit diagnosis
- Individual, group diagnosis and diagnosis in relation to the norm.
- Principles of effective pedagogical diagnostics

- Grades, verbal evaluation and feedback

## 3. Three units in one: the personality of the pupil in pedagogical diagnostics.

- Perception of the personality of the pupil through three interrelated parts: cognitive, affective and (volitional) behavioural.

- Cognitive domain: differentiation of cognitive functions and processes, metacognition and executive functions. Working with the possible contents and contexts of the concepts: knowledge, ability, skill, competence and competence.

- Affective domain: differentiation of affective functions and processes in experiencing (differentiation of emotions and feelings). Working with possible contents and contexts of concepts: attitudes, values, motivational factors.- Conative area: manifestations of experiencing and thinking in the pupil's behaviour, volitional processes. Work with possible contents and contexts of the concepts: relationship, action, behaviour, group dynamics.

## 4. Pedagogical diagnostics and the cognitive area of the pupil's personality.

- Overview of basic methods and forms of diagnosis of knowledge and skills.
- Principles of didactic test construction (written versus didactic test and adaptive didactic test).
- Verbal rehearsal versus diagnostic presentation skills.
- Effective feedback versus verbal evaluation.
- Pupil self-assessment

- A global and analytical approach to diagnosis in the cognitive domain.

## 5. Pedagogical diagnostics and the affective area of the pupil's personality.

- An overview of basic methods and forms of diagnosing student attitudes, values and motivators in school.

- Possibilities of diagnosing attitudinal and value preferences.

- Methods of recognizing the motivating factors (interests, passions, internal goal setting) of the learner.

- Diagnosis of the pupil's learning needs (individual learning preferences).

## 6. Pedagogical diagnosis and pupil behaviour.

- An overview of basic methods and forms of diagnosing relationships and group dynamics in the classroom.

- Every student-human being has his/her own reasons why he/she behaves the way he/she does (subconscious or conscious)

- Setting and assessing the motivational potential of the activity/task.

- Setting and assessing pupil engagement in relationships with the teacher and in relationships with classmates.

- Working with conflict in the classroom (teacher as a conflict actor and as a facilitator).

- Group dynamics of the classroom and its atmosphere, climate and environment.

## 7. Thinking strategies and key communication skills of the teacher.

- Rules for effective individual and group observation

- Rules for effective (facilitative) individual and group conversation with pupils.

- Principles of effective conversation with the parent(s) of the pupil.

- Basic teacher thinking strategies needed for effective observation and interviewing.

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

**Recommended literature:**

Recommended reading:

Compulsory reading:

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

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

Recommended reading:

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

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

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

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 102

A	ABS	B	C	D	E	FX
81,37	0,0	9,8	5,88	0,98	0,0	1,96

**Lecturers:** doc. Mgr. Martin Kuruc, PhD., Mgr. Štefánia Ferková, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex050/22	<b>Course title:</b> Electronic Literature
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: in-person, distance learning Scope (number of hours): 5 hours per semester Student workload: 75 hours in total Direct teaching = 5 h, (combination of direct teacher-student contact and internet communication), home preparation for each lesson = 10 h, home assignments = 30 h, production of final media project with pedagogical application = 30 h Teaching methods: Brief overview of genres of electronic literature, creative writing, creative media production, dialogical methods (debate, discussion, colloquium), presentation of own views and experiences related to literary production, self-reflection and self-realization based on literary draft and discussion during lessons, brainstorming, heuristic methods	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course requirements: Continuous assessment(100 points/percent): Creation of work during lessons or in preparation for lessons - 30 points Active participation in discussions - 10 points Creation of a final media project with pedagogical application - 60 points Grading: 100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX Grade A (excellent): The student has an in-depth knowledge of the overview of genres of experimental literature, knows the specifics of experimental literature in individual historical periods and can reconstruct them in relation to the present, can independently create simple works on a given topic or genre, can apply his/her creativity to the creation of a media text and present his/her creation to the class, can take an appropriate stance on the works of others, can create a full-	

fledged media project and incorporate it into the curriculum, has a broad knowledge of how to use a media text using appropriate methods to teach English to an age-appropriate grade level.

Grade B (very good): The student is mostly proficient in an overview of experimental literature genres, knows the major specifics of experimental literature in each historical period and can reconstruct them in light of the present, can create simple works on a given topic or genre with minimal assistance, can apply his/her creativity to the production of a media text and present his/her work to the class with minimal support, can take an appropriate stance on the work of others, is mostly able to create a full-fledged media project and integrate it into the curriculum, has sufficient knowledge to use a media text using appropriate methods to teach English to an age-appropriate grade level.

Grade C (good): The student knows the basic overview of the genres of experimental literature, knows the basic specifics of experimental literature in individual historical periods and can reconstruct them in relation to the present, can create simple works on a given topic or genre with more help, can apply his/her creativity to the production of a media text and present his/her work to the class with more support, can only partially take a stand on the works of others, is largely able to create a full media project and integrate it into the curriculum, has the basic knowledge to use a media text to teach English for an age-appropriate grade level by using appropriate methods.

Grade D (satisfactory): The student is proficient in some genres of experimental literature, knows some of the specifics of experimental literature in particular historical periods and can reconstruct them in relation to the present, can create simple works on a given topic or genre with great help, can apply his/her creativity to the production of a media text and present his/her creation to the class in consultation with the teacher, has only a sporadic opinion on the works of others, with a great deal of help is able to create a full-fledged media project and incorporate it into the curriculum, has a certain amount of knowledge to use the media text to teach English at an age-appropriate level by using appropriate methods.

Grade E (sufficient): The student knows a minimal amount of experimental literature genres, knows only partial specifics of experimental literature in particular historical periods and has difficulty reconstructing them in relation to the present, can produce simple works on a given topic or genre only with teacher support, can apply his/her creativity to the production of a media text and present his/her creation to the class after extensive consultation with the teacher, has no opinion on the works of others, with substantial support from the teacher is able to create a full-fledged media project and incorporate it into the curriculum, has some knowledge to use some methods to teach English language to the appropriate age level using a media text.

Scale of assessment (preliminary/final): Continuous assessment(100 points/percent): Creation of work during lessons or in preparation for lessons - 30 points Active participation in discussions - 10 points Creation of a final media project with pedagogical application - 60 points

### **Learning outcomes:**

Objectives and learning outcomes

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

Students are familiar with the basic works and genres of electronic and experimental literature written in the 20th century. Students understand the basic possibilities of using their creative potential in text production, students understand the role and significance of media works in a cultural and literary-theoretical context, they know the principles, meaning and possibilities of applying digital technologies in foreign language education, they know the strategies for using literary text in the pedagogical process and know how to incorporate its various media forms into teaching.

Skills:

Students are able to analyse works and the context in which they were written, and are able to use works appropriately in relation to instructional objectives to show elementary and middle school students the diversity of literary expression and thereby enable them to self-reflect, students can appropriately apply a creative approach to the text as an innovative, student-centred teaching method in an English language lesson plan for any selected ISCED and the relevant language level according to the CEFR, using a variety of appropriate learning tasks and organisational forms of teaching, students have developed broader analytical skills, can discuss independently, in pairs and in groups, have developed interpretive-analytical skills when working with literary works, know how to use information and communication technologies in English language teaching.

Competences:

Students are able to argue, present and defend their opinions and points of view, are able to critically approach media texts and think critically about basic psychological, social and cultural issues that are transcribed not only into their own experience, but also into their position as a competent, knowledgeable, perceptive and understanding teacher for primary and secondary education in the country.

### **Class syllabus:**

Course contents:

Main themes of the course:

What is electronic literature? What is the function of poetry? Experimental Directions. Genres and remixes. Oulipo, combinatorial poetry. Visual poetry, collage. Sound poetry. Charts, diagrams, Fluxus. Kinetic poetry, video-poetry. Poetry in social media. Hypertextual literature. Fragmented literature.

Through the above mentioned course content and using the mentioned methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Master's degree in the study programme of Teaching English Language and Literature in Combination.

### **Recommended literature:**

Compulsory readings:

Blog [www.nmlit.tumblr.com](http://www.nmlit.tumblr.com)

Blog [www.nmsylaby.tumblr.com](http://www.nmsylaby.tumblr.com)

HAYLES, N. K. (2008). *Electronic Literature: New Horizons for the Literary*. Notre Dame: University of Notre Dame. Introduction. <https://eliterature.org/pad/elp.html>.

HUSÁROVÁ, Z. (2012). A method of teaching multimodal creative writing. In: *Studies in Foreign Language Education* No. 4, pp. 113–132.

McCAFFERY, S. and NICHOL, BP. (1978). *Soundpoetry: A#Catalogue*. Toronto: Underwhich Editions.

<https://monoskop.org/images/f/f0/>

[McCaffery\\_Steve\\_bpNichol\\_eds\\_Sound\\_Poetry\\_A\\_Catalogue.pdf](#)

Recommended literature:

FLORES, L. (2021). Third-Generation Electronic Literature. In: Grigar, D. and O'Sullivan, J., eds. *Electronic Literature as Digital Humanities*. New York: Bloomsbury Academic. pp. 26–43. <https://www.bloomsburycollections.com/book/electronic-literature-as-digital-humanities-contexts-forms-practices>.

SEICA, A. (2021). Kinetic Poetry. In: Grigar, D. and O'Sullivan, J., eds. *Electronic Literature as Digital Humanities*. New York: Bloomsbury Academic. pp. 173–202. <https://www.bloomsburycollections.com/book/electronic-literature-as-digital-humanities-contexts-forms-practices>.

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

Languages necessary to complete the course: English, Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 3						
A	ABS	B	C	D	E	FX
33,33	0,0	66,67	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 16.10.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex002/22	<b>Course title:</b> English Language Didactics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5(L+S) Teaching method: in-person teaching, distance learning Scope (number of hours): 5 per semester Student workload: 75 hours in total Direct teaching = 5 hours, continuous home study = 20 hours, designing and preparing a lesson plan = 10 hours, analysis of selected teaching materials and video-recordings = 6 hours, writing a seminar paper = 8 hours, home study for the final theoretical test = 26 hours Teaching methods: Brief explanation of the material, brainstorming and problem solving tasks and assignments, dialogical methods (debate, discussion, colloquium), analysis of selected teaching materials and video-recordings, presentation of students' own views based on introspective analysis of their own (pedagogical) experiences, guided self-study	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (40 points/percent): Designing a lesson plan (20 points) Analysis of selected teaching materials and video-recordings (10 points) Seminar paper (10 points) The essential condition for taking a final test is obtaining at least 60% of the continuous assessment (24 points). Final assessment (60 points/percent): Final test (60 points) Course evaluation: 100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX	

A (100–95%, excellent - outstanding results): The student can independently create his/her own English language lesson plan by applying innovative student-centred teaching methods for the specified ISCED and the relevant language level according to the CEFR, comprehensively knows all the principles of teaching language resources and skills with regard to the characteristics and peculiarities of the subjects of foreign language teaching, comprehensively knows the possibilities of application of different types of authentic materials and modern technologies in teaching.

B (94–89%, very good - above average standard): The student, with minimal help from the teacher, is able to create his/her own English lesson plan by applying innovative student-centred teaching methods for the specified ISCED and the relevant language level according to the CEFR, is familiar with several principles of teaching language resources and skills with regard to the characteristics and peculiarities of the subjects of foreign language teaching, is well aware of the possibilities of applying different types of authentic materials and modern technologies in teaching.

C (88–85%, good - normal reliable work): The student, with the help of the teacher, is able to create an English lesson plan by applying innovative student-centred teaching methods for the specified ISCED and the relevant language level according to the CEFR, knows the basic principles of teaching language resources and skills with regard to the characteristics and peculiarities of the subjects of foreign language teaching, knows the basic possibilities of application of some types of authentic materials and modern technologies in teaching.

D (88–80%, satisfactory - acceptable results): The student, only with the intensive help of the teacher, is able to create an English lesson plan for the specified ISCED and the corresponding language level according to the CEFR, partially knows the principles of teaching language resources and skills with regard to the basic characteristics of the subjects of foreign language teaching, partially knows the basic possibilities of application of some types of authentic materials and modern technologies in teaching.

E (79–75%, satisfactory - results meet the minimum criteria): The student only with the support and intensive help of the teacher can partially create an English lesson plan for the specified ISCED and the relevant language level according to the CEFR, partially knows only some of the principles of teaching language resources and skills, partially knows some of the basic characteristics of the subjects of foreign language teaching, partially knows the basic possibilities of application of some types of authentic materials and modern technologies in teaching.

Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Designing a lesson plan (20 points) Analysis of selected teaching materials and video-recordings (10 points) Seminar paper (10 points) The essential condition for taking a final test is obtaining at least 60% of the continuous assessment (24 points). Final assessment (60 points/percent): Final test (60 points)

### **Learning outcomes:**

Objectives and learning outcomes:

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

Students know the theoretical principles of designing and planning teaching in primary, lower and upper secondary education (ISCED 1 – ISCED3); they know the theoretical and practical aspects of English language didactics (teaching language skills and language means) reflecting the pedagogical-psychological and social-psychological and developmental-psychological specificities of the learner; know and are able to apply innovative and alternative English language teaching methods; know the principles, meaning and possibilities of the application of digital technologies in foreign language teaching and understand their importance for the effectiveness of EFL teaching and learning.

Skills:

Students are able to independently design and carry out EFL teaching taking into account a learner-centred approach at each level of education (ISCED 1 – ISCED3) and relevant language levels (A1 – B2 according to CEFR), flexibly and creatively adapting curriculum requirements to the specific conditions of learners, classrooms and types of school; students are able to analyse, evaluate and create teaching materials reflecting the respective language level, teaching objective, conditions and peculiarities of the specific educational context; students are oriented in the professional linguodidactic literature, they are able to follow, critically analyse and review the latest trends and creatively implement them in their pedagogical activities; students are familiar with the ways of using information and communication technologies in EFL teaching.

**Competences:**

Students have adequately developed analytical-critical and pedagogical-psychological-linguistic thinking, which allows them to use the acquired knowledge for didactic purposes as well as for their personal, professional and social development; students have developed personal and affective prerequisites for a humanistic approach to learners and the teaching process (self-confidence, assertiveness, empathy, flexibility, tolerance, the ability to diagnose and respect individual personalities of learners, etc.); students are able to make independent decisions and responsibly solve problems related to the implementation of foreign language education at the appropriate level of education (ISCED1 – ISCED3) and the appropriate language level of learners (A1– B2 according to CEFR) reflecting social and ethical responsibility in decision-making and acting in accordance with professional ethics; students are able to communicate effectively, argue, cooperate and solve the assigned problem-solving tasks in a team; students are able to communicate about the possibilities of improving the effectiveness of foreign language education in Slovakia.

**Class syllabus:**

**Course contents:**

Teaching language means (grammar, vocabulary, pronunciation); teaching receptive and productive language skills (listening, reading, speaking, writing); models for integrating language skills; developing interaction, communication and teacher questioning in foreign language education; testing and assessment in foreign language education; developing intercultural awareness; use of authentic materials and ICT in English language teaching

Through the above course content and the use of the above methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Master's degree in the study programme of Teaching English Language and Literature in Combination.

**Recommended literature:**

**Compulsory readings:**

REPKA, R. and ŠIPOŠOVÁ, M. (2016). Communicative Approach and the Teaching of English Language Means to Slovak Learners. Bratislava: Z-F Lingua.

REPKA, R. and ŠIPOŠOVÁ, M. (2017). The Teaching of Communicative Skills to Slovak English Learners. Bratislava: Z-F Lingua.

UR, P. (2012). A Course in English Language Teaching. Cambridge University Press.

**Recommended readings:**

BROWN, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd edition. White Plains, NY: Pearson Education.

BROWN, H. D. (2015). Teaching by Principles: An Interactive Approach to Language Pedagogy. 4th edition. White Plains, NY: Pearson Education.

HARMER, J. (2007). The Practice of English Language Teaching. 4th edition. Harlow: Pearson Education Ltd.

SCRIVENER, J. (2005). Learning Teaching. Oxford: Macmillan.

<b>Languages necessary to complete the course:</b> Languages necessary to complete the course: English, Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 33						
A	ABS	B	C	D	E	FX
9,09	0,0	15,15	15,15	12,12	21,21	27,27
<b>Lecturers:</b> doc. PaedDr. Martina Šipošová, PhD.						
<b>Last change:</b> 15.10.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex001/22	<b>Course title:</b> English Lexicology
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5(L+S) Teaching mode: combined, distance learning Number of hours per semester: 5 per semester Student study load: 75 hours in total Direct teaching = 14 h (a combination of in-class teaching and on-line communication), continuous out-of-class preparation (revising, homework, self-study) = 19 h, mid-term practical test = 17 h, final practical test = 12 h, final theoretical test = 13 h Teaching methods: Concise explanation/description of the subject matter, individual practice of the discussed lexical phenomena, pair-work, didactic games, discussion of the topics covered in the class, lexical analysis of short authentic texts, concise comparison of the lexical features of English and Slovak, building strategies aimed at the broadening of the English vocabulary.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (40%) Mid-term practical test – 40% Final assessment (60%) Final practical test (30%) Final theoretical test (30%) Grading: 100 – 95% A, 94 – 90% B, 89 – 85% C, 84 – 80% D, 79 – 75% E, 74 – 0% FX Grade A: The student can practically distinguish the different types of formal paradigmatic relations of lexical units, can identify all semantic relations among lexemes, knows the types of English multi-word expressions and can use them appropriately in communication, knows the stylistic and	

social properties of lexemes and can use them practically, knows the main geographical varieties of English and their basic lexical differences, has a rich theoretical lexical knowledge.

Grade B: The student can practically distinguish the different types of formal paradigmatic relations of lexical units, can identify semantic relations among lexemes, knows the types of English multi-word expressions and can use them appropriately in communication, knows the important stylistic and social properties of lexemes and can use them practically, knows the main geographical varieties of English and their basic lexical differences, has solid theoretical lexical knowledge.

Grade: The student can practically distinguish most types of formal paradigmatic relations of lexical units, can identify semantic relations between lexemes, knows the main types of English multi-word expressions and can use them in communication, knows the basic stylistic and social properties of lexemes and can use them practically, knows the main geographical varieties of English and some of their lexical differences, has adequate theoretical lexical knowledge.

Grade D: The student can practically distinguish the main types of formal paradigmatic relations of lexical units, can identify the basic semantic relations between lexemes, knows the main types of English multi-word expressions and can generally use them in communication, knows the basic stylistic and social properties of lexemes and can use them, knows some geographical varieties of English and their basic lexical differences, has adequate theoretical lexical knowledge.

Grade E: The student can practically distinguish the most basic types of formal paradigmatic relations of lexical units, can identify some semantic relations among lexemes, knows some types of English multi-word expressions and can use them in communication, knows the basic stylistic and social properties of lexemes and can mostly use them, knows British and American English and their basic lexical differences, has sufficient theoretical lexical knowledge.

Terms of evaluation

The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). The student is not entitled to a re-sit of the mid-term test. Taking part in the midterm assessment (with any result) is the requirement for being allowed to take the final exam.

Scale of assessment (preliminary/final): Continuous assessment (40%) Mid-term practical test – 40% Final assessment (60%) Final practical test (30%) Final theoretical test (30%)

### **Learning outcomes:**

Objectives and learning outcomes:

Based on the learning objectives declared in the profile of a graduate, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

The student will deepen and broaden the basic lexical terminology acquired in the Bachelor's studies, expand his/her knowledge of the vocabulary of modern English, learn the structural-functional characteristics of the English vocabulary, acquire the theoretical principles of the formation of paradigmatic relations in the lexicon, become familiar with the classification and properties of English collocations and idioms, master the contextual, temporal and geographic properties of English words.

Skills:

The student can practically distinguish the different types of formal paradigmatic relations of lexical units, correctly identifies semantic relations among lexemes, knows and uses different types of English multi-word expressions, can correctly use stylistically and socially marked lexis, can practically use the acquired theoretical knowledge in the analysis of a coherent authentic text, learns to use dictionaries to acquire English vocabulary, is able to work with and critically analyse academic literature, has acquired strategies for vocabulary acquisition, can use the acquired knowledge in an appropriate and adequate way for his/her further professional development.

Competences:

The student learns to work independently and in a team in solving lexical problems and tasks, can communicate professionally about the lexical phenomena covered in the class, is able to find and use digital resources and aids useful for further independent development and expansion of his/her vocabulary, develops the ability to analyse and synthesise linguistic material, is able to read academic literature, is able to link the acquired theoretical knowledge with the subject of research in other linguistic disciplines, has adequately developed presentation and argumentation skills, is able to apply the acquired knowledge and strategies in an appropriate way in his/her further education and in his/her professional practice.

**Class syllabus:**

Course contents:

Main themes of the course:

Lexical relations in vocabulary; formal, morphological and word-formation relations among words; homonymy, homophony, homography and falsonymy, semantic relations in vocabulary, polysemy, synonymy and antonymy; hyponymy and meronymy, semantic fields, syntagmatic relations between words – collocations and idioms, stylistic classification of words, emotional colouring of words, social differentiation of vocabulary, temporal properties of words, geographical variation of English vocabulary

By means of the above content, the student learns about the lexical level of the English language, its structural-functional properties, learns the ways of applying theoretical knowledge in practice through English vocabulary analysis, develops his/her vocabulary and the ability to communicate fluently at C1 level, can read academic literature in English, learns to work independently and in a team on solving lexical issues and problems, can appropriately apply the acquired knowledge and skills in the classroom.

**Recommended literature:**

Compulsory reading:

PAVLÍK, R. (2018). A Textbook of English Lexicology II: Word Relations, Words in Use, Lexical Variation and Change. Bratislava: Z-F Lingua.

Recommended reading:

CRUSE, A. D. (2000). Meaning in Language: An Introduction to Semantics and Pragmatics. Oxford University Press. (Part 2)

JACKSON, H. and ZÉ AMVELA, E. (2007). Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology, 2nd edition. London: Continuum. (Chapters 2, 3, 5 and 6)

KVETKO, P. (2009). English Lexicology in Theory and Practice. 2nd edition. Trnava: Univerzita sv. Cyrila a Metoda v Trnave. (Chapters 5–9)

LANČARIČ, D. (2016). English Lexicology: Theory and Exercises. Nümbrecht: KIRSCH-Verlag. (Chapters 3, 4, 6 and 7)

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

**Languages necessary to complete the course:**

Languages necessary to complete the course:

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 32

A	ABS	B	C	D	E	FX
15,63	0,0	15,63	15,63	18,75	15,63	18,75

**Lecturers:** PaedDr. Peter Bojo, PhD.

<b>Last change:</b> 15.10.2023
<b>Approved by:</b>

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGšt009/16	<b>Course title:</b> English language and literature
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>Course completion requirements: The English Language and Literature State Examination, its conditions and procedural aspects are regulated by the Internal Regulation No.1/2020, the Study regulations of the Faculty of Education of Comenius university and by the Internal Regulation No.5/2021 of the Study Regulations of Comenius University.</p> <p>A student may take the state examination (a) after obtaining at least such number of credits for the completed courses which, after adding the credits for the successful completion of state exam, would meet the minimum credit requirements (b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme, except for the state examination, and (c) without disciplinary proceedings being conducted against him/her.</p> <p>The student receives 3 credits for successful completion of the state examination in English language and literature.</p> <p>Assessment</p> <p>According to the Internal Quality Assurance System for Higher Education of Comenius University in Bratislava, the student shall be evaluated in particular on the demonstration of the ability to integrate the knowledge, and level of skills and competences specified in the graduate's profile. The overall grade for the oral examination is a combination of the partial oral exam evaluations in given subjects. It reflects the overall level of the student's insight in the field, the ability to synthesize and correlate knowledge, critically analyse information, apply theoretical knowledge, reveal the causes of problems, and propose solutions. Students are assessed based on the level of their knowledge, skills and competencies relevant for the exam questions in which they are tested.</p> <p>The assessment is awarded on a scale:</p> <p>A (excellent - outstanding), B (very good - above average standard), C (good - normal reliable work), D (satisfactory - acceptable results), E (satisfactory - results meet the minimum criteria), Fx (inadequate).</p> <p>A student is graded FX if he/she has only met the assessment requirements at a level less than 60% of the overall highest possible score for the state examination.</p>	
<p><b>Learning outcomes:</b></p> <p>Learning outcomes / Objectives and learning outcomes: The learning outcomes are in accordance with the Long-Term Plan of Comenius University/Faculty of Education, the mission and strategic objectives of Comenius University/Faculty of Education, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in</p>	

accordance with the profile of the graduate, in accordance with the objectives and learning outcomes in individual subjects of the study programme and other relevant documents.

**Class syllabus:**

Course outcomes of subject (content):

The state examination consists of two components, namely 1. English language and 2. literature.

1. The aim of the English language examination is to test the students' ability to synthesize and practically apply the theoretical linguistic knowledge acquired in the compulsory courses of study. The content of the state examination is based partly on the compulsory course M-ANGde-001 English lexicology and mainly on the compulsory course M-ANGde-006 contrastive linguistics, which is directly related to the objectives and content of the individual linguistic disciplines in the Bachelor's and Master's degree. In addition, it enriches students' knowledge and the ability to compare and contrast languages. The further development of the skills to analyse authentic texts is also possible in the compulsory elective courses M-ANGde-013, Linguistic Analysis of Text I (which focuses on general linguistic and lexical analysis) and M-ANGde-014, Linguistic Analysis of Text II (which focuses on general linguistic, morphological and syntactic analysis of texts).

Students will present their knowledge, skills, and competencies through a practical analysis of an authentic text, whereby the number of student's oral test task will be generated for the student, indicating the type of analysis required (lexical, morphological or syntactic) of the attached text.

In the linguistic analysis, students will focus on some of the following areas:

Lexical analysis of the text:

- Various word-formation processes (affixation, conversion, compounding, shortening, etc.)
- Semantic changes (metaphor, personification, metonymy, euphemisms/dysphemisms, etc.)
- Formal and semantic relations among words (homonymy, homophony, polysemy, synonymy, antonymy, etc.)
- Multiword units - collocations and idioms
- Stylistic classification of words (neutral, formal, informal, etc.)

Morphological analysis of the text:

- Analysis of phrases (NP, VP, AdjP, AdvP, VP)
- Grammatical categories of nouns (number, gender, case)
- Usage of articles (generic, specific and unique reference)
- Linguistic characteristics of adjectives and adverbs
- Linguistic characteristics of verbs and verb phrases
- Time, tense, aspect, voice, mood
- Modal and primary auxiliary verbs

Syntactic analysis of the text:

- Clause elements
- Types of sentences
- Word order and variations on clause types
- Negation of sentences
- Complex sentence analysis, relative and conditional clauses
- Reported speech
- Pro-forms and ellipsis

2. The aim of the state examination in literature will be to test students' ability to synthesize and practically apply the theoretical knowledge of literature acquired in the compulsory courses M-ANGde-003 Modern English Literature and M-ANGde-007 Modern American Literature. Students can further deepen their knowledge and skills in the compulsory elective courses M-ANGde-015 Working with Literary Text and M-ANGde-017 English Minority Literature. Students will first characterize a selected literary period, genre, and theme, and then demonstrate their knowledge, interpretive-analytical skills, and relevant competencies through readings from the works of these

authors. At the same time, they will present strategies for using the literary text in the pedagogical process.

The theses synthesize the knowledge acquired in the various literature-oriented courses.

**State exam syllabus:**

**Recommended literature:**

The recommended study literature is listed in the information sheets of the respective courses.

**Languages necessary to complete the course:**

English, Slovak

**Last change:** 09.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex016/22	<b>Course title:</b> Ethics education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, 5 hours/semester, combined method Student workload: Teaching = 5 hours; 17 hours self-study; 18 hours preparation to seminar, 20 hours preparation for group presentation. Total 60 hours. Teaching methods: In addition to monological methods of explanation, explanation and lecturing, dialogical methods of discussion, interview or Socratic conversation are represented, as well as experiential and activating methods, games, solutions to moral dilemmas, presentation and analysis of case studies, etc.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weighting of interim and final marks: 100/0 Interim assessment includes: 30% classroom activity; 70% group presentation, which is an assignment where students divided into groups have to elaborate any topic from the EV program as they would present it to their students, i.e., in addition to the theory, they must also be proficient in the practice, because as part of their deliverables, we are conducting de facto demonstrations of their presentation and interpretation of the issues in a fictional classroom. The assessment is awarded on a scale: A (100-91%, excellent - outstanding results; students have performed excellently during the semester, they have actively participated in the teaching and have shown interest in the subject, their theoretical knowledge of ethics education is at a high level, they can apply the acquired knowledge without any problems), B (90-81%, very good - above average standard; students performed very well during the semester, participated in the teaching, their theoretical knowledge of ethics education is at a very good level, they are able to apply the acquired knowledge), C (80-73%, good - normal reliable work; students performed standardly well during the semester, their theoretical knowledge in the field of ethics education is at a good level, they can apply the acquired knowledge to a limited extent), D (72-66%, satisfactory - acceptable performance; students are slightly deficient in their theoretical knowledge of ethics education; they have difficulty applying the knowledge they have acquired),	

E (65-60%, satisfactory - results meet the minimum criteria; students have only minimal involvement in the learning process; they have significant deficiencies in theoretical knowledge in the field of ethics education; they have significant problems to apply the acquired knowledge),

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

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

### **Learning outcomes:**

After completing the course, the student can: define and explain the key concepts of ethical education; orient in the Slovak programme of ethical education; distinguish between the target and procedural components of ethical education, understand the psychology of moral development; distinguish between different approaches to character education, apply in pedagogical practice innovative methods in the formation of moral identity of the pupil. By completing the course, the student develops the following transferable competencies: communication skills, analytical skills, interpersonal skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, reasoning in context.

Learning objectives:

To provide students with background information on the subject of ethics education and to familiarize them with various approaches to character education.

### **Class syllabus:**

1. Introduction to ethics education (basic concepts, aim).
2. Introduction of the Slovak programme of ethics education (educational programme, educational style, educational methods).
3. Procedural aspect of ethical education.
4. Problems - positives and negatives of ethical education as we have it today.
5. The psychology of moral development.
6. Different forms of character education.

### **Recommended literature:**

Compulsory readings:

Valica, M. – Fridrichová, P. – Kaliský, J. – Rohn, T. – Hajnalová Buvalová, Ľ. – Bradová, G.: Modely výučby etickej výchovy a kompetenčného profilu učiteľa etickej výchovy. Banská Bystrica: Pedagogická fakulta Univerzity Mateja Bela v Banskej Bystrici, 2011. Dostupné na: <https://www.pdf.umb.sk/katedry/katedra-pedagogiky/publikacie/book-18418/modely-vyucby-etickej-vychovy-a-kompetencneho-profilu-ucitela-etickej-vychovy.html>

Recommended readings:

Brestovanský, M.: Hodnoty, vzťahy a škola. Trnava: Typi Universitatis Tyrnaviensis, 2019.

Hollá, K.: Didaktika etickej výchovy. Nitra: Univerzita Konštantína Filozofa v Nitre, 2014.

Hollá, Z. (et al.): Vybrané pedagogické aspekty rozvoja prosociálnosti u detí. Ružomberok: Pedagogická fakulta Katolíckej univerzity v Ružomberku, 2009.

Komárik, E. – Maďarová, A. – Malá, D.: Charakter: Príspevok k rozvoju morálnej gramotnosti. Nitra: Univerzita Konštantína filozofa v Nitre, 2014.

Lencz, L. – Krížová, O.: Metodický materiál k predmetu etická výchova. Prešov: Rokus, 2006.

Olivar, R. R.: Etická výchova. Bratislava: Orbis Pictus Istropolitana, 1992.

Podmanický, I.: Teória a prax etickej výchovy 1. Trnava: Trnavská Univerzita, 2012.

Podmanický, I.: Teória a prax etickej výchovy 2. Trnava: Trnavská Univerzita, 2013.

Vacek, P.: Rozvoj morálneho vedomí žáků. Praha: Portál, 2008.

Vacek, P.: Psychologie morálky a výchova charakteru žáků. 2. vyd., Hradec Králové: Gaudeamus, 2013.

Vargová, D.: Výchova k prosociálnosti ako prostriedok, nie cieľ etickej výchovy. In:

Zborník ved. štúdií: Dobro a zlo, alebo o morálke. UMB Banská Bystrica, 2013, dostupné na: <https://www.pdf.umb.sk/app/cmsFile.php?disposition=a&ID=6658>.

Zaviš, M.: Prevencia religiofóbie pedagogickým vedením školopovinných detí. In: Religiofóbia: realita, prevencia a edukácia. Trnava: Trnavská univerzita, 2016. S. 57-66.

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 6

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

**Lecturers:** Mgr. Michal Bizoň, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex016/22	<b>Course title:</b> Ethics education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, 5 hours/semester, combined method Student workload: Teaching = 5 hours; 17 hours self-study; 18 hours preparation to seminar, 20 hours preparation for group presentation. Total 60 hours. Teaching methods: In addition to monological methods of explanation, explanation and lecturing, dialogical methods of discussion, interview or Socratic conversation are represented, as well as experiential and activating methods, games, solutions to moral dilemmas, presentation and analysis of case studies, etc.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weighting of interim and final marks: 100/0 Interim assessment includes: 30% classroom activity; 70% group presentation, which is an assignment where students divided into groups have to elaborate any topic from the EV program as they would present it to their students, i.e., in addition to the theory, they must also be proficient in the practice, because as part of their deliverables, we are conducting de facto demonstrations of their presentation and interpretation of the issues in a fictional classroom. The assessment is awarded on a scale: A (100-91%, excellent - outstanding results; students have performed excellently during the semester, they have actively participated in the teaching and have shown interest in the subject, their theoretical knowledge of ethics education is at a high level, they can apply the acquired knowledge without any problems), B (90-81%, very good - above average standard; students performed very well during the semester, participated in the teaching, their theoretical knowledge of ethics education is at a very good level, they are able to apply the acquired knowledge), C (80-73%, good - normal reliable work; students performed standardly well during the semester, their theoretical knowledge in the field of ethics education is at a good level, they can apply the acquired knowledge to a limited extent), D (72-66%, satisfactory - acceptable performance; students are slightly deficient in their theoretical knowledge of ethics education; they have difficulty applying the knowledge they have acquired),	

E (65-60%, satisfactory - results meet the minimum criteria; students have only minimal involvement in the learning process; they have significant deficiencies in theoretical knowledge in the field of ethics education; they have significant problems to apply the acquired knowledge),

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

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

### **Learning outcomes:**

After completing the course, the student can: define and explain the key concepts of ethical education; orient in the Slovak programme of ethical education; distinguish between the target and procedural components of ethical education, understand the psychology of moral development; distinguish between different approaches to character education, apply in pedagogical practice innovative methods in the formation of moral identity of the pupil. By completing the course, the student develops the following transferable competencies: communication skills, analytical skills, interpersonal skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, reasoning in context.

Learning objectives:

To provide students with background information on the subject of ethics education and to familiarize them with various approaches to character education.

### **Class syllabus:**

1. Introduction to ethics education (basic concepts, aim).
2. Introduction of the Slovak programme of ethics education (educational programme, educational style, educational methods).
3. Procedural aspect of ethical education.
4. Problems - positives and negatives of ethical education as we have it today.
5. The psychology of moral development.
6. Different forms of character education.

### **Recommended literature:**

Compulsory readings:

Valica, M. – Fridrichová, P. – Kaliský, J. – Rohn, T. – Hajnalová Buvalová, Ľ. – Bradová, G.: Modely výučby etickej výchovy a kompetenčného profilu učiteľa etickej výchovy. Banská Bystrica: Pedagogická fakulta Univerzity Mateja Bela v Banskej Bystrici, 2011. Dostupné na: <https://www.pdf.umb.sk/katedry/katedra-pedagogiky/publikacie/book-18418/modely-vyucby-etickej-vychovy-a-kompetencneho-profilu-ucitela-etickej-vychovy.html>

Recommended readings:

Brestovanský, M.: Hodnoty, vzťahy a škola. Trnava: Typi Universitatis Tyrnaviensis, 2019.

Hollá, K.: Didaktika etickej výchovy. Nitra: Univerzita Konštantína Filozofa v Nitre, 2014.

Hollá, Z. (et al.): Vybrané pedagogické aspekty rozvoja prosociálnosti u detí. Ružomberok: Pedagogická fakulta Katolíckej univerzity v Ružomberku, 2009.

Komárik, E. – Maďarová, A. – Malá, D.: Charakter: Príspevok k rozvoju morálnej gramotnosti. Nitra: Univerzita Konštantína filozofa v Nitre, 2014.

Lencz, L. – Krížová, O.: Metodický materiál k predmetu etická výchova. Prešov: Rokus, 2006.

Olivar, R. R.: Etická výchova. Bratislava: Orbis Pictus Istropolitana, 1992.

Podmanický, I.: Teória a prax etickej výchovy 1. Trnava: Trnavská Univerzita, 2012.

Podmanický, I.: Teória a prax etickej výchovy 2. Trnava: Trnavská Univerzita, 2013.

Vacek, P.: Rozvoj morálneho vedomí žáků. Praha: Portál, 2008.

Vacek, P.: Psychologie morálky a výchova charakteru žáků. 2. vyd., Hradec Králové: Gaudeamus, 2013.

Vargová, D.: Výchova k prosociálnosti ako prostriedok, nie cieľ etickej výchovy. In:

Zborník ved. štúdií: Dobro a zlo, alebo o morálke. UMB Banská Bystrica, 2013, dostupné na: <https://www.pdf.umb.sk/app/cmsFile.php?disposition=a&ID=6658>.

Zaviš, M.: Prevencia religiofóbie pedagogickým vedením školopovinných detí. In: Religiofóbia: realita, prevencia a edukácia. Trnava: Trnavská univerzita, 2016. S. 57-66.

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 6

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

**Lecturers:** Mgr. Michal Bizoň, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex012/22	<b>Course title:</b> Family and child in society
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, 5 hours per semester, combined method Student workload: 5 hours of teaching, 14 hours of continuous assignments, 17 hours of guided self-study, 14 hours of seminar preparation. 50 hours in total Teaching methods: Lecturing, discussion, work with technical text, tables and graphs, group work, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with a grade of 100/0. 100% of the interim assessment, which includes about 8 assignments (elaboration of a professional text according to the assignment). Students will use the e-learning environment moodle. To pass the course it is necessary to obtain at least 60% of the points. Grades are awarded on a scale of A (excellent - outstanding results), B (very good - above average standard), C (good - normal reliable work), D (satisfactory - acceptable results), E (sufficient - results meet minimum criteria) and Fx (insufficient - extra work required). Grading (ECTS): A: 100-91%, B 90-81%, C 80-73%, D 72-66%, E 65-60%, FX 59-0%. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The course leads students to understand the family (its various functions and meanings) as part of society and a social institution. Emphasis is placed on the cultural variation of the family in different types of societies in the past and today, on the transformation of the roles of women, men and children in the contemporary family.	
<b>Class syllabus:</b> The course leads students to understand the family (its various functions and meanings) as part of society and a social institution. Emphasis is placed on the cultural variation of the family in different types of societies in the past and today, on the transformation of the roles of women, men and children in the contemporary family.	
<b>Recommended literature:</b>	

**Required reading:**

BOTÍKOVÁ, M. a kol. 1997. Tradície slovenskej rodiny. Bratislava: Veda, 1997. 242s. ISBN 80-224-0461-6.

MOŽNÝ, I.: Sociologie rodiny. SLON : Praha, 2002. ISBN 80-85850-75-3.

SINGLY, F., De.: Sociologie současné rodiny. Portál : Praha, 1999. ISBN 80-7178-249-1.

ZAVIŠ, M.: Detskí migranti a edukačné dôsledky migrácie. Migrant children and educational implications of migration. In: Medzinárodný dialóg a migračná kríza. Trnava: Pedagogická fakulta, 2018. S. 80-105. ISBN 978-80-568-0134-5.

ZAVIŠ, M.: Manželstvo a rozvod vo svetových mimokresťanských náboženstvách s dôrazom na ich pozíciu v islame. In: Manželstvo a rodina v náboženskom kontexte. Trnava: Dobrá kniha, 2013. S. 13-56. ISBN 978-80-7141-814-6.

Selected chapters for the course will be provided in the course on moodle.uniba.sk

**Languages necessary to complete the course:**

Slovak and Czech 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:** prof. PaedDr. ThDr. Monika Zaviš, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex012/22	<b>Course title:</b> Family and child in society
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, 5 hours per semester, combined method Student workload: 5 hours of teaching, 14 hours of continuous assignments, 17 hours of guided self-study, 14 hours of seminar preparation. 50 hours in total Teaching methods: Lecturing, discussion, work with technical text, tables and graphs, group work, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with a grade of 100/0. 100% of the interim assessment, which includes about 8 assignments (elaboration of a professional text according to the assignment). Students will use the e-learning environment moodle. To pass the course it is necessary to obtain at least 60% of the points. Grades are awarded on a scale of A (excellent - outstanding results), B (very good - above average standard), C (good - normal reliable work), D (satisfactory - acceptable results), E (sufficient - results meet minimum criteria) and Fx (insufficient - extra work required). Grading (ECTS): A: 100-91%, B 90-81%, C 80-73%, D 72-66%, E 65-60%, FX 59-0%. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The course leads students to understand the family (its various functions and meanings) as part of society and a social institution. Emphasis is placed on the cultural variation of the family in different types of societies in the past and today, on the transformation of the roles of women, men and children in the contemporary family.	
<b>Class syllabus:</b> The course leads students to understand the family (its various functions and meanings) as part of society and a social institution. Emphasis is placed on the cultural variation of the family in different types of societies in the past and today, on the transformation of the roles of women, men and children in the contemporary family.	
<b>Recommended literature:</b>	

**Required reading:**

BOTÍKOVÁ, M. a kol. 1997. Tradície slovenskej rodiny. Bratislava: Veda, 1997. 242s. ISBN 80-224-0461-6.

MOŽNÝ, I.: Sociologie rodiny. SLON : Praha, 2002. ISBN 80-85850-75-3.

SINGLY, F., De.: Sociologie současné rodiny. Portál : Praha, 1999. ISBN 80-7178-249-1.

ZAVIŠ, M.: Detskí migranti a edukačné dôsledky migrácie. Migrant children and educational implications of migration. In: Medzinárodný dialóg a migračná kríza. Trnava: Pedagogická fakulta, 2018. S. 80-105. ISBN 978-80-568-0134-5.

ZAVIŠ, M.: Manželstvo a rozvod vo svetových mimokresťanských náboženstvách s dôrazom na ich pozíciu v islame. In: Manželstvo a rodina v náboženskom kontexte. Trnava: Dobrá kniha, 2013. S. 13-56. ISBN 978-80-7141-814-6.

Selected chapters for the course will be provided in the course on moodle.uniba.sk

**Languages necessary to complete the course:**

Slovak and Czech 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:** prof. PaedDr. ThDr. Monika Zaviš, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex002/22	<b>Course title:</b> Global and European dimension in education
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Lecture+seminar, 5 hours per semester, combined Student workload: 5 hours of teaching, 50 hours of preparation for the final oral examination, 30 hours for the mid-term written paper, 17 hours of guided self-study, 18 hours work with a political science text. 120 hours in total Teaching methods: In lectures: problem-based interpretation with discussion. In the seminars: group work in the development of projects on the global and European dimension in education in the school environment of primary and secondary schools, annotated presentation of the projects, discussion, polemic, debate.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Weighting of interim/final evaluation: 50/50 The interim assessment involves the production of a written work (structured essay) on a specified topic according to specified conditions: (50% of the mark). The final assessment involves the completion of an oral examination focusing on the global and European dimension in education. Education emphasises the global and European context in learning (with). Both dimensions in education provide a space to change attitudes and strengthen awareness of one's own role in the world. They motivate students towards responsibility and lead towards the acquisition of values of active citizenship. To pass the course, a minimum of 60 % of the total score is required. The rating is awarded on a scale: A (100-94%, excellent - outstanding results; the student in the structured essay has demonstrated a level of mastery and alignment of the topic with the specified criteria (knowledge acquired and cognitive skills mobilized) that corresponds to an A grade. In the oral examination, he/she correctly, actively, critically and creatively assimilates both dimensions of learning and is able to integrate them into education for democratic citizenship. Critically reflects on the impact of political, economic, social, environmental, religious, cultural, and historical factors on both	

dimensions in education. It explains the actorial, theoretical and critical dimensions of responsibility for the contemporary world and the position of Slovakia.

A structured essay and oral examination are designed to verify the stated learning outcomes.

B (93-86%, very good - above average standard; the student reflects adequately and critically on the global and European dimensions in education (in the range of knowledge acquired and cognitive skills mobilised), which in terms of points, percentages correspond to a grade of B. In the structured essay, he demonstrates a very good level of mastery of the topic worked on with the given criteria, and in the oral examination he correctly, critically and creatively assimilates both dimensions of education and is able to integrate them into education for democratic citizenship. Critically reflects on the impact of political, economic, social, environmental, religious, cultural and historical factors on both dimensions in education. Explains the theoretical and critical dimensions of responsibility for the contemporary world and the position of Slovakia.

C (85-76%, good - normal reliable work; student reflects more or less critically in a structured essay and in an oral examination on knowledge of the global and European dimensions in education (to the extent of knowledge acquired and cognitive skills mobilized) that corresponds to a grade of C in terms of points, percentages.

D (75-68%, satisfactory - acceptable results; the student reflects in a limited, moderately critical way on the knowledge of the global and European dimension in education (within the scope of acquired knowledge and mobilised cognitive abilities), in a structured essay and in an oral examination, demonstrating knowledge at grade D.

E (67-60%, sufficient - results meet the minimum criteria, (in the range of knowledge acquired and cognitive abilities mobilised) the student demonstrated only a limited degree of critical reflection on both dimensions in education and on current developments in the discipline in the structured essay and in the oral examination.

Fx (59-0%, insufficient - further work, extra study required).

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

### **Learning outcomes:**

Learning outcomes:

Students are familiar with the integration of the global and European dimension into the system of education for democratic citizenship and the humanities. Explain the impact of globalisation on the field of education. This is followed by the European dimension as a narrower space from European institutions to specific school projects. Making sense of the subject, ways of citation, "development thinking". The world is global, the human community is also in Europe divided into partial cultures, expert communities, ideological camps, classes or strata profiled by economic indicators and the educational activities associated with them. The multiplicity of worldviews they condition requires mediation, without which human existence in this world would become unbearable. The global and European dimension of education is also a mediator; the student respects and knows the aims of education (ISCED 1-3). One of the challenges is to find points of contact between disparate human societies so that the global challenges or problems mentioned above are not faced by isolated groups or even individuals, but (at least on basic issues) by a united humanity

### **Class syllabus:**

Brief outline of the course:

Evolution of the concepts of global and European dimensions: diversity of concepts and approaches; Globalization in political theory; European Union in the processes of globalization. The European Union, its history and institutions: the Council of Ministers, the European Commission, the European Parliament, the European Court of Justice; The main Community policies: trade, transport, currency, the economy, employment, social policy and the environment, the consumer, security and the courts; The preambles of the states of the European Union: a comparison. European

Convention on Human Rights, Charter of Fundamental Rights and Freedoms; Perspectives on European integration processes. The idea of a united Europe. The Slovak Republic and the European Union. Enlargement of the EU; The phenomenon of refugees and the right to asylum. Implementation of the global and European dimension in the process of education and training. European Commission and Council of Europe programmes focusing on this issue; Global and European dimension through international school projects (e.g. Europe at School, European Clubs, Education for Democracy, One World, etc.).

**Recommended literature:**

LYSÝ J. a kol. 2007. Globálne rozvojové vzdelávanie, Bratislava: Album, 180 s.

ISBN978-80968667-7-9

LIESSMANN, K. P.: Vzdělání jako provokace. Praha. Academia 2018. ISBN 978-80-200-2875-4

NOVÁČEK, P. 1999. Křížovatky budoucnosti. Směřování k udržitelnému rozvoji a globálnímu řízení. Praha. Nakladatelství G plus G. 284 s. ISBN 80-86103-27-7

MISTRÍK, E. a kol. 2008. Multikultúrna výchova v škole. Bratislava: Nadácia otvorenej spoločnosti, (dostupná na internete [www.osf.sk](http://www.osf.sk) v sekcii Publikácie) ISBN 978-80-969271-4-2

ZAVIŠ, M.: Udržateľný spôsob života. In: Životné prostredie. - Č. 3 (2003), s. 158-160. - ISSN 0044-4863

ZAVIŠ, M: Biologické aspekty osobnej spirituality. In: Kultúra, religiozita a spoločnosť: Skúmanie vzájomných interakcií. - Ljubljana : KUD Apokalipsa : CERISK, 2014. - S. 224-248. - ISBN 978-961-6894-35-7

Recommended readings:

BAUMAN, Z. 1999. Globalizace, důsledky pro člověka. Praha: Mladá fronta, 157 s.

ISBN80-204-0817-7

BECK, U. 2005. Čo je globalizácia? Bratislava. Vydavateľstvo SSS, 189 s. ISBN 80-8061-190-4

GONĚC, V. 2003. Od "malé Evropy" k "velké Evropě". Dějiny rozšiřování

Evropskýchspolečenství/Evropské unie, 1950-2002, sv. 2. Brno: Masarykova univerzita, 237 s.

ISBN80-210-3255-3

Ústavy států Evropské unie. 1997. Praha: Linde, 800 s. ISBN 80-7201-056-5

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 5

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

**Lecturers:** prof. PhDr. Jozef Lysý, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex002/22	<b>Course title:</b> Global and European dimension in education
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Lecture+seminar, 5 hours per semester, combined Student workload: 5 hours of teaching, 50 hours of preparation for the final oral examination, 30 hours for the mid-term written paper, 17 hours of guided self-study, 18 hours work with a political science text. 120 hours in total Teaching methods: In lectures: problem-based interpretation with discussion. In the seminars: group work in the development of projects on the global and European dimension in education in the school environment of primary and secondary schools, annotated presentation of the projects, discussion, polemic, debate.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Weighting of interim/final evaluation: 50/50 The interim assessment involves the production of a written work (structured essay) on a specified topic according to specified conditions: (50% of the mark). The final assessment involves the completion of an oral examination focusing on the global and European dimension in education. Education emphasises the global and European context in learning (with). Both dimensions in education provide a space to change attitudes and strengthen awareness of one's own role in the world. They motivate students towards responsibility and lead towards the acquisition of values of active citizenship. To pass the course, a minimum of 60 % of the total score is required. The rating is awarded on a scale: A (100-94%, excellent - outstanding results; the student in the structured essay has demonstrated a level of mastery and alignment of the topic with the specified criteria (knowledge acquired and cognitive skills mobilized) that corresponds to an A grade. In the oral examination, he/she correctly, actively, critically and creatively assimilates both dimensions of learning and is able to integrate them into education for democratic citizenship. Critically reflects on the impact of political, economic, social, environmental, religious, cultural, and historical factors on both	

dimensions in education. It explains the actorial, theoretical and critical dimensions of responsibility for the contemporary world and the position of Slovakia.

A structured essay and oral examination are designed to verify the stated learning outcomes.

B (93-86%, very good - above average standard; the student reflects adequately and critically on the global and European dimensions in education (in the range of knowledge acquired and cognitive skills mobilised), which in terms of points, percentages correspond to a grade of B. In the structured essay, he demonstrates a very good level of mastery of the topic worked on with the given criteria, and in the oral examination he correctly, critically and creatively assimilates both dimensions of education and is able to integrate them into education for democratic citizenship. Critically reflects on the impact of political, economic, social, environmental, religious, cultural and historical factors on both dimensions in education. Explains the theoretical and critical dimensions of responsibility for the contemporary world and the position of Slovakia.

C (85-76%, good - normal reliable work; student reflects more or less critically in a structured essay and in an oral examination on knowledge of the global and European dimensions in education (to the extent of knowledge acquired and cognitive skills mobilized) that corresponds to a grade of C in terms of points, percentages.

D (75-68%, satisfactory - acceptable results; the student reflects in a limited, moderately critical way on the knowledge of the global and European dimension in education (within the scope of acquired knowledge and mobilised cognitive abilities), in a structured essay and in an oral examination, demonstrating knowledge at grade D.

E (67-60%, sufficient - results meet the minimum criteria, (in the range of knowledge acquired and cognitive abilities mobilised) the student demonstrated only a limited degree of critical reflection on both dimensions in education and on current developments in the discipline in the structured essay and in the oral examination.

Fx (59-0%, insufficient - further work, extra study required).

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

### **Learning outcomes:**

Learning outcomes:

Students are familiar with the integration of the global and European dimension into the system of education for democratic citizenship and the humanities. Explain the impact of globalisation on the field of education. This is followed by the European dimension as a narrower space from European institutions to specific school projects. Making sense of the subject, ways of citation, "development thinking". The world is global, the human community is also in Europe divided into partial cultures, expert communities, ideological camps, classes or strata profiled by economic indicators and the educational activities associated with them. The multiplicity of worldviews they condition requires mediation, without which human existence in this world would become unbearable. The global and European dimension of education is also a mediator; the student respects and knows the aims of education (ISCED 1-3). One of the challenges is to find points of contact between disparate human societies so that the global challenges or problems mentioned above are not faced by isolated groups or even individuals, but (at least on basic issues) by a united humanity

### **Class syllabus:**

Brief outline of the course:

Evolution of the concepts of global and European dimensions: diversity of concepts and approaches; Globalization in political theory; European Union in the processes of globalization. The European Union, its history and institutions: the Council of Ministers, the European Commission, the European Parliament, the European Court of Justice; The main Community policies: trade, transport, currency, the economy, employment, social policy and the environment, the consumer, security and the courts; The preambles of the states of the European Union: a comparison. European

Convention on Human Rights, Charter of Fundamental Rights and Freedoms; Perspectives on European integration processes. The idea of a united Europe. The Slovak Republic and the European Union. Enlargement of the EU; The phenomenon of refugees and the right to asylum. Implementation of the global and European dimension in the process of education and training. European Commission and Council of Europe programmes focusing on this issue; Global and European dimension through international school projects (e.g. Europe at School, European Clubs, Education for Democracy, One World, etc.).

**Recommended literature:**

LYSÝ J. a kol. 2007. Globálne rozvojové vzdelávanie, Bratislava: Album, 180 s.

ISBN978-80968667-7-9

LIESSMANN, K. P.: Vzdělání jako provokace. Praha. Academia 2018. ISBN 978-80-200-2875-4

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MISTRÍK, E. a kol. 2008. Multikultúrna výchova v škole. Bratislava: Nadácia otvorenej spoločnosti, (dostupná na internete [www.osf.sk](http://www.osf.sk) v sekcii Publikácie) ISBN 978-80-969271-4-2

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ZAVIŠ, M: Biologické aspekty osobnej spirituality. In: Kultúra, religiozita a spoločnosť: Skúmanie vzájomných interakcií. - Ljubljana : KUD Apokalipsa : CERISK, 2014. - S. 224-248. - ISBN 978-961-6894-35-7

Recommended readings:

BAUMAN, Z. 1999. Globalizace, důsledky pro člověka. Praha: Mladá fronta, 157 s.

ISBN80-204-0817-7

BECK, U. 2005. Čo je globalizácia? Bratislava. Vydavateľstvo SSS, 189 s. ISBN 80-8061-190-4

GONĚC, V. 2003. Od "malé Evropy" k "velké Evropě". Dějiny rozšiřování

Evropskýchspolečenství/Evropské unie, 1950-2002, sv. 2. Brno: Masarykova univerzita, 237 s.

ISBN80-210-3255-3

Ústavy států Evropské unie. 1997. Praha: Linde, 800 s. ISBN 80-7201-056-5

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 5

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

**Lecturers:** prof. PhDr. Jozef Lysý, CSc., prof. PaedDr. ThDr. Monika Zaviš, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex014/22	<b>Course title:</b> Human rights education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: Seminar, total per semester 5 hours, combined Student workload: Teaching = 5 hours; preparation for group presentation = 18 hours; preparation of newspaper article = 20 hours, guided self-study 17 hours. Total 60 hours. Teaching methods: Discussion, interview, role-play method, quizzes, brainstorming, case study, mind mapping, interpretation, text work, small group work, group presentation, guided self-study (use of ms teams and moodle for group work)	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The interim part of the evaluation will consist of the following components: - class participation or active involvement in class discussions (20 points); - group presentation on a selection of topics (e.g. refugees, women, people with disabilities, Roma, children, LGBTI people) (40 points); Each group will be responsible for presenting the chosen topic in an interactive and engaging way (which major international legal documents touch on the topic; what forms of discrimination the vulnerable social group in question experiences; what specific lawsuits at national or international level have taken place in the past that relate to this topic; what are the main arguments and prejudices that emerge in society to counter the HR of this group and how can these be addressed, etc.). Next, the group will present a specific activity or preparation of a whole lesson for pupils of primary or secondary school in a well-specified school year (of their choice), in which the members of the presenting group, as future teachers, will try to bring the specific topic of the given vulnerable social group in HR to their pupils. In preparing the presentation, it is necessary to draw not only on the titles listed in these syllabi. - A newspaper article advocating for the rights of a selected vulnerable social group (e.g. refugees, women, people with disabilities, Roma, children, LGBTI people - but other than a group presentation) (40 marks).	

Individual written work. This is a short text (400-550 words) or an argumentative and advocacy newspaper article for the Comments section of Denník SME, Denník N, Hospodárske noviny or another national daily newspaper. It is also an analytical text based on various expert evidence and existing research on the topic. The article will be evaluated positively if it actively works with statistical data on discrimination against these groups, or if it actively refutes prejudices about this group.

For a final grade of A, the paper must score at least 91 points, for a grade of B at least 81 points, for a grade of C at least 73 points, for a grade of D at least 66 points, and for a grade of E at least 60 points. To pass the course you must obtain a minimum of 60% of the marks.

For a grade of A, the student must perform consistently well, be able to study independently, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is familiar with theoretical and empirical knowledge in the field of human rights and can apply it in his/her teaching practice. At the same time, students are able to work in a team and collaborate on assignments.

A grade of B means that the student has performed above average throughout the semester, has been able to study independently, is proficient in basic human rights information, can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are also weaknesses in his/her critical and creative thinking. At the same time, students are able to work in teams and collaborate on assignments.

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

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

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

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

### **Learning outcomes:**

To introduce students to human rights (HR) issues, to understand the philosophy and process of implementing HR and child rights in the educational process. After completing the seminar, students will be able to: explain HR as an idea of higher law, define the basic terms: natural rights, human rights, civil rights, distinguish the three generations of HR from the groups of HR in the Constitution of the Slovak Republic, explain and understand the system of protection of HR at the national and international level, navigate through the basic documents on HR and the rights of the child (CR), critically analyze the universalism of HR, argue and take a position on situations of violation of HR in school, in Slovakia, in the world and last but not least, provide and verify (through innovative teaching methods) a range of activities focused on the issue of human rights and human rights.

They will also be able to assess, analyse and compare information, be able to think critically and evaluate individual examples of good practice and generalise knowledge.

### **Class syllabus:**

1. Stereotypes and myths about human rights (HR);
2. Basic concepts of HR;
3. Basic HRD documents;

4. The Constitution of the Slovak Republic and HRDs;
5. The system of HR protection at national and international level;
6. Critique of HR universalism;
7. Individual rights across the HR group;
8. Sample lesson with (online) living library;
9. People at risk of discrimination: Roma in People at Risk; Refugees in People at Risk; LGBTI people in People at Risk; Women and People at Risk; People with Disabilities and People at Risk; Children and People at Risk

**Recommended literature:**

ČAČOVÁ, Z. – LENČO, P. eds. Ľudské práva vy výchove a vzdelávaní: aktuálny stav, výzvy a inšpirácie. Bratislava : Nadácia otvorenej spoločnosti. 2016. ISBN 978-80-89571-12-3

DEBRECENIOVÁ, J. Antidiskriminačný zákon – Komentár. Bratislava : Občan, demokracia a zodpovednosť. 2008. ISBN 978-80-89140-16-9

HORNÁ, D. – KÁLMÁN, P. eds. Vybrané texty k ľudským právam: Príručka pre Olympiádu ľudských práv. Bratislava : Univerzita Komenského v Bratislave. 2013. ISBN 978-80-223-3523-2

KRESÁK, P. et al. Občan a demokracia. Bratislava : Nadácia Občan a demokracia (Minority Rights Group – Slovakia). 1997. ISBN 80-967169-7-2

KRÍŽ, M. a kol. Stručný katalóg ĽP s námetmi na ich uplatnenie v škole. ŠPÚ. 2005.

KVIEČINSKÁ, J. ed. Prvé kroky – metodická príručka pre výchovu k ľudským právam. Bratislava : Nadácia Milana Šimečku. 1998. ISBN 80-967588-3-7

POLLMANN, Arnd – LOHMANN, Georg. Ľudské práva : Interdisciplinárna príručka. Bratislava : Kalligram, 2017. ISBN 978-80-8101-960-9.

VARGOVÁ, D.: Práva detí v kontexte Dohovoru o právach dieťaťa. Bratislava : MPC Bratislava. 2007. ISBN 978-80-8052-288-9.

VARGOVÁ, D. – ĎURAJOVÁ, D. Výchova k ľudským právam v školách. Bratislava : Metodicko-pedagogické centrum. 2011. ISBN 978-80-8052-393-0

VARGOVÁ, D. KRÍŽOVÁ, O. Nielen ja, ale aj tí iní. MPC Bratislava. 2008.

all key international conventions on HR

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 4

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

**Lecturers:** Mgr. Veronika Valkovičová, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex014/22	<b>Course title:</b> Human rights education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: Seminar, total per semester 5 hours, combined Student workload: Teaching = 5 hours; preparation for group presentation = 18 hours; preparation of newspaper article = 20 hours, guided self-study 17 hours. Total 60 hours. Teaching methods: Discussion, interview, role-play method, quizzes, brainstorming, case study, mind mapping, interpretation, text work, small group work, group presentation, guided self-study (use of ms teams and moodle for group work)	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The interim part of the evaluation will consist of the following components: - class participation or active involvement in class discussions (20 points); - group presentation on a selection of topics (e.g. refugees, women, people with disabilities, Roma, children, LGBTI people) (40 points); Each group will be responsible for presenting the chosen topic in an interactive and engaging way (which major international legal documents touch on the topic; what forms of discrimination the vulnerable social group in question experiences; what specific lawsuits at national or international level have taken place in the past that relate to this topic; what are the main arguments and prejudices that emerge in society to counter the HR of this group and how can these be addressed, etc.). Next, the group will present a specific activity or preparation of a whole lesson for pupils of primary or secondary school in a well-specified school year (of their choice), in which the members of the presenting group, as future teachers, will try to bring the specific topic of the given vulnerable social group in HR to their pupils. In preparing the presentation, it is necessary to draw not only on the titles listed in these syllabi. - A newspaper article advocating for the rights of a selected vulnerable social group (e.g. refugees, women, people with disabilities, Roma, children, LGBTI people - but other than a group presentation) (40 marks).	

Individual written work. This is a short text (400-550 words) or an argumentative and advocacy newspaper article for the Comments section of Denník SME, Denník N, Hospodárske noviny or another national daily newspaper. It is also an analytical text based on various expert evidence and existing research on the topic. The article will be evaluated positively if it actively works with statistical data on discrimination against these groups, or if it actively refutes prejudices about this group.

For a final grade of A, the paper must score at least 91 points, for a grade of B at least 81 points, for a grade of C at least 73 points, for a grade of D at least 66 points, and for a grade of E at least 60 points. To pass the course you must obtain a minimum of 60% of the marks.

For a grade of A, the student must perform consistently well, be able to study independently, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is familiar with theoretical and empirical knowledge in the field of human rights and can apply it in his/her teaching practice. At the same time, students are able to work in a team and collaborate on assignments.

A grade of B means that the student has performed above average throughout the semester, has been able to study independently, is proficient in basic human rights information, can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are also weaknesses in his/her critical and creative thinking. At the same time, students are able to work in teams and collaborate on assignments.

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

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

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

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

### **Learning outcomes:**

To introduce students to human rights (HR) issues, to understand the philosophy and process of implementing HR and child rights in the educational process. After completing the seminar, students will be able to: explain HR as an idea of higher law, define the basic terms: natural rights, human rights, civil rights, distinguish the three generations of HR from the groups of HR in the Constitution of the Slovak Republic, explain and understand the system of protection of HR at the national and international level, navigate through the basic documents on HR and the rights of the child (CR), critically analyze the universalism of HR, argue and take a position on situations of violation of HR in school, in Slovakia, in the world and last but not least, provide and verify (through innovative teaching methods) a range of activities focused on the issue of human rights and human rights.

They will also be able to assess, analyse and compare information, be able to think critically and evaluate individual examples of good practice and generalise knowledge.

### **Class syllabus:**

1. Stereotypes and myths about human rights (HR);
2. Basic concepts of HR;
3. Basic HRD documents;

4. The Constitution of the Slovak Republic and HRDs;
5. The system of HR protection at national and international level;
6. Critique of HR universalism;
7. Individual rights across the HR group;
8. Sample lesson with (online) living library;
9. People at risk of discrimination: Roma in People at Risk; Refugees in People at Risk; LGBTI people in People at Risk; Women and People at Risk; People with Disabilities and People at Risk; Children and People at Risk

**Recommended literature:**

ČAČOVÁ, Z. – LENČO, P. eds. Ľudské práva vy výchove a vzdelávaní: aktuálny stav, výzvy a inšpirácie. Bratislava : Nadácia otvorenej spoločnosti. 2016. ISBN 978-80-89571-12-3

DEBRECENIOVÁ, J. Antidiskriminačný zákon – Komentár. Bratislava : Občan, demokracia a zodpovednosť. 2008. ISBN 978-80-89140-16-9

HORNÁ, D. – KÁLMÁN, P. eds. Vybrané texty k ľudským právam: Príručka pre Olympiádu ľudských práv. Bratislava : Univerzita Komenského v Bratislave. 2013. ISBN 978-80-223-3523-2

KRESÁK, P. et al. Občan a demokracia. Bratislava : Nadácia Občan a demokracia (Minority Rights Group – Slovakia). 1997. ISBN 80-967169-7-2

KRÍŽ, M. a kol. Stručný katalóg ĽP s námetmi na ich uplatnenie v škole. ŠPÚ. 2005.

KVIEČINSKÁ, J. ed. Prvé kroky – metodická príručka pre výchovu k ľudským právam. Bratislava : Nadácia Milana Šimečku. 1998. ISBN 80-967588-3-7

POLLMANN, Arnd – LOHMANN, Georg. Ľudské práva : Interdisciplinárna príručka. Bratislava : Kalligram, 2017. ISBN 978-80-8101-960-9.

VARGOVÁ, D.: Práva detí v kontexte Dohovoru o právach dieťaťa. Bratislava : MPC Bratislava. 2007. ISBN 978-80-8052-288-9.

VARGOVÁ, D. – ĎURAJOVÁ, D. Výchova k ľudským právam v školách. Bratislava : Metodicko-pedagogické centrum. 2011. ISBN 978-80-8052-393-0

VARGOVÁ, D. KRÍŽOVÁ, O. Nielen ja, ale aj tí iní. MPC Bratislava. 2008.

all key international conventions on HR

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 4

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

**Lecturers:** Mgr. Veronika Valkovičová, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex014/22	<b>Course title:</b> Inclusive education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course ends with an assessment, weighting of interim and final assessment 100/0 - participation in class or active involvement in discussions (30 points); - group presentation of a selection of topics (30 points) The individual groups will be divided according to the following topics: 1) Inclusive Education and the Dalton Plan; 2) Inclusive Education and Maria Montessori's Pedagogy; 3) Inclusive Education and Susan Kovalik's Integrated Thematic Teaching; 4) Inclusive Education and another alternative pedagogical approach of their choice. Each group has to present in an engaging way a general description of the chosen pedagogical approach; present several concrete examples of pedagogical or didactic activities from this approach; demonstrate at least one activity (relevant for the 2nd grade of primary or secondary school) in the classroom; evaluate the usefulness and relevance of this approach for inclusive education; provide basic information about schools in Slovakia that apply these pedagogical approaches in practice. - group seminar paper on the topic of the presentation (40 points) The seminar paper will be co-authored by all members of the group who will present on the topic. The assignment is to present (approx. 10 standard pages) the pedagogical approach about which the group presented in class and analytically and critically evaluate its usefulness in pedagogical practice in relation to inclusive education with a focus on the second level of primary and/or secondary schools in the Slovak Republic, or to discuss its advantages, disadvantages and limitations. It is to be a seminar paper based on a critical analysis of the literature. It should therefore not be exclusively descriptive work, but also analytical. The aim is to critically and argumentatively evaluate the usefulness of the approach in relation to inclusive education. One of the criteria of the thesis is coherence, i.e. the unity of the thesis as a whole. The rating is awarded on a scale: A 100 - 91% (excellent - outstanding results), B 90 - 81% (very good - above average standard), C 80 - 73% (good - normal reliable operation), D 72 - 66% (satisfactory - acceptable results),	

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

Fx 59% or less (insufficient).

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

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

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

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

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

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

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

### **Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

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

### **Class syllabus:**

Brief outline of the course:

1. Defining inclusive education and the arguments for and against inclusive education;
2. Disability and ethnicity as social constructs;
3. The difference between inclusion and integration;
4. The relationship of inclusive education to special education;

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

### **Recommended literature:**

Recommended reading:

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

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

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

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

Recommended reading:

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

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

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

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

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

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

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

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

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

[https://www.havava.eu/accounts/Zlatica/Predsudky\\_inkluzia\\_monog\\_JZ\\_Final.pdf](https://www.havava.eu/accounts/Zlatica/Predsudky_inkluzia_monog_JZ_Final.pdf)

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

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

KRIGLEROVÁ, E. G., GAŽOVIČOVÁ, T. eds. (2012). Škola pre všetkých? Inkluzívnosť opatrení vo vzťahu k rómskym deťom. Bratislava: CVEK. 107 s. ISBN: 978-80-970711-4-1 <http://cvek.sk/skola-pre-vsetkych-inkluzivnost-opatreni-vo-vztahu-k-romskym-detom/>  
 LECHTA, V. ed., (2010). Základy inkluzívnej pedagogiky: Dítě s postihom, narušením a ohrozením ve škole. Praha: Portál, 440 s. ISBN: 978-80-7367-679-7  
 VANČÍKOVÁ, K., SABO, R. a kol. (2018). Inkluzívne vzdelávanie – Skúsenosť slovenských škôl. Banská Bystrica: Belianum, ISBN: 978-80-557-1481-3

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**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. Jozef Miškolci, PhD., doc. Mgr. Zlatica Zacharová, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex014/22	<b>Course title:</b> Inclusive education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course ends with an assessment, weighting of interim and final assessment 100/0 - participation in class or active involvement in discussions (30 points); - group presentation of a selection of topics (30 points) The individual groups will be divided according to the following topics: 1) Inclusive Education and the Dalton Plan; 2) Inclusive Education and Maria Montessori's Pedagogy; 3) Inclusive Education and Susan Kovalik's Integrated Thematic Teaching; 4) Inclusive Education and another alternative pedagogical approach of their choice. Each group has to present in an engaging way a general description of the chosen pedagogical approach; present several concrete examples of pedagogical or didactic activities from this approach; demonstrate at least one activity (relevant for the 2nd grade of primary or secondary school) in the classroom; evaluate the usefulness and relevance of this approach for inclusive education; provide basic information about schools in Slovakia that apply these pedagogical approaches in practice. - group seminar paper on the topic of the presentation (40 points) The seminar paper will be co-authored by all members of the group who will present on the topic. The assignment is to present (approx. 10 standard pages) the pedagogical approach about which the group presented in class and analytically and critically evaluate its usefulness in pedagogical practice in relation to inclusive education with a focus on the second level of primary and/ or secondary schools in the Slovak Republic, or to discuss its advantages, disadvantages and limitations. It is to be a seminar paper based on a critical analysis of the literature. It should therefore not be exclusively descriptive work, but also analytical. The aim is to critically and argumentatively evaluate the usefulness of the approach in relation to inclusive education. One of the criteria of the thesis is coherence, i.e. the unity of the thesis as a whole. The rating is awarded on a scale: A 100 - 91% (excellent - outstanding results), B 90 - 81% (very good - above average standard), C 80 - 73% (good - normal reliable operation), D 72 - 66% (satisfactory - acceptable results),	

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

Fx 59% or less (insufficient).

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

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

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

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

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

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

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

### **Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

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

### **Class syllabus:**

Brief outline of the course:

1. Defining inclusive education and the arguments for and against inclusive education;
2. Disability and ethnicity as social constructs;
3. The difference between inclusion and integration;
4. The relationship of inclusive education to special education;

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

### **Recommended literature:**

Recommended reading:

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

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

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

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

Recommended reading:

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

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

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

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

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

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

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

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

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

[https://www.havava.eu/accounts/Zlatica/Predsudky\\_inkluzia\\_monog\\_JZ\\_Final.pdf](https://www.havava.eu/accounts/Zlatica/Predsudky_inkluzia_monog_JZ_Final.pdf)

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

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

KRIGLEROVÁ, E. G., GAŽOVIČOVÁ, T. eds. (2012). Škola pre všetkých? Inkluzívnosť opatrení vo vzťahu k rómskym deťom. Bratislava: CVEK. 107 s. ISBN: 978-80-970711-4-1 <http://cvek.sk/skola-pre-vsetkych-inkluzivnost-opatreni-vo-vztahu-k-romskym-detom/>  
 LECHTA, V. ed., (2010). Základy inkluzívnej pedagogiky: Dítě s postihom, narušením a ohrozením ve škole. Praha: Portál, 440 s. ISBN: 978-80-7367-679-7  
 VANČÍKOVÁ, K., SABO, R. a kol. (2018). Inkluzívne vzdelávanie – Skúsenosť slovenských škôl. Banská Bystrica: Belianum, ISBN: 978-80-557-1481-3

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**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. Jozef Miškolci, PhD., doc. Mgr. Zlatica Zacharová, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex023/22	<b>Course title:</b> Intercultural Approach in Language Teaching
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: in-person, distance learning Scope (number of hours): 5 per semester Student study load: 75 hours in total Direct teaching = 5 h (combination of in-class presence teaching and online teaching), continuous home preparation for presentation = 10 h, or project design and progress test = 30 h and progress test = 30 h Teaching methods: Lecture, dialogic methods (debate, discussion, colloquium), analysis of video recordings (film extracts based on literary works and relevant social events), students' presentation of their own conclusions, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (100%): Presentation (25 points/25%) and progress test (75 points/75%) OR Project (25 points/25%) and progress test (75 points/75%) The student, in cooperation with the teacher, chooses the method of continuous assessment: presentation of the selected topic in the form of a ppt presentation and guided discussion on the topic, during which he/she presents a topic with sources, displays presentation skills in English and the ability to manage the discussion and a progress test, or: Project design and a progress test during the semester. In the presentation, the student orally presents the didactic processing of the given topic. In the project, the student presents a written didactic application of the topic. The progress test is aimed at determining the theoretical knowledge and the ability to apply it practically to a selected social	

phenomenon of Anglophone culture, its critical evaluation and the creation of an attitude towards the topic, or creative application of the topic for the purposes of pedagogical application.

Grading:

100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69%–0% FX

Grade A (excellent): The student masters the terminology of cultural studies (e.g. terms such as culture - open, closed; identity - personal, national, collective, etc.). He/she understands the historical and social context of English colonization in 19th century and its impact on world/Anglophone migration policy. He/she knows key works and personalities of the cultural life of the Anglophone world. He/she can comparatively evaluate key institutions and organizations of the Anglophone world (Great Britain, USA and Canada). He/she can apply all studied terms to a literary work, text or a cultural topic. In the presentation, he/she presents the selected topic without errors and inaccuracies, competently manages the discussion. In the project, he/she processes the selected topic in a visually attractive way in a visual and graphic way (e.g. as a poster) and prepares a lesson plan for the given topic, meeting didactic requirements.

Grade B (very good): The student has mastered the essential knowledge of the discipline and can apply all studied terms to a cultural topic. In the presentation, he/she presents the selected topic without significant errors and inaccuracies, competently manages the discussion. In the project, he/she processes the selected topic in an attractive visual and graphic way (e.g. as a poster) and prepares a lesson plan for the given topic, meeting didactic requirements. In the presentation, he/she presents the selected topic with a minimum of errors and inaccuracies, competently manages the discussion).

Grade C (good): The student has mastered the essential knowledge of the discipline and can apply all studied terms to a cultural topic. In the project, he/she presents the selected topic in a visual and graphic way (e.g. as a poster) and prepare a lesson plan for the given topic, generally meeting didactic requirements. In the presentation, he/she presents the selected topic with few errors and inaccuracies, satisfactorily manages the discussion).

Grade D (satisfactory): The student has mastered the essential knowledge of the discipline and can apply all studied terms to a cultural topic. In the project, he/she can present the selected topic in a graphically unattractive way and prepare a lesson plan for the given topic, which, however, does not meet several didactic requirements. In the presentation, he presents the selected topic with several errors, typos, inaccuracies and manages the discussion less effectively).

Grade E (sufficient): The student has mastered the essential knowledge of the discipline and can apply all studied terms to a cultural topic. In the project, he/she processes the selected topic in a graphically unattractive way and prepares a lesson plan for the given topic, which does not meet numerous didactic requirements, is dull and uninventive. In the presentation, he presents the selected topic unsatisfactorily, he/she manages the discussion ineffectively).

Scale of assessment (preliminary/final): Continuous assessment (100%): Presentation (25 points/25%) and progress test (75 points/75%) OR Project (25 points/25%) and progress test (75 points/75%) The student, in cooperation with the teacher, chooses the method of continuous assessment: presentation of the selected topic in the form of a ppt presentation and guided discussion on the topic, during which he/she presents a topic with sources, displays presentation skills in English and the ability to manage the discussion and a progress test, or: Project design and a progress test during the semester. In the presentation, the student orally presents the didactic processing of the given topic. In the project, the student presents a written didactic application of the topic. The progress test is aimed at determining the theoretical knowledge and the ability to apply it practically to a selected social phenomenon of Anglophone culture, its critical evaluation and the creation of an attitude towards the topic, or creative application of the topic for the purposes of pedagogical application.

**Learning outcomes:**

Objectives and learning outcomes:

This course focuses on the acquisition of the following knowledge, skills and competences, as stipulated in the graduate profile (part: goals of education):

Knowledge:

The student...:

- is aware of the core knowledge of the discipline “Intercultural Studies” and intercultural approach in language education, and in context-related information,

- understands the principles upon which migration occurs, as well as multiculturalism, “otherness” and other related terms: culture shock, racism, positive and negative discrimination, etc.,

- is aware of the strategies of teaching in a multicultural class (fair representation, etc.), development of language and literature,

- can interpret, explicate and compare studied works, can synthesize from various sources, and implement these to the process of teaching,

is aware of the pedagogical context of literature and implementation of literature to EFL teaching,

- can apply the terminology to a#specific text and plan a#lesson where language is taught as a#part of culture.

Skills:

The student...:

- is able to use artistic (primary) and academic (secondary) literary sources, can also use artistic literature and authentic materials, and use them for the purposes of EFL teaching,

- can analyse, evaluate and create various teaching materials supporting the aim of the lesson with regards to the specificity of various classes,

- can analyse the latest knowledge of the discipline, can apply analytical-critical and linguistic thinking, leading to creativity and empathy,

- is cultivating skills to communicate fluently on professional aspects of culture in English at C1 level,

- has acquired digital skills, can search for relevant information in the digital space and work in the digital learning environment Moodle, presentation skill and project designing skills.

Competences:

The student...:

- is able to argue, present and defend his/her opinions and positions, can communicate effectively in a group,

- can effectively communicate and solve professional problems as a part of team,

- has developed his/her metacognitive awareness, effectively guides his/her self-study, can respect psychic hygiene principles,

- knows how to autonomously plan and organize his/her education and can self-navigate his/her further education,

- can use information and communication technologies in EFL learning, in professional and other communication and in their further study,

- has acquired intercultural competences and competences for intercultural approach in EFL teaching,

- has gained prerequisites for his/her active involvement in professional life.

### **Class syllabus:**

Course contents:

Main themes of the course:

Introduction to intercultural studies, philosophy, content and methods of the cultural studies.

Terminology of cultural studies: identity, culture, otherness, intercultural competence, sensitivity and cultural intelligence. Teaching strategies in a multicultural classroom, intercultural approach in language education.

Cultural differences between Western countries and countries of the former Eastern bloc and didactic implementation of the topic.  
 What is culture shock and how to manage it? (includes didactic implementation of the topic).  
 Intercultural comparative studies - comparative analysis of the EU and North America (geography, politics, media, art) and didactic implementation of the topic.  
 The experience of otherness - migration, emigration, immigration through the eyes of Slovaks abroad - oral histories and artistic rendering of migration and didactic implementation of the topic.  
 Pedagogical implications of the subject, didactic implementation of culture-related topics.  
 Through the aforementioned subject contents and via the aforementioned educational methods, students acquire knowledge, develop their didactic skills and competences corresponding to the bachelor profile of a graduate in the study program English language and literature teaching (combination).

**Recommended literature:**

Compulsory readings:

JAVORČÍKOVÁ, J. and DOVE, M. E. (2019). Explorations in American Life and Culture. Banská Bystrica: Belianum. <https://doi.org/10.24040/2021.9788055718606>.

JAVORČÍKOVÁ, J. and ZELENKOVÁ, A. (2020). Voices from beyond: A modern coursebook of cultural studies for philologists, with a focus on (e)migration as a political, ethical, linguistic and cultural phenomenon in the era of globalization. Bratislava: Z-F Lingua.

JAVORČÍKOVÁ, J. and ZELENKOVÁ, A. (2019). CLIL: Conceptual differences in teaching “realia” to philological and non-philological students. In Journal of Language and Cultural Education. JoLaCE. De Gruyter Open, Vol. 7, no. 3, pp. 18–34.

Recommended readings:

BARKER, CH. (2011). Cultural Studies. New York: Sage. (Chapters 1–4)

HANESOVÁ, D. (2014). From Learning Facts to Learning to Think. Banská Bystrica: PF..

PECNÍKOVÁ, J., PONDELÍKOVÁ, I. and MALIŠOVÁ, D. (2021). Kultúra – identita – občianstvo v kontexte transformácie Slovenska 15 rokov po vstupe do EÚ. Banská Bystrica: Koprint.

ZELENKOVÁ, A. and HANESOVÁ, D. (2019). Intercultural Competence of University Teachers: A Challenge for Internalisation. In JoLaCe. No. 7, Vol. 1, pp. 1–18. <https://doi.org/10.2478/jolace-2019-0001>

ZELENKOVÁ, A. (2019). Intercultural Relations in Business. Banská Bystrica: Belianum. The aforementioned sources are available in Slovak libraries and bookstores.

**Languages necessary to complete the course:**

Languages necessary to complete the course: English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 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:** 16.10.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KEOV/M-VOBex022/22			<b>Course title:</b> Internship II.			
<b>Educational activities:</b> <b>Type of activities:</b> internship <b>Number of hours:</b> <b>per week: per level/semester:</b> 32s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4., 6.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PhDr. Slávka Drozdová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KEOV/M-VOBex022/22			<b>Course title:</b> Internship II.			
<b>Educational activities:</b> <b>Type of activities:</b> internship <b>Number of hours:</b> <b>per week: per level/semester:</b> 32s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3., 5.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PhDr. Slávka Drozdová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KAJL/M-ANGex049/22			<b>Course title:</b> Language in Use - Conversation C1			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3., 5.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex021/22	<b>Course title:</b> Learning theories and concepts of teaching
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The weighting of the interim and final evaluation is 50/50. The course is completed by examination. As part of the interim assessment, students will produce interim work during the semester ( basic principles of learning theories and concepts of teaching). Interim papers are assessed for 20 points. As part of the midterm assessment, students will develop and present a midterm paper - a conceptual design of a teaching unit using the chosen teaching concept - in a micro-exercise. The final thesis is assessed for 30 points. At the end of the semester, students will complete a colloquial assessment aimed at analysing, evaluating and critically assessing current didactic learning theories and teaching concepts. The final colloquium is assessed for 50 points. Interim, semester and final grades are included in the course grade. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), B (93-86%, very good - above average standard), C (85-76%, well - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) The condition for successful completion of the course is obtaining at least 60 % of the maximum possible course grade. Characteristics of student performance: A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it (critically evaluate, develop, enrich with own ideas), is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them. The student can critically, factually assess and evaluate the solutions presented by others. B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, but only in specifically selected problems and not in a generalized	

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

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

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

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

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

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes:

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

Transferable competences:

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

### **Class syllabus:**

Brief outline of the course:

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

basic principles and be able to identify and analyse different theories in terms of school and didactic practice.

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

Topics:

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

#### **Recommended literature:**

Recommended reading:

Compulsory reading:

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

Recommended reading:

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

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

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

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

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

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

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

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

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

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

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

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

slovak and czech

<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 98						
A	ABS	B	C	D	E	FX
53,06	0,0	17,35	15,31	2,04	5,1	7,14
<b>Lecturers:</b> prof. PaedDr. Dušan Kostrub, PhD., Mgr. Peter Ostradický, PhD., Ing. Eva Tóblová, PhD., doc. Mgr. Zlatica Zacharová, PhD.						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex021/22	<b>Course title:</b> Learning theories and concepts of teaching
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The weighting of the interim and final evaluation is 50/50. The course is completed by examination. As part of the interim assessment, students will produce interim work during the semester ( basic principles of learning theories and concepts of teaching). Interim papers are assessed for 20 points. As part of the midterm assessment, students will develop and present a midterm paper - a conceptual design of a teaching unit using the chosen teaching concept - in a micro-exercise. The final thesis is assessed for 30 points. At the end of the semester, students will complete a colloquial assessment aimed at analysing, evaluating and critically assessing current didactic learning theories and teaching concepts. The final colloquium is assessed for 50 points. Interim, semester and final grades are included in the course grade. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), B (93-86%, very good - above average standard), C (85-76%, well - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) The condition for successful completion of the course is obtaining at least 60 % of the maximum possible course grade. Characteristics of student performance: A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it (critically evaluate, develop, enrich with own ideas), is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them. The student can critically, factually assess and evaluate the solutions presented by others. B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, but only in specifically selected problems and not in a generalized	

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

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

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

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

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

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes:

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

Transferable competences:

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

### **Class syllabus:**

Brief outline of the course:

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

basic principles and be able to identify and analyse different theories in terms of school and didactic practice.

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

Topics:

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

#### **Recommended literature:**

Recommended reading:

Compulsory reading:

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

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

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

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

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

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

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

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

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

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

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

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

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

slovak and czech

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

Total number of evaluated students: 98

A	ABS	B	C	D	E	FX
53,06	0,0	17,35	15,31	2,04	5,1	7,14

**Lecturers:** Ing. Eva Tóblová, PhD.**Last change:** 08.11.2022**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex013/22	<b>Course title:</b> Linguistic Analysis of Texts I
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: in-person, distance learning Scope (number of hours): 5 per semester Student workload: 56 hours in total Direct teaching = 5 h (combined form), home preparation for class (revision + homework) = 21 h, first in-semester practical test (text analysis) = 15 h., second in-semester practical test (text analysis) = 15 h Teaching methods: Review of basic lexical concepts, pair work, discussion of the topic, lexical analysis of short authentic texts, comparison of lexical phenomena in English and Slovak, building strategies for lexical analysis of text.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KAJL/M-ANGex001/22 - English Lexicology	
<b>Recommended prerequisites:</b> M-ANGex001 Lexicology of the English Language	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (100 percent): 1. In-semester test (50%) 2. In-semester test (50%) Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX Grade A (excellent): The student independently analyses an unfamiliar English text, can find different types of word formation in the text, can correctly determine the motivation of words, can correctly identify different types of semantic shifts in the text, can find and correctly classify words from a stylistic point of view, can find collocations and idioms in the text and correctly classify them. Grade B (very good): The student independently analyses an unfamiliar English text, can find different types of word formation in the text, can correctly determine the motivation of most words,	

correctly identifies several types of semantic shifts in the text, can find and correctly identify words from a stylistic point of view, can find collocations and idioms in the text and correctly classify them.

Grade C (good): The student analyses an unfamiliar English text relatively independently, can find different types of word formation in the text, can correctly determine the motivation of most words, can identify some types of semantic shifts in the text, can correctly classify some words from a stylistic point of view, can locate some collocations and idioms in the text and correctly classify them.

Grade D (satisfactory): The student analyses an unfamiliar English text relatively independently, can find basic types of word formation in the text, can determine the motivation of some words, can identify some types of semantic shifts in the text, can correctly classify some words from a stylistic point of view, can find some common collocations and idioms in the text and correctly classify them.

Grade E (sufficient): The student analyses an unfamiliar English text relatively independently, can find only basic types of word formation in the text, can determine the motivation of simpler words, can identify only common types of semantic shifts (metaphor, personification) in the text, can correctly classify some words from a stylistic point of view, can find some common collocations and idioms in the text and usually classify them correctly.

Assessment conditions:

Completion of the continuous assessment tests with any score is the prerequisite for the final continuous assessment. The student is allowed to ask for an extra date for the interim assessment tests (if he/she has not attended the assessment for medical or other serious reasons) but is not allowed to re-sit any of the tests.

Scale of assessment (preliminary/final): Continuous assessment (100 percent): 1. In-semester test (50%) 2. In-semester test (50%)

### **Learning outcomes:**

Objectives and learning outcomes:

From the learning objectives declared in the graduate's profile, this course aims to acquire the following knowledge, skills and competences:

Knowledge:

The student is familiar with the types of English word formation and lexical motivations, knows the differences between morphemic and word-formation analysis of lexemes, has mastered the different types of meanings and semantic shifts, knows the basic paradigmatic relationships in vocabulary, has mastered the theoretical foundations of phraseology, and is familiar with the basic lexical differences between British and American English.

Skills:

The student can independently analyse an unfamiliar English text, can find different types of word formation in it, can determine the motivation of individual words, can identify the stylistic colouring of English lexemes, can determine the paradigmatic relations between the linguistic devices of the text, can find collocations and idioms in the text, can determine the geographical affiliation of the text.

Competences:

The student learns how to work independently and as a team, solving lexical problems and tasks, learns the basic strategies of linguistic analysis of the text and understands the essence of the relationship between the form, content and function of linguistic units, develops the ability to analyse and synthesize linguistic material, is able to search for and use digital resources and aids for his/her further independent professional development, is able to link the acquired theoretical knowledge with pedagogical practice.

**Class syllabus:**

Course contents:

Main themes of the course:

Definitions of the word, lexical motivation, morphemic and word-formative structure, word-formation processes, types of meaning, semantic shifts, paradigmatic lexical relations, stylistic classification of words, collocations and phrasemes, lexical and grammatical differences between British and American English.

Through the above content the student learns to practically analyse an English text from a lexical point of view, the student understands the structural-functional characteristics of English vocabulary, develops his/her foreign language (especially lexical and semantic) skills and vocabulary at the C1 level, learns to work independently and in teams in order to solve lexical issues, learns to apply the acquired theoretical knowledge appropriately in pedagogical practice.

**Recommended literature:**

Compulsory readings:

PAVLÍK, R. (2019). A Practical Guide to the Lexical Analysis of Written Texts. 2nd edition.

Bratislava: Z-F Lingua.

Recommended readings:

JACKSON, H. and ZĚ AMVELA, E. (2007). Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology. London – New York: Continuum.

KVETKO, P. (2009). English Lexicology in Theory and Practice. Trnava: Univerzita sv. Cyrila a Metoda v Trnave, 2009.

PLAG, I. (2018). Word-formation in English. 2nd edition. Cambridge University Press.

These resources are available in Slovak libraries and/or bookstores.

**Languages necessary to complete the course:**

The language required for the course: English, Slovak

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

Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
0,0	0,0	30,77	46,15	23,08	0,0	0,0

**Lecturers:** PaedDr. Peter Bojo, PhD.

**Last change:** 16.10.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex014/22	<b>Course title:</b> Linguistic Analysis of the Text II
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: in-person, distance learning Scope (number of hours): 5 per semester Student workload: 50 hours in total Direct teaching = 5 h (a combination of in-person and online teaching), continuous home preparation (revision, self-study, homework) = 17 h, first in-term practical test = 14 h, second in-term practical test = 14 h Teaching methods: Brief repetition of the content (monological method, dialogical methods: conversation, discussion), work in pairs/groups, discussion of the topic, application of theoretical knowledge from previous courses, morphological and syntactic analysis of short authentic texts, comparison of morphological and syntactic phenomena in English and Slovak, building strategies for complex linguistic analysis of the text	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: A student is entitled to ask for an alternative date of final assessment (in case of medical or other compelling reasons); in-semester assignments cannot be resat. Continuous assessment (100 percent): 1st in-term test (50%) 2nd in-term test (50%) Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX Grade A (excellent performance): The student is able to analyse an unfamiliar text sovereignly and independently, he/she is able to find different word types in the text and correctly identify their grammatical categories, is able to correctly identify the morphematic structure of words, correctly	

identifies all phrases, correctly identifies different types of simple sentences and clauses in the text, correctly and unaided identifies sentence articles, is able to find and identify changes in the word sequence.

Grade B (very good): The student can sovereignly and independently analyse an unfamiliar text, he/she can find various word types in the text and correctly identify their grammatical categories, can correctly identify the morphematic structure of words, correctly identifies almost all phrases, correctly identifies various types of simple sentences and clauses in the text, can correctly identify sentence articles, can find and identify changes in word order.

Grade C (good): The student can analyse an unfamiliar text relatively independently, can find different word types in the text and correctly identify their grammatical categories with a minimum of errors, can correctly identify the morphematic structure of most words, correctly identifies most phrases, identifies different types of simple sentences and clauses in the text, can identify clause articles within a simple sentence, can find and identify changes in the word order.

Grade D (satisfactory): The student can analyse an unfamiliar text, can find different word types in a text and correctly identify most of their grammatical categories, can correctly identify the basic morphematic structure of most words, can identify phrases in a text, can identify some types of simple sentences and clauses, can correctly identify basic sentence articles within a simple sentence, can find changes in word order.

Grade E (sufficient): The student can analyse an unfamiliar text, can find different word types in a text and correctly identify some grammatical categories, can correctly identify the basic morphematic structure of words, can identify phrases in a text, can identify basic types of simple sentences and clauses, can correctly identify basic clause structures within a simple sentence, can find changes in word order.

Scale of assessment (preliminary/final): A student is entitled to ask for an alternative date of final assessment (in case of medical or other compelling reasons); in-semester assignments cannot be resat. Continuous assessment (100 percent): 1st in-term test (50%) 2nd in-term test (50%)

### **Learning outcomes:**

Objectives and learning outcomes:

Based on the objectives declared in the profile of a graduate, this course aims for a student to develop the following knowledge, skills, and competences:

Knowledge:

The student knows the types of English word formation, knows the differences between morphematic and word-formation analysis of lexemes, has mastered the morphological and syntactic characteristics, knows the basic paradigmatic relations in vocabulary, knows the theoretical foundations of sentence structure, knows how to determine sentence articles, is oriented in the laws of the word sequence of an English sentence.

Skills:

The student is able to work independently with unfamiliar text, is able to analyse it, while actively using his/her speaking skills at C1 CEFR level. The student uses digital resources, actively searches for information and practical examples. Using the theory studied in previous courses, asks relevant questions, uses knowledge of the hierarchy of language units, using them to identify morphological and syntactic phenomena within a text.

Competences:

The student learns to work independently or in a group to solve linguistic problems and tasks, learns the basic strategies of linguistic analysis of a text and understands the nature of the relationship between form, content and function of linguistic units. They will be able to link the acquired theoretical knowledge with practice, learn how to use digital resources, actively search for suitable texts and examples for analysis from everyday practice on their own. The student will be able to

communicate effectively in English, solve professional linguistic issues in a team and create the prerequisites for engaging in professional life in the field of foreign language education.

**Class syllabus:**

Course contents:

Main themes of the course:

Grammatical analysis of sentences, functional analysis of sentences, sentence condensation and word order, main features of contemporary English, comparison of English and Slovak language in text analysis.

Through the above content, the student learns to analyse different types of texts linguistically, with emphasis on morphological-syntactic and functional analysis, independently and in a group. The student understands the text as a cohesive whole while working with it as a source of grammatical structures to identify and analyse grammatical phenomena. He/she improves his/her expressive skills to be able to express himself/herself effectively and comprehensibly on relevant linguistic issues at C1 CEFR level, to be able to locate them in the text, to name them, to determine them, to analyse them. They learn to work independently and as a team to solve linguistic questions and problems, they learn to apply the acquired theoretical knowledge appropriately in pedagogical practice. Uses theoretical knowledge and practical skills to prevent inappropriate interference from the mother tongue.

**Recommended literature:**

Compulsory readings:

QUIRK, R. et al. (1985). Comprehensive Grammar of the English Language. London: Longman.

Recommended readings:

(selected chapters according to the teacher's instructions)

BIBER, D. (1999). Longman Grammar of Spoken and Written English. Longman.

LANČARIČ, D. (2012). Elements of Linguistics. Bratislava: Z-F Lingua.

VACHEK, J. (1990). ALinguistic Characterology of Modern English. Praha: SPN.

**Languages necessary to complete the course:**

Languages necessary to complete the course: English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 10

A	ABS	B	C	D	E	FX
10,0	0,0	30,0	50,0	10,0	0,0	0,0

**Lecturers:** PaedDr. Peter Bojo, PhD.

**Last change:** 16.10.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex015/22	<b>Course title:</b> Literary Text in Action
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: in-person, distance learning Scope (number of hours): 5 per semester Student workload: 75 hours in total Direct teaching = 5 h (combination of in-person teaching and online teaching), continuous home preparation = 15 h, preparation for the presentation (processing of the assigned literary text and topics) = 25 h, preparation for the final test = 30 h Teaching methods: Lecture, dialogic methods (debate, discussion, colloquium), analysis of video recordings (film extracts based on literary works), students' presentation of their own conclusions	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (50 points/percent) "Student teaching" (50 points/%): Adaptation/didactic application of a literary text/film extract of a literary work, or other literary material and specified genre for the purposes of EFL teaching according to the teacher's parameters. Written lesson plan to hand in to the teacher prior to teaching. Final test (50 points/%): The final test is focused on the theoretical background of the issue and didactic procedures for using literature in EFL teaching, including relevant terminology. Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX Grade A (excellent): The student is aware of theory and terminology necessary for implementation of a literary text (literary terms, genres, etc.) to EFL teaching and knows how to define a literary text and distinguish it from a non-literary one. He/she understands the historical and social context of its	

creation different genres of literary texts and the advantages and limits of their didactic applicability. He/she knows methods and rules of working with a literary text. He/she can apply all studied terms to a literary work and a text without errors and inaccuracies. He/she presents a lesson plan for the given topic that meets the didactic requirements.

Grade B (very good): The student is aware of the theory and terminology necessary for implementation of a literary text (literary terms, genres, etc.) to EFL teaching with minor errors, knows how to define a literary text and distinguish it from a non-literary one. He/she understands historical and social contexts of the emergence of various genres of literary texts and the advantages and limits of their didactic applicability. He/she is aware of the methods and rules of working with a literary text. He/she can apply all studied terms to a literary work and text with a small amount of unimportant inaccuracies. He/she presents a lesson plan for the given topic, meeting the didactic requirements.

C (good): The student mostly masters the theory and terminology necessary for implementation of a literary text (literary terms, genres, etc.) to EFL teaching, he/she knows some attributes for literary and non-literary text, partially understands historical and social the context of the emergence of different genres of literary texts and the advantages and limits of their didactic applicability. He/she knows several methods and rules for working with a literary text. He/she can apply some studied terms to a literary work, text, however, with a greater number of errors and inaccuracies. He/she can present a lesson plan for the given topic, meeting some didactic requirements.

Grade D (satisfactory): The student has an imperfect command of the theory and terminology necessary for implementation of a literary text (literary terms, genres, etc.) to EFL teaching, he/she knows only some attributes for a literary and non-literary text. He/she does not understand historical and social the context of the emergence of various genres of literary texts and the advantages and limits of their didactic applicability. He/she only knows some methods and rules for working with a literary text. He/she does not know how to creatively apply all studied terms to a literary work and text. In the presentation, he/she can only present dull and inadequate didactic methods for the use of the assigned literary text and topics of language education; moreover, he/she makes a lot of mistakes and inaccuracies. He/she can present a lesson plan for the given topic that only partially meets assigned didactic requirements.

Grade E (sufficient): The student has an imperfect command of the theory and terminology necessary for implementation of a literary text (literary terms, genres, etc.) to EFL teaching, knows only 1-2 attributes of a literary and non-literary text. He/she does not understand historical and social contexts of the emergence of various genres of literary texts and the advantages and limits of their didactic applicability. He/she is aware of 1-2 methods and rules of working with a literary text. He/she cannot creatively apply most of the studied terms to a literary work and text. In the presentation he/she can only present dull and inadequate didactic methods for the assigned literary texts and topics with a lot of errors and inaccuracies. He/she presents a lesson plan for the given topic, which does not meet the didactic requirements.

Scale of assessment (preliminary/final): Continuous assessment (50 points/percent) “Student teaching” (50 points/%): Adaptation/didactic application of a literary text/film extract of a literary work, or other literary material and specified genre for the purposes of EFL teaching according to the teacher’s parameters. Written he lesson plan lesson plan to hand in to the teacher prior to teaching. Final test (50 points/%): The final test is focused on the theoretical background of the issue and didactic procedures for using literature in EFL teaching, including relevant terminology.

### **Learning outcomes:**

Objectives and learning outcomes:

This course focuses on the acquisition of the following knowledge, skills and competences, as stipulated in the graduate profile (part: goals of education):

Knowledge:

The student...:

- is aware of the core knowledge of literary text in action, i.e. literary terminology and context-related information,
- understands the principles upon which the development of basic literary trends in English and Anglophone literature in the modern era occurred,
- is aware of the development of language and literature,
- is aware of the development of literary genres of poetry, prose and drama in modern English literature, and understands the diachronic and synchronic relations of genres,
- is aware of representative and special literary works of English literature, recognizes the tropic attributes of literary texts, artistic devices, tropes and figures,
- is aware of the terminology for the use of a literary text in EFL classroom (literary terms, genres), can define a literary and non-literary text,
- understands the overview of the discipline, understands historical and social tendencies in the development of modern English language and literature,
- can interpret, explicate and compare studied works, can synthesize from various literary sources,
- is aware of the pedagogical context of literature and implementation of literature to EFL teaching,
- can apply the terminology to a specific text and work of art,
- is aware of strategies for the use of literary text in pedagogy and how to implement various media into EFL teaching via literature.

Skills:

The student...:

- can actively use various methods for implementation of literary texts to EFL teaching, can analyse, evaluate and create various teaching materials supporting the aim of the lesson with regards to the specificity of various classes,
- is able to use artistic (primary) and academic (secondary) literary sources,
- is able to apply principles of literary criticism,
- can analyse the latest knowledge of the discipline, can apply analytical-critical and linguistic thinking, leading to creativity and empathy,
- is cultivating skills to communicate fluently on professional aspects of literature and culture in English at C1 level,
- has acquired digital skills, can search for relevant information in the digital space and work in the digital learning environment Moodle.

Competences:

The student...:

- has developed literary literacy,
- is aware of self-knowledge strategies,
- can read professional literature in foreign language,
- is able to argue, present and defend his/her opinions and positions, can communicate effectively in a group and solve professional problems as a part of team,
- has developed his/her metacognitive awareness, effectively guides his/her self-study, can respect psychic hygiene principles,
- knows how to autonomously plan and organize his/her education and can self-navigate his/her further education,
- can use information and communication technologies in EFL learning, in professional and other communication and in their further study,
- has acquired literary and intercultural competences,
- has gained prerequisites for his/her active involvement in professional life.

**Class syllabus:**

Course contents:

Main themes of the course:

Definition of literary and non-literary text. Terminology of implementation of literary text (literary terms, genres, etc.) to EFL teaching. Historical and social contexts of the emergence of various genres of literary texts (poetry - limerick, calligram, found poem, sonnet, ballad; prose - flash short story, hypernovel, novel; drama - creative writing). Advantages and limits of literary texts and their didactic applicability. Methods and rules for working with a literary text. Application of terms and methods to a literary work and text.

Through the aforementioned subject contents and via the aforementioned educational methods, students acquire knowledge, develop their didactic skills and competences corresponding to the bachelor profile of a graduate in the study program English language and literature teaching (combination).

**Recommended literature:**

Compulsory reading:

JAVORČÍKOVÁ, J. (2010). Literárny a kultúrny artefakt v procese výučby = Literary and cultural artefact in the process of teaching. In *Philologia LXV: Zborník Filozofickej fakulty Univerzity Komenského Bratislava*.

JAVORČÍKOVÁ, J. (2011). Poézia v lingvo-literárnych aktivitách ako metodologický nástroj budovania funkčnej gramotnosti. In *Acta Facultatis Humanisticae Universitatis Matthiae Belii Neosoliensis: humanitné vedy - literárna veda*. Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied.

JAVORČÍKOVÁ, J. (2013). Nové metódy integrácie dramatických aktivít - dialóg, skeč, komiks a "reader's theatre" do výučby anglického jazyka. In *Determinanty pregraduálnej prípravy učiteľov anglického jazyka, 2*. Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied.

PRŠOVÁ, E. (2015). Literárny text v komunikačno-zážitkovom vyučovaní : vysokoškolská učebnica [CD-ROM]. Banská Bystrica: Vydavateľstvo Univerzity Mateja Bela - Belianum.

Recommended reading:

DUFF, A. and MALEY, A. (2007). *Literature (Resource Books for Teachers)*. Oxford University Press.

JAVORČÍKOVÁ, J. (2004). Kultúrne aspekty literárneho textu pri výučbe reálií. In *Is creativity the key to success in an EFL classroom?: Proceedings of the 7th national conference, 30.8–1.09.2004 Banská Bystrica*. Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied.

MALEY, A. (2001). *Literature in the language classroom*. In *The Cambridge Guide to Teaching ESOL*. Cambridge University Press.

The aforementioned sources are available in Slovak libraries and bookstores.

**Languages necessary to complete the course:**

Languages necessary to complete the course: English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 19

A	ABS	B	C	D	E	FX
31,58	0,0	21,05	15,79	21,05	0,0	10,53

**Lecturers:**

**Last change:** 16.10.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZex004/22	<b>Course title:</b> Master thesis seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (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. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level. B (90-81%, very good - above average standard), the student is actively working adequately on continuous assignments, participates in the presentation and discussion of given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level. C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level. D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level. E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project.	

Fx (59-0%, insufficient - extra work required).  
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

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

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

**Class syllabus:**

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

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

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

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

**Recommended literature:**

Recommended reading:

Výber odbornej literatúry podľa zvolenej témy práce;

Aktuálna smernica rektora UK o základných náležitostiach záverečných prác;

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

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

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

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

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

**Languages necessary to complete the course:**

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

**Notes:**

**Past grade distribution**

Total number of evaluated students: 82

A	ABS	B	C	D	E	FX
70,73	0,0	10,98	12,2	2,44	1,22	2,44

**Lecturers:** Mgr. Tomáš Hlava, PhD., Mgr. Michal Bizoň, PhD., doc. PaedDr. Martina Šipošová, PhD., doc. PhDr. Erika Brtáňová, CSc.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZex004/22	<b>Course title:</b> Master thesis seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment (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. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level. B (90-81%, very good - above average standard), the student is actively working adequately on continuous assignments, participates in the presentation and discussion of given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level. C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level. D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level. E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project.	

Fx (59-0%, insufficient - extra work required).  
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

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

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

**Class syllabus:**

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

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

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

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

**Recommended literature:**

Recommended reading:

Výber odbornej literatúry podľa zvolenej témy práce;

Aktuálna smernica rektora UK o základných náležitostiach záverečných prác;

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

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

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

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

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

**Languages necessary to complete the course:**

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

**Notes:**

**Past grade distribution**

Total number of evaluated students: 82

A	ABS	B	C	D	E	FX
70,73	0,0	10,98	12,2	2,44	1,22	2,44

**Lecturers:**

**Last change:** 08.11.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZšt009/15	<b>Course title:</b> Master`s thesis defence
<b>Number of credits:</b> 14	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>Prerequisite subjects: none</p> <p>Prerequisites for successful completion of the course:</p> <p>The state examination, its conditions and procedural aspects are regulated by the Internal Regulation No.1/2020 Study Regulations of the Faculty of Arts of Charles University, as well as by the Internal Regulation No. 5/2021 Study Regulations of the Charles University.</p> <p>A student may take the state examination (a) after obtaining at least the number of credits necessary for the proper completion of studies after obtaining credits for successful completion of the last state examination and (b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme, except for the state examination and (c) without disciplinary proceedings being conducted against him/her.</p> <p>The student receives 14 credits for the successful defence of the diploma thesis (credits counted in the VUZ study plan).</p> <p>According to the VP 23/2021 Internal Quality Assurance System for Higher Education of the Charles University in Bratislava, the student is evaluated in particular:</p> <ul style="list-style-type: none"> <li>- Demonstrate the student's ability to integrate knowledge, manage complexity, and formulate decisions with incomplete or limited information, while still embracing the social and ethical responsibilities associated with the application of their knowledge and decisions;</li> <li>- Demonstration of the ability to communicate conclusions, findings and rationale clearly and unambiguously to both expert and lay audiences;</li> <li>- elaboration of the chosen topic at the level of a scientific study with a representative selection of literature, with appropriately chosen scientific procedures, hypotheses/research questions that can be verified. At the same time, the thesis must make a contribution to the specific field.</li> </ul> <p>The rating is awarded on a scale:</p> <p>A 100 - 91% (excellent - outstanding results),          B 90 - 81% (very good - above average standard),          C 80 - 73% (good - normal reliable operation),          D 72 - 66% (satisfactory - acceptable results),          E 65 - 60% (sufficient - results meet minimum criteria),          Fx 59% or less (insufficient).</p> <p>A student is evaluated with the FX grade if he/she has fulfilled the requirements for the grade only at a level not exceeding 60% of the total highest possible level of fulfilling the requirements for passing the subject of the state examination - defence of the diploma thesis. In the same way, a student shall be evaluated with an FX if he/she has submitted a thesis in violation of paragraph 7 of Article 56 of the Internal Regulation of the University of Bratislava No. 23/2021 or has submitted a thesis that does not substantially meet the requirements according to paragraph 1 (d), paragraph 2 (d) or paragraph 3 (d) of Article 56 of the Internal Regulation of the University of Bratislava No. 23/2021 Internal Quality Assurance System for Higher Education of the University of Bratislava.</p>	

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

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex024/22	<b>Course title:</b> Media Culture
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: in-person, distance learning Scope (number of hours): 5 hours per semester Student workload: 75 hours in total Direct teaching = 5 h (combination of direct teacher-student contact and internet communication), preparation for class = 20 h, creating a presentation of a specific topic from media culture = 25 h, written analysis of a#selected topic from media communication = 25 h Teaching methods: Media presentations of cultural topics, discourse analysis, case studies, situation analysis method, role-playing method, comparative analysis, analyses of selected journalistic articles and theoretical works, dialogical methods (debate, discussion, colloquium)	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course requirements: Continuous assessment (100 points/percent): Presentation of a topic from media culture (30 points) Active participation in discussions on the assigned issues during class (10 points) Written comparative analysis of a selected topic from media communication (60 points) Grading: 100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX Grade A (excellent): The student knows in depth the basic issues of contemporary media research, can independently critically analyse social and cultural topics presented in the media, is able to argue convincingly for his/her humanistic position in a discussion, can present his/her media analysis and reflections on a specific journalistic topic with clarity in a group and in front of the class, can apply his/her insight and contemporary scientific background independently to English language teaching using comparative analysis and the method of role-playing.	

Grade B (very good): The student knows the basic issues of contemporary media research, can critically analyse social and cultural themes presented in the media with minimal assistance, and is able to argue well for his/her humanistic position in discussion, is able to present his/her media analysis and reflections on a specific journalistic topic in a group and in front of the class, is able to independently apply his/her insight and contemporary scientific background to the teaching of the English language, using both comparative analysis and the role-play method, after a very short consultation with the teacher.

Grade C (good): The student is familiar with partial issues in contemporary intercultural research, can critically analyse social and cultural themes presented in the media with little help, and is able to argue for his/her humanistic position in a discussion, with a little help, can present his/her media analysis and reflections on a specific intercultural topic in a group and in front of the class, by creating a project for a certain age group, can, after a short consultation with the teacher, apply his/her insight and the current scientific background to the teaching of English language.

Grade D (satisfactory): The student is only familiar with certain topics of contemporary media research issues, can critically analyse social and cultural issues presented in the media with great help, is able to argue for his/her humanistic position in a discussion, although less convincingly, can present his/her media analysis and reflections on a specific journalistic topic in a group and in front of the class with more help, can independently apply his/her insight and contemporary scientific background to English language teaching, using both comparative analysis and the role-playing method, after a longer consultation with the teacher.

Grade E (sufficient): The student is familiar only with the peripheral topics of contemporary media research, can critically analyse social and cultural issues presented in the media only to a partial extent, is able to argue for his/her humanistic position in discussion, although not convincingly, can present his/her media analysis and reflections on a specific journalistic topic in a group and in front of the class with great help, can independently apply his/her insight and current scientific background to the teaching of English language, using both comparative analysis and the role-play method, after extensive consultation with the teacher.

Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Presentation of a topic from media culture (30 points) Active participation in discussions on the assigned issues during class (10 points) Written comparative analysis of a selected topic from media communication (60 points)

### **Learning outcomes:**

Objectives and learning outcomes

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

The student understands the role of new technologies in the media society, is able to critically and analytically perceive the impact of media on the individual and their role in the development of society, is able to think critically about the concepts, themes and direction of culture influenced by media events, knows the principles, meaning and possibilities of the application of digital technologies in foreign language education.

Skills:

Students are able to locate, critically evaluate, and present relevant media sources for cultural content education, have the skills to evaluate the credibility and legitimacy of materials in relation to instructional objectives, students are able to apply media communication and media culture to elementary and secondary English language arts instruction, and are able to discuss media issues from a wide range of viewpoints individually, in pairs, and in large groups.

Competences:

Students are able to use discourse analysis, case study method, and role-play method to present a specific topic in media education of English language for different grade levels, they are able to create their own comparative text on a media topic, through which they present different points of view and are able to take their own evaluative point of view on them and at the same time apply such a point of view to English language teaching, know the ways of using information and communication technologies in foreign language education, in professional and wider social communication, as well as in their further education.

**Class syllabus:**

Course contents:

Main themes of the course:

Media and culture, media and racial and gender equality, world pandemics in the media - infodemia, migration in the media, climate crisis in the media, Slovakia in foreign media, censorship in the media - fake news, hoaxes, the future of mass media, social dilemmas, internet and social networks, media in education, education through media communication

Through the above mentioned course content and using the mentioned methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Master's degree in the study programme of Teaching English Language and Literature in Combination.

**Recommended literature:**

Compulsory literature:

Blog: <https://medialnakomunikacia.tumblr.com/>

HUSÁROVÁ, Z. (2012). Electronic ways of literary engagement. In: Studies in Foreign Language Education, No. 4, pp. 91–112.

MANDIBERG, M., ed. (2012). The Social Media Reader. New York: The NYU Press. [https://monoskop.org/images/3/3e/Mandiberg\\_Michael\\_ed\\_The\\_Social\\_Media\\_Reader.pdf](https://monoskop.org/images/3/3e/Mandiberg_Michael_ed_The_Social_Media_Reader.pdf).

PIORECKÝ, K. and HUSÁROVÁ, Z. (2019). Tvořivost literatury v éře umělé inteligence. In: Česká literatura, Vol. 67, No. 2, pp. 145–169.

Recommended literature:

THORBURN, D. and JENKINS, H., eds. (2004). Rethinking Media Change: The Aesthetics of Transition. Cambridge, MA: MIT Press. <https://monoskop.org/log/?p=1710>.

WARK, M. (1994). Virtual Geography: Living with Global Media Events. Bloomington: Indiana University Press.

<https://monoskop.org/images/5/5c/>

Wark\_McKenzie\_Virtual\_Geography\_Living\_with\_Global\_Media\_Events.pdf.

**Languages necessary to complete the course:**

Languages necessary to complete the course: English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:**

**Last change:** 16.10.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex003/22	<b>Course title:</b> Media and medial education
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Lecture + seminar, 5 hours per semester, combined method Student workload: 5 hours teaching, 40 hours to work on assignments, 40 hours to work on the final assignment, 17 hours of guided self-study, 18 hours work with text and video, the analysis of content and means of expression. Total: 120 hours. Teaching methods: Lectures - heuristic method, discussion of the topics covered. The presentation of various media content (films, advertisements, etc.) Seminars – group work on given assignments (media content creation), presentations of the outcomes. Individual supervision.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weighting of the continuous/final evaluation: 50/50 The continuous evaluation includes the completion of four assignments (50% of the grade). The assignments will focus on media analysis, the creation of media products and the successful use of new presentation programs. Two of these assignments will involve group outcomes. The final evaluation will consist of a practical demonstration of a media education lesson covering a selected topic, including topic presentation and a reflection of the presentation techniques during the lesson sent in a separate document - justification of the choice of the visual aids used (colours, font, graphic and pictorial elements, etc.), its design and the expected educational effects of the chosen presentation techniques (50% of the evaluation). The assignments are designed to verify the specified learning outcomes. A minimum of 60% of the total score is required for successful completion of the course. The grading scale: A 100-91%, excellent - outstanding results. The student has demonstrated in both the continuous and final assignments a level and range of acquired media competencies and skills in the production of the assigned media products that corresponds to an A grade in terms of points or percentage. B 90-81%, very good - above average standard. In both the continuous and final assignments, the student has demonstrated a level and range of acquired media competencies and skills in the	

production of assigned media products that, in terms of points and percentages, is equivalent to a B grade.

C 80-73%, good - normal reliable work. In both the continuous and final assignments, the student has demonstrated a level and range of acquired media competencies and skills in the creation of assigned media products that, in terms of points and percentages, is equivalent to a grade of C.

D 72-66%, satisfactory - acceptable results. The student has demonstrated a level and range of acquired media competencies and skills in the creation of assigned media products in both the continuous and final assignments that is equivalent to a grade of D in terms of points and percentages, respectively.

E 65-60%, satisfactory. In both the continuous and final assignments, the student has demonstrated a level and range of acquired media competencies and skills in the production of assigned media products that, in terms of points and percentages, is equivalent to an E.

Fx 59-0%, Insufficient. The student has not met the required thresholds for passing the course  
Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

Students will acquire competences related to media and digital literacy. Through their application in model situations, they will acquire the ability to independently create selected media products. They will learn certain principles of competent handling of different types of media and their products. They will learn to navigate the media offer, especially electronic information sources, and to assess their quality and credibility. They will learn principles that will enable them to select information more competently. They will learn to take a critical stance and form their own opinion on media content and to distinguish between their own interests and those of media owners and their advertisers. They will be able to evaluate the impact of contemporary media on different areas of social life, culture and politics and to analyse the changes and developments initiated by the media in these areas. They will recognise the contribution of the media to the development of democracy and civil society. They will also acquire presentation skills.

### **Class syllabus:**

Concepts of media education at home and around the world. A reassessment of the currently valid concept of media education in the light of changes that have taken place on the media scene since its implementation into the state educational programme. Objectives of media education differentiated according to the different levels of education (ISCED 1-3) Media and democracy. Media and digital literacy as a prerequisite for active citizenship (as a means to prevent and reduce the risks of exclusion of individuals and groups from society). Ethical and legal regulation of the media. The ambivalent nature of the media. The pictorial turn and the changes it initiated in the media. The anthropological, political and social consequences of these transfers. The impact of the media on the different segments of society with emphasis on the school reality. Identification of the basic planes of the formative effects of the media. Audit of the pros and cons of the selected media, the forms and content of the messages they disseminate. The threat of media and discursive totalitarianism and strategies to counter it effectively. Principles of behaviour on the Internet (netiquette). Principles for designing presentation documents and media campaigns (elections, social advertising) promoting civic engagement and participation.

### **Recommended literature:**

MIČIENKA, M; JIRÁK, J. 2007. Základy mediální výchovy. 1.vyd. Praha : Portál. 296 s. ISBN 978-80-7367-315-4.

MALÍK, B. 2008. Mediomorfóza sveta. Filozofické, antropologické, sociálne a politické aspekty súčasných médií. Bratislava: Iris, 157 s. ISBN 978-80-89256-25-9.

MALÍK, B. 2013. Problém výberu relevantného v občianskom vzdelávaní v kontexte multikultúrneho prostredia a súčasného informačného boomu. In Teoretické reflexie výchovy

k demokratickému občianstvu na školách (slovenský a český kontext). Bratislava: Univerzita Komenského v Bratislave. 217 s. ISBN 978-80-223-3534-8.

Recommended reading:

SAK, P. 2007. Člověk a vzdělání v informační společnosti. Praha: Portál. 290 s. ISBN 978-80-7367-230-0.

MALÍK, B. 2008. Mediomorfóza sveta a jej presahy do školského prostredia. In: Pedagogická revue, Roč. 60, č. 1/2, 2008, s. 140 - 156. ISSN 1335-1982.

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 7

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

**Lecturers:** doc. PhDr. Branislav Malík, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex003/22	<b>Course title:</b> Media and medial education
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Lecture + seminar, 5 hours per semester, combined method Student workload: 5 hours teaching, 40 hours to work on assignments, 40 hours to work on the final assignment, 17 hours of guided self-study, 18 hours work with text and video, the analysis of content and means of expression. Total: 120 hours. Teaching methods: Lectures - heuristic method, discussion of the topics covered. The presentation of various media content (films, advertisements, etc.) Seminars – group work on given assignments (media content creation), presentations of the outcomes. Individual supervision.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weighting of the continuous/final evaluation: 50/50 The continuous evaluation includes the completion of four assignments (50% of the grade). The assignments will focus on media analysis, the creation of media products and the successful use of new presentation programs. Two of these assignments will involve group outcomes. The final evaluation will consist of a practical demonstration of a media education lesson covering a selected topic, including topic presentation and a reflection of the presentation techniques during the lesson sent in a separate document - justification of the choice of the visual aids used (colours, font, graphic and pictorial elements, etc.), its design and the expected educational effects of the chosen presentation techniques (50% of the evaluation). The assignments are designed to verify the specified learning outcomes. A minimum of 60% of the total score is required for successful completion of the course. The grading scale: A 100-91%, excellent - outstanding results. The student has demonstrated in both the continuous and final assignments a level and range of acquired media competencies and skills in the production of the assigned media products that corresponds to an A grade in terms of points or percentage. B 90-81%, very good - above average standard. In both the continuous and final assignments, the student has demonstrated a level and range of acquired media competencies and skills in the	

production of assigned media products that, in terms of points and percentages, is equivalent to a B grade.

C 80-73%, good - normal reliable work. In both the continuous and final assignments, the student has demonstrated a level and range of acquired media competencies and skills in the creation of assigned media products that, in terms of points and percentages, is equivalent to a grade of C.

D 72-66%, satisfactory - acceptable results. The student has demonstrated a level and range of acquired media competencies and skills in the creation of assigned media products in both the continuous and final assignments that is equivalent to a grade of D in terms of points and percentages, respectively.

E 65-60%, satisfactory. In both the continuous and final assignments, the student has demonstrated a level and range of acquired media competencies and skills in the production of assigned media products that, in terms of points and percentages, is equivalent to an E.

Fx 59-0%, Insufficient. The student has not met the required thresholds for passing the course  
Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

Students will acquire competences related to media and digital literacy. Through their application in model situations, they will acquire the ability to independently create selected media products. They will learn certain principles of competent handling of different types of media and their products. They will learn to navigate the media offer, especially electronic information sources, and to assess their quality and credibility. They will learn principles that will enable them to select information more competently. They will learn to take a critical stance and form their own opinion on media content and to distinguish between their own interests and those of media owners and their advertisers. They will be able to evaluate the impact of contemporary media on different areas of social life, culture and politics and to analyse the changes and developments initiated by the media in these areas. They will recognise the contribution of the media to the development of democracy and civil society. They will also acquire presentation skills.

### **Class syllabus:**

Concepts of media education at home and around the world. A reassessment of the currently valid concept of media education in the light of changes that have taken place on the media scene since its implementation into the state educational programme. Objectives of media education differentiated according to the different levels of education (ISCED 1-3) Media and democracy. Media and digital literacy as a prerequisite for active citizenship (as a means to prevent and reduce the risks of exclusion of individuals and groups from society). Ethical and legal regulation of the media. The ambivalent nature of the media. The pictorial turn and the changes it initiated in the media. The anthropological, political and social consequences of these transfers. The impact of the media on the different segments of society with emphasis on the school reality. Identification of the basic planes of the formative effects of the media. Audit of the pros and cons of the selected media, the forms and content of the messages they disseminate. The threat of media and discursive totalitarianism and strategies to counter it effectively. Principles of behaviour on the Internet (netiquette). Principles for designing presentation documents and media campaigns (elections, social advertising) promoting civic engagement and participation.

### **Recommended literature:**

MIČIENKA, M; JIRÁK, J. 2007. Základy mediální výchovy. 1.vyd. Praha : Portál. 296 s. ISBN 978-80-7367-315-4.

MALÍK, B. 2008. Mediomorfóza sveta. Filozofické, antropologické, sociálne a politické aspekty súčasných médií. Bratislava: Iris, 157 s. ISBN 978-80-89256-25-9.

MALÍK, B. 2013. Problém výberu relevantného v občianskom vzdelávaní v kontexte multikultúrneho prostredia a súčasného informačného boomu. In Teoretické reflexie výchovy

k demokratickému občianstvu na školách (slovenský a český kontext). Bratislava: Univerzita Komenského v Bratislave. 217 s. ISBN 978-80-223-3534-8.

Recommended reading:

SAK, P. 2007. Člověk a vzdělání v informační společnosti. Praha: Portál. 290 s. ISBN 978-80-7367-230-0.

MALÍK, B. 2008. Mediomorfóza sveta a jej presahy do školského prostredia. In: Pedagogická revue, Roč. 60, č. 1/2, 2008, s. 140 - 156. ISSN 1335-1982.

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 7

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

**Lecturers:** doc. PhDr. Branislav Malík, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex002/22	<b>Course title:</b> Methodology of educational research
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an assessment of: 100% of the intermediate assessment The interim evaluation includes the following: - semester work in the form of a subject portfolio: proposal (design) of educational research of a quantitative or qualitative nature - 45 points, - assessment of knowledge and selected competences in the form of a written test - 55 points. The rating is awarded on a scale: A (100-94%, excellent - excellent results with only minimal errors), B (93-86%, very good - above average results with minor errors), C (85-76%, good - normal reliable work, average results), D (75-68%, satisfactory - acceptable results, but significant errors occur), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

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

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

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

### **Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

Students will acquire knowledge of the fundamentals of educational research, become familiar with the basic concepts and theoretical-methodological knowledge necessary for designing (planning, implementing and evaluating) in the field of educational research. On the theoretical-empirical level, in the framework of the analysis of individual quantitative and qualitative tools, methods and techniques, they will acquire the knowledge and competences necessary for planning, conducting and evaluating pedagogical research of a quantitative and qualitative nature. Students will acquire the competences to solve and resolve problems in the field of research.

The course develops students' analytical, critical, evaluative, contextual and creative thinking and reasoning in context. In terms of self-reflection, the student is able to evaluate and assess his/her own availability to carry out pedagogical research.

### **Class syllabus:**

Brief outline of the course:

Science and research. Types of research. Validity, reliability and objectivity/objective truth. Subjectivity/subjective truth. Ethical aspects of research. Subjects in research and their specificities. Quantitative and qualitative oriented educational research. Intentions, subjects and objects in pedagogical research, principals in scientific research, observed phenomena and conditions for the implementation of quantitative and qualitatively oriented pedagogical research.

Scientific hypotheses and variables for quantifying the phenomena under study. Operationalization of variables.

Questionnaire design, implementation and evaluation.

Assessment scales - typology, creation and evaluation.

The sociometry method and the measurement of social climate.

Interview design and use. Differences between quantitative and qualitative interviews.

Quantitative and qualitative observation in scientific research.

Content analysis of documents from a quantitative and qualitative point of view.

Data processing, data analysis and interpretation. Statistical-mathematical procedures and triangulation processes. Dissemination of findings. Study design/design.

### **Recommended literature:**

Compulsory reading:

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

Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4

KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Bratislava: UK. 161 s. ISBN 978-80-223-4166-0

Recommended reading:

GAVORA, P. (2008). Úvod do pedagogického výskumu. Bratislava: UK. 236 s. ISBN 978-80-223-2391-8

MAŇÁK, J., ŠVEC, V. (2004). Cesty pedagogického výskumu. Brno: Paido. ISBN 978-80-7315-0785

ŠVEC, Š. (2009). Metodologie věd o výchově: kvantitativně-scientické a kvalitativně-humanitní přístupy v edukačním výskumu. Brno: Paido. 302 s. ISBN 978-80-731-5192-8

TOMŠÍK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: PdF UKF. 508 s. ISBN 978-80-558-1206-9

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 94

A	ABS	B	C	D	E	FX
53,19	0,0	17,02	14,89	2,13	5,32	7,45

**Lecturers:** PaedDr. Lujza Koldeová, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex002/22	<b>Course title:</b> Methodology of educational research
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with an assessment of: 100% of the intermediate assessment The interim evaluation includes the following: - semester work in the form of a subject portfolio: proposal (design) of educational research of a quantitative or qualitative nature - 45 points, - assessment of knowledge and selected competences in the form of a written test - 55 points. The rating is awarded on a scale: A (100-94%, excellent - excellent results with only minimal errors), B (93-86%, very good - above average results with minor errors), C (85-76%, good - normal reliable work, average results), D (75-68%, satisfactory - acceptable results, but significant errors occur), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

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

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

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

### **Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

Students will acquire knowledge of the fundamentals of educational research, become familiar with the basic concepts and theoretical-methodological knowledge necessary for designing (planning, implementing and evaluating) in the field of educational research. On the theoretical-empirical level, in the framework of the analysis of individual quantitative and qualitative tools, methods and techniques, they will acquire the knowledge and competences necessary for planning, conducting and evaluating pedagogical research of a quantitative and qualitative nature. Students will acquire the competences to solve and resolve problems in the field of research.

The course develops students' analytical, critical, evaluative, contextual and creative thinking and reasoning in context. In terms of self-reflection, the student is able to evaluate and assess his/her own availability to carry out pedagogical research.

### **Class syllabus:**

Brief outline of the course:

Science and research. Types of research. Validity, reliability and objectivity/objective truth. Subjectivity/subjective truth. Ethical aspects of research. Subjects in research and their specificities.

Quantitative and qualitative oriented educational research. Intentions, subjects and objects in pedagogical research, principals in scientific research, observed phenomena and conditions for the implementation of quantitative and qualitatively oriented pedagogical research.

Scientific hypotheses and variables for quantifying the phenomena under study. Operationalization of variables.

Questionnaire design, implementation and evaluation.

Assessment scales - typology, creation and evaluation.

The sociometry method and the measurement of social climate.

Interview design and use. Differences between quantitative and qualitative interviews.

Quantitative and qualitative observation in scientific research.

Content analysis of documents from a quantitative and qualitative point of view.

Data processing, data analysis and interpretation. Statistical-mathematical procedures and triangulation processes. Dissemination of findings. Study design/design.

### **Recommended literature:**

Compulsory reading:

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

Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4

KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Bratislava: UK. 161 s. ISBN 978-80-223-4166-0

Recommended reading:

GAVORA, P. (2008). Úvod do pedagogického výskumu. Bratislava: UK. 236 s. ISBN 978-80-223-2391-8

MAŇÁK, J., ŠVEC, V. (2004). Cesty pedagogického výskumu. Brno: Paido. ISBN 978-80-7315-0785

ŠVEC, Š. (2009). Metodologie věd o výchově: kvantitativně-scientické a kvalitatívne-humanitní přístupy v edukačním výskumu. Brno: Paido. 302 s. ISBN 978-80-731-5192-8

TOMŠÍK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: PdF UKF. 508 s. ISBN 978-80-558-1206-9

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 94

A	ABS	B	C	D	E	FX
53,19	0,0	17,02	14,89	2,13	5,32	7,45

**Lecturers:** PaedDr. Lujza Koldeová, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex017/22	<b>Course title:</b> Minority Ethnic English Literature
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: in-person, distance learning Scope (number of hours): 5 per semester Student workload: 75 hours in total Direct teaching (combination of in-person and distant teaching via the internet) = 5 h, continuous home preparation for class = 15 h, presentation of a specific text and its context = 25 h, written analysis of a selected topic based on a literary work = 30 h Teaching methods Brief overview of topics related to the historical and social development of ethnic minorities, analysis and interpretation of literary works in a social context, dialogical methods (debate, discussion), presentation of own views based on the analysis of own (pedagogical) experiences, self-reflection on the basis of a literary text and discussion during the lessons	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements Continuous assessment (100 points/percent): Presentation of a specific text and its context (30 points/percent) Active participation in the class discussions (10 points/percent) Written analysis of a selected topic based on a literary work (60 points/percent) Grading: 100–95% A, 94–90% B, 89 – 85% C, 84–80% D, 79–75% E, 74–0% FX Grade A (excellent performance): The student has an in-depth knowledge of minority ethnic literature and its historical and social contexts, knows the specifics of minority literature in various periods, can independently analyse literary works in its social and cultural context, can apply his/her argument to the literary text and present it to the class, can interpret the work in writing, has a broad knowledge to use the literary text in English language teaching by using appropriate methods.	

Grade B (very good): The student is mostly proficient in minority ethnic literature and its historical and social contexts, knows the main specifics of minority literature in various periods, can analyse literary works in their social and cultural contexts with minor mistakes, is mostly able to apply his/her argument to a literary text and present it to the class with few minor mistakes, can interpret the work in writing with minimal errors in content and language, has sufficient knowledge to use the literary text in English language teaching by relying on appropriate methods.

Grade C (good): The student reassuringly knows works and authors of minority ethnic literature and its historical and social contexts, knows the major specifics of minority literature in various periods, can analyse literary works in their social and cultural contexts with a few major mistakes, is largely able to apply his/her argument to a literary text and present it to the class with very few major mistakes, can interpret the work in writing with occasional confusions and mistakes in language use, has the basic knowledge to use a literary text in English language teaching by relying on appropriate methods.

Grade D (satisfactory): The student knows some themes and works related to minority ethnic literature, knows some specifics of minority literature in various periods, can analyse literary works in their social and cultural contexts with some major mistakes, is able to apply his/her argument to a literary text and present it to the class with more than a few confusions and mistakes in language use, can interpret the work in writing with numerous fallacies of argument and language, has a certain amount of knowledge to use the literary text in English language teaching with numerous deficiencies in the practical execution.

Grade E (sufficient): The student has only partial knowledge of the themes and works of minority ethnic literature, can analyse literary works in their social and cultural contexts with numerous misrepresentations, is able to apply his/her argument to a literary text and present it to the class with much incoherence, can interpret the work in writing with substantial mistakes in contents and language, has some knowledge to apply a literary text to the teaching of the English language but does not know about or use appropriate methods.

Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Presentation of a specific text and its context (30 points/percent) Active participation in the class discussions (10 points/percent) Written analysis of a selected topic based on a literary work (60 points/percent)

### **Learning outcomes:**

Objectives and learning outcomes

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

Students become familiar with the major English works of ethnic, racial, and gender minorities written in the 20th century and with the basic discourses of the minority ethnic status in Anglophone societies; they understand the role and significance of these works in cultural and literary theoretical contexts, are aware of intercultural contexts, know strategies to use literary texts in teaching, and know how to incorporate various media forms in the classroom.

Skills:

Students are able to critically analyse works, the relevant social and historical contexts, and are able to select minority works appropriately in relation to the teaching objectives in order to show the diversity of literary expression to primary and secondary school pupils and thus enable them to self-reflect. Students will appropriately apply literary texts as an innovative method of student-centred teaching in the EFL lesson plans for any selected ISCED and CEFR language level, using a variety of appropriate learning tasks and organisational forms of teaching. Students develop broader analytical skills, are able to discuss independently, in pairs and in groups. They can make use of the possibilities of digital technologies in foreign language education.

**Competences:**

Students are able to argue, present, and defend their views and opinions, are able to critically approach written texts and think critically about basic psychological, social, and cultural issues that affect not only their own experience, but also their identity as a competent, knowledgeable, perceptive, and understanding teacher of primary and secondary education in Slovakia.

**Class syllabus:**

Course contents

Main themes of the course:

Introduction to minority literature: the postcolonial and postmodern discourse, the case of British and American literature (similarities and differences)

Minority ethnic literature in the USA: African-American literature, Hispanic literature, Asian-American literature

Minority ethnic literature in the UK: Authors of Caribbean, Indian, Pakistani and African backgrounds

Minority ethnic literature and gender issues

Through the above course contents and methods of education, the student acquires knowledge, develops his/her didactic skills, and competences corresponding to the profile of a graduate of the Master's degree in the study programme of Teaching of English Language and Literature in Combination.

**Recommended literature:**

Compulsory readings

Primary literary texts according to the syllabus

FIGUEIRA, D. (2008). *Otherwise Occupied: Pedagogies of Alterity and the Brahminization of Theory*. New York: State University of New York Press. Chapter: Postcolonial criticism and identitarian politics. <https://monoskop.org/log/?p=467>.

PANAYI, P. (2009). *An Immigration History of Britain: Multicultural Racism since 1800*. London: Routledge. (selected chapters)

Recommended readings:

Migration Observatory: Website of the Migration Research Centre of the University of Oxford

POWELL, J. (1998). *Postmodernism for Beginners*. New York: Writers and Readers Publishing.

VENN, C. (2000). *Occidentalism: Modernity and Subjectivity*. New York: SAGE. Chapter: Historicity, responsibility, subjectivity. <https://monoskop.org/log/?p=489>.

Selected chapters from the following literary works:

DÍAZ, J. (2008). *The Brief Wondrous Life of Oscar Wao*. New York: Riverhead Books.

MORRISON, T. (1998). *Sula*. New York: Vintage Publishing.

REED, I. (1972). *Mumbo Jumbo*. New York: MacMillan.

SOUEIF, A. (1992). *In the Eye of the Sun*. New York: Vintage Books.

WINTERSON, J. (1992). *Written on the Body*. New York: Vintage Books.

**Languages necessary to complete the course:**

Languages necessary to complete the course: English, Slovak

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

Total number of evaluated students: 7

A	ABS	B	C	D	E	FX
71,43	0,0	0,0	14,29	14,29	0,0	0,0

**Lecturers:**

<b>Last change:</b> 16.10.2023
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex007/22	<b>Course title:</b> Modern American Literature
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5(L+S) Teaching mode: in-person, distance learning Scope (number of hours): 5 per semester Student workload: 75 hours in total Direct teaching = 5 h (combination of in-person and distant teaching via the internet), continuous home preparation for class = 30 h, home preparation for quiz = 10 h, home preparation for oral exam = 30 h Teaching methods: Brief overview of the historical background and literary themes related to the development of twentieth-century American society, analysis and interpretation of literary works in a social context, dialogical methods (debate, discussion), presentation of one's own views based on the analysis of one's own (pedagogical) experiences, self-reflection on the basis of a literary text and discussion during the lessons, heuristic methods.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements Continuous assessment (40 points/percent): Activities/presentations during the seminars (20 points/percent) Test (20 points/percent) A minimum of 60% of the points of the continuous assessment (= 24 points) is a prerequisite for the completion of the course. Final exam (60 points/percent): Oral exam during the examination period (60 points/percent) Grading 100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX	

Grade A (excellent performance): The student has an in-depth command of the themes and works of twentieth-century American literature. He/she is aware of the major periods and the stakes of racial and gender identities. The student can independently analyse literary texts against the backdrop of American social history and American democracy, can apply his/her reasoning to a literary text and present it in front of the class. The student is able to apply the literary texts for English language teaching by using appropriate methods.

Grade B (very good performance): The student is largely proficient in the themes and works of twentieth-century American literature. He/she is mostly familiar with the periods of modern American literature and with the stakes of racial and gender identities. He/she is able to analyse literary texts against the background of American social history and American democracy with minor confusions or uncertainties, is able to apply his/her reasoning to a literary text and present it to the class with minor mistakes, and has sufficient knowledge to use the literary text in English language teaching by using appropriate methods.

Grade C (good): The student is largely proficient in the themes and works of twentieth-century American literature. The student is able to analyse literary texts against the backdrop of American social history and American democracy with some gaps, is able to apply his/her reasoning to a literary text and present it to the class with a few mistakes, and applies the literary texts to English language teaching with good theoretical knowledge but with some mistakes in the practical aspects.

Grade D (satisfactory): The student is proficient in some themes and works of twentieth-century American literature, knows some specific features of the different periods of modern American literature and is partly aware of the stakes of race and gender. The student can analyse literary texts against the background of the American social history and American democracy only with large gaps in his/her knowledge, is able to apply his/her reasoning to a literary text and present it to the class with a great deal of intervention from the teacher, has a certain amount of theoretical knowledge of how to apply a literary text in English language teaching by the practical execution is largely inefficient.

Grade E (sufficient): The student has a minimal command of the themes and works of twentieth-century American literature, knows just a few specifics of the periods of modern American literature and is hardly aware of the stakes of race and gender. He/she can point out very few relevant aspects of American social history and American democracy in the works discussed, is able to apply his/her arguments to a literary text and present it to the class only with major mistakes, and can minimally rely on his/her theoretical knowledge to apply a literary text to English language teaching.

Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Activities/presentations during the seminars (20 points/percent) Test (20 points/percent) A minimum of 60% of the points of the continuous assessment (= 24 points) is a prerequisite for the completion of the course. Final exam (60 points/percent): Oral exam during the examination period (60 points/percent)

### **Learning outcomes:**

Objectives and learning outcomes

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

Students will be familiar with canonical texts of twentieth-century American literature. Students become aware of the socio-political contexts of seminal American works. Students will understand the development of the literary genres of poetry, prose, and drama in modern American literature and know about the principles and strategies of the analysis of American literary text. Students understand the role and significance of these works in cultural studies and literary theoretical contexts. Students will learn strategies of using literary texts in English language teaching and of incorporating various media forms in the classroom.

**Skills:**

Students critically analyse works and their social and cultural contexts to reflect on individual and pedagogical needs. Students will be able to select quality works appropriately in relation to instructional objectives to expose elementary and middle school students to a variety of literary expression and thereby enable them to self-reflect. Students will also be able to appropriately apply a variety of media representations of literary works to the EFL lesson plan as an innovative method of student-centred learning for any ISCED and any CEFR language level, using a variety of appropriate learning tasks and organisational forms of teaching. Students develop broader analytical skills and will be able to discuss independently, in pairs and in groups.

**Competences:**

Students will be able to argue, present, and defend their views and opinions. Students critically engage with written texts and think critically about basic psychological, social, and cultural issues that are relevant not only for their own experience, but also for their identity as competent, knowledgeable, responsive, and understanding teachers in Slovak primary and secondary education representing a humanistic approach to pupils.

**Class syllabus:**

## Course contents

## Major themes of the course:

Periods of American literature

Literature of the turn of the century (Local Colour, Psychological Realism, Naturalism)

Modernism: The Lost Generation, Modernist Poetry

The diversity of the novel after 1945

Anti-War protest: The Beat Generation

Post-modernism: Post-modernist fiction

Ethnic voices: The Southern novel, the Afro-American novel, Jewish, Chinese-American, Hispanic and Native American literature

Feminist and LGBTQ literature

Ecocriticism and environmental writers

American drama

Through the above course contents and methods of education, the student acquires knowledge, develops his/her didactic skills, and competences corresponding to the profile of a graduate of the Master's degree in the study programme of Teaching of English Language and Literature in Combination.

**Recommended literature:**

## Compulsory readings

CHILDS, P. and FOWLER, R. (2006). The Routledge Dictionary of Literary Terms. London: Routledge. [https://www.uv.es/fores/The\\_Routledge\\_Dictionary\\_of\\_Literary\\_Terms.pdf](https://www.uv.es/fores/The_Routledge_Dictionary_of_Literary_Terms.pdf)

GENETTE, G. (1980). Narrative Discourse. Ithaca: Cornell University Press.

<https://15orient.com/files/genette-on-narrative-discourse.pdf>

JAVORČÍKOVÁ, J. (2017). A Compendium of American Literature. Bratislava: F-Z LINGUA.

POWELL, J. (1998). Postmodernism for Beginners. New York: Writers and Readers Publishing.

Primary sources as required by the course description

## Recommended readings

EAGLETON, T. (1996). Literary Theory. Minneapolis: University of Minnesota. [https://mthoyibi.files.wordpress.com/2011/05/literary-theory\\_an-introduction\\_terry-eagleton.pdf](https://mthoyibi.files.wordpress.com/2011/05/literary-theory_an-introduction_terry-eagleton.pdf)

JAMESON, F. (2007). The Modernist Papers. London: Verso.

[https://monoskop.org/images/d/da/Jameson\\_Fredric\\_The\\_Modernist\\_Papers.pdf](https://monoskop.org/images/d/da/Jameson_Fredric_The_Modernist_Papers.pdf)**Languages necessary to complete the course:**

Languages necessary to complete the course: English, Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 21						
A	ABS	B	C	D	E	FX
57,14	0,0	23,81	9,52	4,76	0,0	4,76
<b>Lecturers:</b> doc. PaedDr. Jana Javorčíková, PhD.						
<b>Last change:</b> 16.10.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex003/22	<b>Course title:</b> Modern English Literature
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5(L+S) Teaching mode: in-person, distance learning Number of hours: 5 per semester Student study load: 75 hours in total Direct teaching = 5 h, continuous home preparation = 30 h, preparation for the mid-term test during the semester = 10 h, preparation for the final oral exam = 30 h. Teaching methods: Lecture, dialogic methods (debate, discussion, colloquium), analysis of video recordings (film extracts or relevant social events), heuristic method, students' presentation of their own conclusions, guided self-study	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (40 points/percent): Progress test (40 points/percent) The progress tests (taken during the semester) is aimed at determining the command of theoretical knowledge and the ability to apply it practically to a text and literary work, as well as the ability to systematically analyse a literary text, critically evaluate it and develop an attitude towards the topic. Creative use of the text for pedagogical application is also being monitored. Final assessment (60 points/percent): The final oral exam (60 points/percent) is aimed at determining students' command of theoretical knowledge of the subject, including literary terminology and its application to a literary text and work, as well as students' ability to explain connections and contexts of various topics, analysis of a literary work discussed in class). Grading: 100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX	

A (excellent - excellent results): The student is aware of the terminology and can identify tropes and figures in a new text, he/she knows the origin and development of literary movements and genres of modern English literature as well as representative works and social and pedagogical contexts of modern English and Anglophone literature. He/she understands the context and the origin and development of literary movements and genres, he/she can apply all studied terms to a new literary work and text. In the progress test, students demonstrate systemic knowledge and its application).

B (very good): The student masters the core knowledge of modern English literature listed in (A) with less serious errors and inaccuracies, he/she understands the substantial contexts of rise and development of literary movements and genres of the modern period. In the progress test, he/she demonstrates systemic knowledge and its application, with minor errors).

C (good - regular reliable work): The student masters a substantial part of the core knowledge of modern English literature, however, with quite a few errors and inaccuracies. He/she understands most of the contexts of the origin and development of literary trends and genres of the modern period, he/she can apply some terms to a new literary work and text. In the progress test, he/she demonstrates essential knowledge and its application, with several errors).

D (satisfactory): The student masters a substantial part of the core knowledge of modern English literature, however, with numerous errors and inaccuracies. He/she understands some of the contexts of the origin and development of literary movements and genres of the modern period, however, cannot apply some terms on a familiar literary work, text. In the progress test, he/she demonstrates some essential knowledge and their application, however, with numerous errors).

E (sufficient): The student only knows some core knowledge of modern English literature, with numerous errors and inaccuracies, understands only some contexts of the origin and development of literary movements and genres, but he/she cannot apply terms to familiar literary work, text. In the progress test, he/she does not demonstrate essential knowledge and their application).

FX (insufficient - additional work is required): The student does not display core knowledge of modern English literature, or his/her knowledge contextless, with excessive errors and inaccuracies. He/she does not understand the context of and development of literary movements and genres of the modern period, cannot apply the studied terms to a familiar and unfamiliar literary work and text. In the progress test, the student does not demonstrate essential knowledge and their application).

Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Progress test (40 points/percent) The progress tests (taken during the semester) is aimed at determining the command of theoretical knowledge and the ability to apply it practically to a text and literary work, as well as the ability to systematically analyse a literary text, critically evaluate it and develop an attitude towards the topic. Creative use of the text for pedagogical application is also being monitored. Final assessment (60 points/percent): The final oral exam (60 points/percent) is aimed at determining students' command of theoretical knowledge of the subject, including literary terminology and its application to a literary text and work, as well as students' ability to explain connections and contexts of various topics, analysis of a literary work discussed in class).

### **Learning outcomes:**

Objectives and learning outcomes:

This course focuses on the acquisition of the following knowledge, skills and competences, as stipulated in the graduate profile (part: goals of education):

Knowledge:

The student...:

- is aware of the core knowledge of Modern English Literature, i.e. gained overview of the discipline, understands tendencies in the development of modern English language and literature,
- understands the principles upon which the development of basic literary trends in English and Anglophone literature in the modern era occurred,

- is aware of the development of literary genres of poetry, prose and drama in modern English literature, and understands the diachronic and synchronic relations of genres,
  - is aware of representative and special literary works of the modern era,
  - recognizes the tropological attributes of literary texts, artistic devices, tropes and figures,
  - can interpret, explicate and compare studied works, can synthesize from various literary sources,
- is aware of the pedagogical context of literature and implementation of literature to EFL teaching.  
 -is aware of strategies for the use of literary text in pedagogy and how to implement various media into EFL teaching via literature.

Skills:

The student...:

- is able to use artistic (primary) and academic (secondary) literary sources,
- is able to apply principles of literary criticism,
- can analyse the latest knowledge of the discipline, can apply analytical-critical and linguistic thinking, leading to creativity and empathy,
- is cultivating skills to communicate fluently on professional aspects of literature and culture in English at C1 level,
- has acquired digital skills, can search for relevant information in the digital space and work in the digital learning environment Moodle,
- can actively use various methods for implementation of literary texts to EFL teaching.

Competences:

The student...:

- can reflect a literary work in the context of the changing 21st century society and its values,
- can read and interpret literature (fiction and academic sources) in English,
- is aware of self-knowledge strategies leading to deepening of his/her metacognitive awareness, can respect psychic hygiene principles,
- knows how to plan and organize his/her education and how to use self-study strategies,
- can read professional literature in foreign language,
- is able to argue, present and defend his/her opinions and positions, can communicate effectively in a group and solve professional problems as a part of team,
- has acquired literary and intercultural competences,
- has gained prerequisites for his/her active involvement in professional life.

### **Class syllabus:**

Course contents:

Main themes of the course:

Introduction to modern English literature and periodization of literary trends (from the beginnings to the 19th century). Fin de siècle and Modernism. Post-war literature, Angry young men and Working-class novel. Postmodernism. Literature of minorities and world literature written in English. Literature written by women. British humour. English drama and poetry of the 20th and 21st centuries. Selected issues of contemporary and Commonwealth literature. Literature, culture and its pedagogical and translation-related implications.

Through the mentioned content of the subject and the use of the mentioned methods of education, students acquire knowledge, develop their cultural awareness and competences corresponding to the profile of a master's degree graduate in the study program teaching English language and literature in combination. Through the aforementioned subject contents and via the aforementioned educational methods, students acquire knowledge, develop their didactic skills and competences corresponding to the bachelor profile of a graduate in the study program English language and literature teaching (combination).

### **Recommended literature:**

**Compulsory reading:**

JAVORČÍKOVÁ, J. (2015, re-edition 2017). A Compendium of English Literature: An Annotated Companion to English Literature and Literary Theory. Banská Bystrica: Belianum.  
 JAVORČÍKOVÁ, J. (2014). Contemporary Literature in English: Selected Historical, Social and Literary Contexts. Hradec Králové: Gaudeamus.  
 JAVORČÍKOVÁ, J. (2018). World Literature. Bratislava: Z-F Lingua.

**Recommended reading:**

BAŠTÍN, Š., OLEXA, J. and STUDENÁ, Z. (1993). Dejiny anglickej a americkej literatúry. Bratislava: Obzor. (selected chapters)  
 CUDDON, J. (1998, re-edition 2000). Dictionary of Literary Terms and Literary Theory. London: Penguin. (selected entries)  
 EAGLETON, T. (1983, re-edition 2000). Literary Theory. Minneapolis: University of Minnesota.  
 FORD, B. (1983). The New Pelican Guide to English Literature 8. London: Penguin Books.  
 JAVORČÍKOVÁ, J. (2013). Nové metódy integrácie dramatických aktivít - dialóg, skeč, komiks a "reader's theatre" do výučby anglického jazyka = New methods of integrating drama activities - dialogue, sketch, comics and reader's theatre into English language acquisition. In Determinanty pregraduálnej prípravy učiteľov anglického jazyka 2: Monografia Katedry anglistiky a#amerikanistiky. Banská Bystrica: UMB.  
 JAVORČÍKOVÁ, J. (2010). Literárny a kultúrny artefakt v procese výučby = Literary and cultural artefact in the process of teaching. In Philologia: Zborník Filozofickej fakulty Univerzity Komenského. LXV.  
 The aforementioned sources are available in Slovak libraries and bookstores.

**Languages necessary to complete the course:**

Languages necessary to complete the course: English, Slovak

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

Total number of evaluated students: 26

A	ABS	B	C	D	E	FX
19,23	0,0	30,77	26,92	7,69	3,85	11,54

**Lecturers:** doc. PaedDr. Jana Javorčíková, PhD.

**Last change:** 16.10.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex015/22	<b>Course title:</b> Multicultural education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, 5 hours per semester, combined method Student workload: 5 hours of teaching per semester, preparation of a midterm paper in the first half of the semester 15 hours, ongoing study of literature 8 hours, preparation of a final paper in the second half of the semester 15 hours per semester, 17 hours of guided self-study. Total 60 hours per semester. Teaching methods: Discussions on the topic, multicultural experience, demonstration of appropriate solutions, problem solving, preparation project for class, guided self-study (work with text)	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students will choose one of the activities that will be part of the lessons, work it systematically and develop it into a comprehensive preparation of a civics lesson according to this structure: <ol style="list-style-type: none"> <li>1. Objectives of the activity (what skills and abilities it develops, what civics topic it could be used for in school - students will choose one topic).</li> <li>2. The target group of the activity (for which students could it be used).</li> <li>3. Time and space (how long it would last, any special space requirements).</li> <li>4. The flow of the activity (a brief scenario of how the student would carry it out).</li> <li>5. Evaluation of the activity (how they would evaluate the students).</li> <li>6. Theoretical perspective on the activity (students will use three key words from multicultural education theory).</li> <li>7. Literature used.</li> </ol> The evaluation will assess the fulfilment of the principles of multicultural education, the suitability of the project for teaching civics, the systematic nature of the preparation and the interconnectedness of its components. Negative evaluations will be given to projects that could reinforce stereotypes and prejudices among pupils or in which students present stereotypical views of other cultures. <b>Assessment:</b> A (100-91%, excellent - outstanding performance), students will develop an original project that is thought through as a coherent whole to develop intercultural understanding, B (90-81%, very good - above average standard), students will creatively develop a project that will assist in developing intercultural understanding,	

C (80-73%, good - normal reliable work), students will develop a project that does not interfere with the principles of multicultural education,  
 D (72-66%, satisfactory - acceptable performance), students will produce a project that is not internally intertwined but will not violate the principles of multicultural education,  
 E (65-60%, satisfactory - results meet the minimum criteria), students will produce a project that marginally violates the principles of multicultural education,  
 Fx (59-0%, insufficient - extra work required), students will develop a project that promotes cultural stereotypes and biases.  
 Weighting of midterm and final grade: 100/0.  
 Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

Students understand the principles and practices of multicultural education. They know how to work with stereotypes and prejudices in the classroom. They can plan and design multicultural education and are able to integrate it as a cross-curricular theme in the teaching of civics. They develop intercultural understanding. They master the main didactical practices in the implementation of multicultural education.

**Class syllabus:**

The problem that multicultural education is facing - stereotypes and prejudices in us. Encountering another culture. Culture shock. How we acquire 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:**

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 A kol. 2008: Multikultúrna výchova v škole. Bratislava : Nadácia otvorenej spoločnosti. ISBN 978-80-969271-4-2  
 MISTRÍK, E. – HAAPANEN, S. – HEIKKINEN, H. – JAZUDEK, R. – ONDRUŠKOVÁ, N. – RÄSÄNEN, R. 1999: Kultúra a multikultúrna výchova. Culture and Multicultural Education. Bratislava : Iris. ISBN 80-88778-81-3  
 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 language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 5

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

<b>Lecturers:</b> prof. PhDr. Erich Mistrík, CSc.
<b>Last change:</b> 11.09.2023
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex015/22	<b>Course title:</b> Multicultural education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, 5 hours per semester, combined method Student workload: 5 hours of teaching per semester, preparation of a midterm paper in the first half of the semester 15 hours, ongoing study of literature 8 hours, preparation of a final paper in the second half of the semester 15 hours per semester, 17 hours of guided self-study. Total 60 hours per semester. Teaching methods: Discussions on the topic, multicultural experience, demonstration of appropriate solutions, problem solving, preparation project for class, guided self-study (work with text)	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students will choose one of the activities that will be part of the lessons, work it systematically and develop it into a comprehensive preparation of a civics lesson according to this structure: <ol style="list-style-type: none"> <li>1. Objectives of the activity (what skills and abilities it develops, what civics topic it could be used for in school - students will choose one topic).</li> <li>2. The target group of the activity (for which students could it be used).</li> <li>3. Time and space (how long it would last, any special space requirements).</li> <li>4. The flow of the activity (a brief scenario of how the student would carry it out).</li> <li>5. Evaluation of the activity (how they would evaluate the students).</li> <li>6. Theoretical perspective on the activity (students will use three key words from multicultural education theory).</li> <li>7. Literature used.</li> </ol> The evaluation will assess the fulfilment of the principles of multicultural education, the suitability of the project for teaching civics, the systematic nature of the preparation and the interconnectedness of its components. Negative evaluations will be given to projects that could reinforce stereotypes and prejudices among pupils or in which students present stereotypical views of other cultures. <b>Assessment:</b> A (100-91%, excellent - outstanding performance), students will develop an original project that is thought through as a coherent whole to develop intercultural understanding, B (90-81%, very good - above average standard), students will creatively develop a project that will assist in developing intercultural understanding,	

C (80-73%, good - normal reliable work), students will develop a project that does not interfere with the principles of multicultural education,  
 D (72-66%, satisfactory - acceptable performance), students will produce a project that is not internally intertwined but will not violate the principles of multicultural education,  
 E (65-60%, satisfactory - results meet the minimum criteria), students will produce a project that marginally violates the principles of multicultural education,  
 Fx (59-0%, insufficient - extra work required), students will develop a project that promotes cultural stereotypes and biases.  
 Weighting of midterm and final grade: 100/0.  
 Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

Students understand the principles and practices of multicultural education. They know how to work with stereotypes and prejudices in the classroom. They can plan and design multicultural education and are able to integrate it as a cross-curricular theme in the teaching of civics. They develop intercultural understanding. They master the main didactical practices in the implementation of multicultural education.

**Class syllabus:**

The problem that multicultural education is facing - stereotypes and prejudices in us. Encountering another culture. Culture shock. How we acquire 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:**

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 A kol. 2008: Multikultúrna výchova v škole. Bratislava : Nadácia otvorenej spoločnosti. ISBN 978-80-969271-4-2  
 MISTRÍK, E. – HAAPANEN, S. – HEIKKINEN, H. – JAZUDEK, R. – ONDRUŠKOVÁ, N. – RÄSÄNEN, R. 1999: Kultúra a multikultúrna výchova. Culture and Multicultural Education. Bratislava : Iris. ISBN 80-88778-81-3  
 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 language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 5

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

<b>Lecturers:</b> prof. PhDr. Erich Mistrík, CSc.
<b>Last change:</b> 11.09.2023
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex011/22	<b>Course title:</b> Pedagogical anthropology
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, 5 hours per semester, combined method Student workload: 5 hours of teaching, 20 hours to prepare for the test, 18 hours to work on assignments, 17 hours of guided self-study (content analysis of selected pedagogical documents). Total 60 hours. Teaching methods: Heuristic method and discussion of the covered topics. Students will be expected to analyse arguments for and against certain statements and theses that are at the centre of specific scientific and philosophical. Students will be challenged to analyse the arguments for and against certain claims and theses that form the centre of specific scientific and philosophical reflections on human beings, or on their upbringing, education and school socialisation. They will also be encouraged to infer the pedagogical and human rights implications of particular views on the human person.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weighting of continuous/final evaluation: 100/0 The continuous evaluation includes the completion of four assignments (40% of the grade) and a test (60% of the grade). To pass the course, a minimum of 60% of the total mark is required. The grading scale: A 100-91%, excellent - outstanding results. In the 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 assignments, corresponds to an A grade. Note: The point or percentage grade for the assignments reflects the degree to which the student's performance on the assignment is consistent with the criteria specified for every assignment. The test contains tasks of varying cognitive difficulty, so that it stratifies students not only according to the extent of knowledge acquired. Both the test and the assignments are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In the test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the scores (percentages) of the assignments, corresponds to a B grade.	

C 80-73%, good - normal reliable work. In the test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the scores (percentages) of the assignments, corresponds to a grade of C.

D 72-66%, satisfactory - acceptable performance. In the test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the scores (percentages) of the assignments, corresponds to a grade D.

E 65-60%, sufficient. In the test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the scores (percentages) of the assignments, corresponds to an E.

Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.

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

### **Learning outcomes:**

The aim of the course is to make transparent the anthropological background of different temporally, socially and culturally conditioned ideas about schooling and its key components (upbringing, education, school socialization, etc.). The student will know their anthropological backgrounds and the limits they impose. They will learn to see the school not only as an institution with its own rules of operation and obligations to the state, the sphere of work and civil society, but also as a space for the cultivation of human beings in the intent of certain humanistic ideals. The students will be able to tell when the formation of human beings in the intent of certain social demands and expectations placed on human beings by the sphere of decision-making and the sphere of work come into conflict with the requirement of humanity and human dignity. It will also become familiar with the critique of certain concepts of normality and ideas of the ideal status of man that have been entrenched in educational theory and practice, and will be aware of their human-legal implications. The knowledge and skills that students will acquire in the course will also help them develop their professional competences, as it will enable them to reflect on their own educational work and to better understand their pupils and students once they enter the profession.

### **Class syllabus:**

Clarification of the interrelationships between anthropology and pedagogy and the place of pedagogical anthropology in the structure of the disciplines of education and anthropology. Specification of the place of education, training and school socialization in other profile activities of the school and clarification of their anthropological background. The most significant conceptions of man that have seen the widest reception in the pedagogical sciences. The anthropology of childhood and the conceptions of education that it inspired. Critical assessment of the catalogue of requirements for the personality profile of a person as a target product of the process of training from the point of view of various pedagogical-anthropological approaches and conceptions. Justification of the importance of thematizations of the issues of the human person in the educational portfolio of schools preparing future educators.

### **Recommended literature:**

MALÍK, B. (2013) Pedagogická antropológia I. Antropologické pozadie výchovy. Bratislava: Iris, 128 s. ISBN 978-80-8153-006-7.

MALÍK, B. (2015) Pedagogická antropológia II. Antropologické pozadie vzdelávania, habitualizácie a kvalifikovania. Bratislava: Iris, 2015, 121 s. ISBN 978-80-8153-048-7.

Recommended readings:

MALÍK, B. (2013) Pedagogická antropológia I. Antropologické pozadie výchovy. Bratislava: Iris, 128 s. ISBN 978-80-8153-006-7.

MALÍK, B. (2015) Pedagogická antropológia II. Antropologické pozadie vzdelávania, habitualizácie a kvalifikovania. Bratislava: Iris, 2015, 121 s. ISBN 978-80-8153-048-7.

<b>Languages necessary to complete the course:</b> Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 4						
A	ABS	B	C	D	E	FX
75,0	0,0	25,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Branislav Malík, CSc.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex011/22	<b>Course title:</b> Pedagogical anthropology
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, 5 hours per semester, combined method Student workload: 5 hours of teaching, 20 hours to prepare for the test, 18 hours to work on assignments, 17 hours of guided self-study (content analysis of selected pedagogical documents). Total 60 hours. Teaching methods: Heuristic method and discussion of the covered topics. Students will be expected to analyse arguments for and against certain statements and theses that are at the centre of specific scientific and philosophical. Students will be challenged to analyse the arguments for and against certain claims and theses that form the centre of specific scientific and philosophical reflections on human beings, or on their upbringing, education and school socialisation. They will also be encouraged to infer the pedagogical and human rights implications of particular views on the human person.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weighting of continuous/final evaluation: 100/0 The continuous evaluation includes the completion of four assignments (40% of the grade) and a test (60% of the grade). To pass the course, a minimum of 60% of the total mark is required. The grading scale: A 100-91%, excellent - outstanding results. In the 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 assignments, corresponds to an A grade. Note: The point or percentage grade for the assignments reflects the degree to which the student's performance on the assignment is consistent with the criteria specified for every assignment. The test contains tasks of varying cognitive difficulty, so that it stratifies students not only according to the extent of knowledge acquired. Both the test and the assignments are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In the test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the scores (percentages) of the assignments, corresponds to a B grade.	

C 80-73%, good - normal reliable work. In the test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the scores (percentages) of the assignments, corresponds to a grade of C.

D 72-66%, satisfactory - acceptable performance. In the test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the scores (percentages) of the assignments, corresponds to a grade D.

E 65-60%, sufficient. In the test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the scores (percentages) of the assignments, corresponds to an E.

Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.

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

### **Learning outcomes:**

The aim of the course is to make transparent the anthropological background of different temporally, socially and culturally conditioned ideas about schooling and its key components (upbringing, education, school socialization, etc.). The student will know their anthropological backgrounds and the limits they impose. They will learn to see the school not only as an institution with its own rules of operation and obligations to the state, the sphere of work and civil society, but also as a space for the cultivation of human beings in the intent of certain humanistic ideals. The students will be able to tell when the formation of human beings in the intent of certain social demands and expectations placed on human beings by the sphere of decision-making and the sphere of work come into conflict with the requirement of humanity and human dignity. It will also become familiar with the critique of certain concepts of normality and ideas of the ideal status of man that have been entrenched in educational theory and practice, and will be aware of their human-legal implications. The knowledge and skills that students will acquire in the course will also help them develop their professional competences, as it will enable them to reflect on their own educational work and to better understand their pupils and students once they enter the profession.

### **Class syllabus:**

Clarification of the interrelationships between anthropology and pedagogy and the place of pedagogical anthropology in the structure of the disciplines of education and anthropology. Specification of the place of education, training and school socialization in other profile activities of the school and clarification of their anthropological background. The most significant conceptions of man that have seen the widest reception in the pedagogical sciences. The anthropology of childhood and the conceptions of education that it inspired. Critical assessment of the catalogue of requirements for the personality profile of a person as a target product of the process of training from the point of view of various pedagogical-anthropological approaches and conceptions. Justification of the importance of thematizations of the issues of the human person in the educational portfolio of schools preparing future educators.

### **Recommended literature:**

MALÍK, B. (2013) Pedagogická antropológia I. Antropologické pozadie výchovy. Bratislava: Iris, 128 s. ISBN 978-80-8153-006-7.

MALÍK, B. (2015) Pedagogická antropológia II. Antropologické pozadie vzdelávania, habitualizácie a kvalifikovania. Bratislava: Iris, 2015, 121 s. ISBN 978-80-8153-048-7.

Recommended readings:

MALÍK, B. (2013) Pedagogická antropológia I. Antropologické pozadie výchovy. Bratislava: Iris, 128 s. ISBN 978-80-8153-006-7.

MALÍK, B. (2015) Pedagogická antropológia II. Antropologické pozadie vzdelávania, habitualizácie a kvalifikovania. Bratislava: Iris, 2015, 121 s. ISBN 978-80-8153-048-7.

<b>Languages necessary to complete the course:</b> Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 4						
A	ABS	B	C	D	E	FX
75,0	0,0	25,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Branislav Malík, CSc.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZex010/16			<b>Course title:</b> Pedeutology			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3., 5.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZex010/16			<b>Course title:</b> Pedeutology			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4., 6.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex017/22	<b>Course title:</b> Personal and social development
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the continuous assessment, the course is completed by assessment. Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out individually or in groups at different stages of the course implementation. Individual assignments focus on the preparation of materials and the development of assignments on which direct teaching will be based. This involves working with various questionnaires and tests, information sources (publications aimed at developing pupils' social-psychological competences) and official school documents (30% of the assessment). Within the group work, space is devoted to specific exercises and simulation of experiential learning in teachers' work (30%) and to the analysis of the objectives, meaning, methods of the cross-cutting theme of Personal and Social Development and its integration into selected educational areas (30%). A reflective essay concludes the continuous assessment (10% of the assessment). The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A grade A is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with methods, techniques and other specifics related to the field of experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings, manifests himself/herself as a full member of the group and actively expresses his/her own opinion. A B grade is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with the methods, techniques and other specifics related to the field of	

experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, to a lesser extent, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings but needs more time and space to verbalise them, shows himself as a full member of the group and actively expresses his own opinion.

Grade C will be awarded to a student who has acquired the knowledge related to the content of the cross-cutting topic at an average level, is familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, is usually actively involved in individual activities, shows interest and effort to develop his/her competences, only in some topics and areas, makes little use of his/her personal qualities in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by experiential learning, shows himself/herself to be a full member of the group and actively expresses his/her own opinion.

A grade D is awarded if the student has acquired basic knowledge related to the content of the cross-cutting theme, is generally familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, engages to a limited extent in individual activities, and shows only sporadic interest and effort to develop his/her competencies, often only with external help, seeks original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, is more passive and more like a marginal member of the group, even though he or she actively expresses his or her own opinion.

A student receives a grade of E if the student has mastered the basic knowledge related to the content of the cross-cutting topic and is at least partially oriented in the methods, techniques and other specifics related to the field of experiential and active social learning, behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competences, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, cannot find his/her place in the group, expresses his/her own opinion sporadically and not always in an appropriate way. The grade of Fx requires extra work, extra study; this grade is given exceptionally, most often because of non-participation in class and failure to complete the assigned interim assignments, refusal to cooperate in any way, refusal to take a stand on required topics and to express one's own opinion.

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

### **Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

The aim of the course is to familiarize students with the cross-cutting theme of personal and social development and experiential learning aimed at the development of social-psychological competencies in the school and classroom environment.

The student after completing the course:

- distinguishes the different stages of group development, perceives its variability and can assess the impact of the teacher's role in this area,
- knows the content, methods and objectives of the cross-cutting theme of Personal and Social Development and can identify and propose its integration within his/her study programme,
- can use techniques and strategies of experiential and active social learning leading to the fulfilment of the objectives of the cross-cutting theme, to promote group cohesion and a positive atmosphere in the group,
- is oriented in the available literature and is able to modify the acquired knowledge for the purposes of educational practice,

- Through experiential activities, gain first-hand experience of active social and experiential learning.

### **Class syllabus:**

Brief outline of the course:

1. Cross-cutting theme Personal and social development and national curricula for lower and upper secondary education
2. Objectives, outcomes, content, methods of the cross-cutting theme and its integration into selected educational areas
3. Experiential and active social learning: models and theories of learning, methods and techniques.
4. Experiential and active social learning: space, tools, rules and challenging situations.
5. The school class as a group (the position, status and role of the individual in the group).
6. Group dynamics - group dynamics.

### **Recommended literature:**

Compulsory reading:

HAMRANOVÁ, A. (2013). Sociálno – psychologický výcvik v príprave učiteľov (metodické pokyny). In: SOKOLOVÁ, L. et al. (eds.). (2013). Psychológia (v) škole. Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského. 2013, s. 33-36. ISBN 978-80-223-3483-9 [https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik\\_prispevkov\\_PSYCHOLOGIA\\_V\\_SKOLE.pdf](https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf)

LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVICHOVÁ, K., SABOLOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0

LEMEŠOVÁ, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0.

Slovenská asociácia pre učiteľstvo psychológie. (kap. 3 Práca so skupinou - skupinová dynamika; kap. 5 Keď je tréningová skupina inkluzívna, kap. 7 Zážitkové učenie = učenie zážitkom, kap. 10 a

11 – o pomôckach a priestore). 213 s. ISBN 978-80-974026-1-7

Štátny vzdelávací program a dokumenty viažuce sa k prierezovej téme dostupné na webových stránkach Štátneho pedagogického ústavu: Štátny pedagogický ústav - ŠPÚ ([statpedu.sk](http://statpedu.sk))

Recommended reading:

HERMOCHOVÁ, S. (2005). Skupinová dynamika ve školní třídě. Kladno: AISIS. 180 s. ISBN 8023956124

HERMOCHOVÁ, S. (2006). Teambuilding. Praha: Grada. 116 s. ISBN: 80-247-1155-9

KOLAŘÍK, M. (2019). Interakční psychologický výcvik. Praha: Grada. 192 s. ISBN 9788027121939

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

slovak and czech

### **Notes:**

subject with a psychological focus, in the study plan marked \*) The subject is usually implemented in the form of block teaching or continuously during the semester.

### **Past grade distribution**

Total number of evaluated students: 6

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

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

<b>Last change:</b> 08.11.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex017/22	<b>Course title:</b> Personal and social development
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the continuous assessment, the course is completed by assessment. Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out individually or in groups at different stages of the course implementation. Individual assignments focus on the preparation of materials and the development of assignments on which direct teaching will be based. This involves working with various questionnaires and tests, information sources (publications aimed at developing pupils' social-psychological competences) and official school documents (30% of the assessment). Within the group work, space is devoted to specific exercises and simulation of experiential learning in teachers' work (30%) and to the analysis of the objectives, meaning, methods of the cross-cutting theme of Personal and Social Development and its integration into selected educational areas (30%). A reflective essay concludes the continuous assessment (10% of the assessment). The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A grade A is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with methods, techniques and other specifics related to the field of experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings, manifests himself/herself as a full member of the group and actively expresses his/her own opinion. A B grade is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with the methods, techniques and other specifics related to the field of	

experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, to a lesser extent, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings but needs more time and space to verbalise them, shows himself as a full member of the group and actively expresses his own opinion.

Grade C will be awarded to a student who has acquired the knowledge related to the content of the cross-cutting topic at an average level, is familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, is usually actively involved in individual activities, shows interest and effort to develop his/her competences, only in some topics and areas, makes little use of his/her personal qualities in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by experiential learning, shows himself/herself to be a full member of the group and actively expresses his/her own opinion.

A grade D is awarded if the student has acquired basic knowledge related to the content of the cross-cutting theme, is generally familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, engages to a limited extent in individual activities, and shows only sporadic interest and effort to develop his/her competencies, often only with external help, seeks original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, is more passive and more like a marginal member of the group, even though he or she actively expresses his or her own opinion.

A student receives a grade of E if the student has mastered the basic knowledge related to the content of the cross-cutting topic and is at least partially oriented in the methods, techniques and other specifics related to the field of experiential and active social learning, behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competences, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, cannot find his/her place in the group, expresses his/her own opinion sporadically and not always in an appropriate way. The grade of Fx requires extra work, extra study; this grade is given exceptionally, most often because of non-participation in class and failure to complete the assigned interim assignments, refusal to cooperate in any way, refusal to take a stand on required topics and to express one's own opinion.

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

### **Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

The aim of the course is to familiarize students with the cross-cutting theme of personal and social development and experiential learning aimed at the development of social-psychological competencies in the school and classroom environment.

The student after completing the course:

- distinguishes the different stages of group development, perceives its variability and can assess the impact of the teacher's role in this area,
- knows the content, methods and objectives of the cross-cutting theme of Personal and Social Development and can identify and propose its integration within his/her study programme,
- can use techniques and strategies of experiential and active social learning leading to the fulfilment of the objectives of the cross-cutting theme, to promote group cohesion and a positive atmosphere in the group,
- is oriented in the available literature and is able to modify the acquired knowledge for the purposes of educational practice,

- Through experiential activities, gain first-hand experience of active social and experiential learning.

### **Class syllabus:**

Brief outline of the course:

1. Cross-cutting theme Personal and social development and national curricula for lower and upper secondary education
2. Objectives, outcomes, content, methods of the cross-cutting theme and its integration into selected educational areas
3. Experiential and active social learning: models and theories of learning, methods and techniques.
4. Experiential and active social learning: space, tools, rules and challenging situations.
5. The school class as a group (the position, status and role of the individual in the group).
6. Group dynamics - group dynamics.

### **Recommended literature:**

Compulsory reading:

HAMRANOVÁ, A. (2013). Sociálno – psychologický výcvik v príprave učiteľov (metodické pokyny). In: SOKOLOVÁ, L. et al. (eds.). (2013). Psychológia (v) škole. Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského. 2013, s. 33-36. ISBN 978-80-223-3483-9 [https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik\\_prispevkov\\_PSYCHOLOGIA\\_V\\_SKOLE.pdf](https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf)

LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVÍČOVÁ, K., SABOLOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0

LEMEŠOVÁ, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0.

Slovenská asociácia pre učiteľstvo psychológie. (kap. 3 Práca so skupinou - skupinová dynamika; kap. 5 Keď je tréningová skupina inkluzívna, kap. 7 Zážitkové učenie = učenie zážitkom, kap. 10 a

11 – o pomôckach a priestore). 213 s. ISBN 978-80-974026-1-7

Štátny vzdelávací program a dokumenty viažuce sa k prierezovej téme dostupné na webových stránkach Štátneho pedagogického ústavu: Štátny pedagogický ústav - ŠPÚ ([statpedu.sk](http://statpedu.sk))

Recommended reading:

HERMOCHOVÁ, S. (2005). Skupinová dynamika ve školní třídě. Kladno: AISIS. 180 s. ISBN 8023956124

HERMOCHOVÁ, S. (2006). Teambuilding. Praha: Grada. 116 s. ISBN: 80-247-1155-9

KOLAŘÍK, M. (2019). Interakční psychologický výcvik. Praha: Grada. 192 s. ISBN 9788027121939

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

slovak and czech

### **Notes:**

subject with a psychological focus, in the study plan marked \*) The subject is usually implemented in the form of block teaching or continuously during the semester.

### **Past grade distribution**

Total number of evaluated students: 6

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

**Lecturers:** PaedDr. Anežka Hamranová, PhD., doc. Mgr. Zlatica Zacharová, PhD., Mgr. Miroslava Lemešová, PhD.

<b>Last change:</b> 08.11.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex003/22	<b>Course title:</b> Philosophy of education
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: Midterm/final grade weighting: 100/0, the course is completed with an evaluation. The interim assessment includes two interim didactic tests (50% + 50% of the assessment). To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: And 100-91%, well done - excellent results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an A grade in terms of cumulative points or percentage. Note: The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the amount of knowledge they have acquired. The tests are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a B grade in terms of cumulative points or percentage. C 80-73%, well - normal reliable work. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a C grade in terms of cumulative scores or percentages. D 72-66%, satisfactory - acceptable results. In both didactic tests the student demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to the grade D in the aggregate score or percentage. E 65-60%, enough. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an E in the aggregate score or percentage. Fx 59-0%, not enough. The student did not meet the required thresholds for passing the course. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning outcomes and transferable competences:	

<p>Learning objectives and outcomes:</p> <p>The aim of the course is to convey a wide range of views on man as philosophy has grasped him through its means in different historical periods and cultural contexts. In the course, students will learn not only the basic images, views and concepts of man in their historical-philosophical, but also in their ethical-axiological framework. They will learn about the mutual inspirations and intersections between philosophical and special-scientific conceptions of man. They will become familiar with the motives and arguments of philosophical critiques of scientific conceptions of man. The mission of the course is for students to learn to identify the value background of philosophical thematizations of man and to infer possible axiological implications arising from the acceptance of relevant scientific conceptions of man.</p>																				
<p><b>Class syllabus:</b></p> <p>Brief outline of the course:</p> <p>Possibilities of conceptualizing anthropological issues in the sciences and in philosophy. Limits of the scientific way of affirmation of the anthropological problematic. Basic conceptual and methodological problems associated with the thematization of man in philosophy. Typology of philosophical reflections of man according to different expert points of view. Substantial and non-substantial approaches to man and their worldview and pedagogical implications. Philosophical reflection on the relational relations in which man finds himself in the world: man and nature, man and society, man and technology, man and the sphere of the transcendent. Mapping the demarcation lines between the animal and the human, between the human and the posthuman. Philosophical critique of some concepts of normality and ideas about the ideal status of man, which have been entrenched in educational theory and practice. The axiological dimension of human existence. The importance of human knowledge for educational sciences. Education for humanism and respect for human dignity as the most essential mission of education.</p>																				
<p><b>Recommended literature:</b></p> <p>Compulsory reading:</p> <p>MALÍK, B. (2008) Úvod do antropológie. Základné antropofémy v dejinách antropologického myslenia. Bratislava: Iris, 214 s. ISBN 978-80-89256-09-9</p> <p>Recommended reading:</p> <p>BOSÁKOVÁ, K. (2019) Základy filozofickej antropológie I. Košice: Vydavateľstvo ŠafárikPress. 54 s. ISBN 978-80-8152-773-9 (e-publikácia) Dostupné na: <a href="https://unibook.upjs.sk/img/cms/2019/FF/filozoficka-antropologia-final.pdf">https://unibook.upjs.sk/img/cms/2019/FF/filozoficka-antropologia-final.pdf</a></p> <p>GÁLIK, S. (2008) Filozofická antropológia. Bratislava: Iris. 159 s. ISBN 978-80-89256-23-5.</p> <p>NOVOSÁD, F. (2020) Elementy filozofickej antropológie. Bratislava: Iris. 224 s. ISBN 978-80-8200-057-6.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>slovak language</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 87</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>22,99</td> <td>0,0</td> <td>18,39</td> <td>28,74</td> <td>14,94</td> <td>11,49</td> <td>3,45</td> </tr> </tbody> </table>							A	ABS	B	C	D	E	FX	22,99	0,0	18,39	28,74	14,94	11,49	3,45
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<p><b>Lecturers:</b> doc. PhDr. Branislav Malík, CSc.</p>																				
<p><b>Last change:</b> 08.11.2022</p>																				
<p><b>Approved by:</b></p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex003/22	<b>Course title:</b> Philosophy of education
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: Midterm/final grade weighting: 100/0, the course is completed with an evaluation. The interim assessment includes two interim didactic tests (50% + 50% of the assessment). To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: And 100-91%, well done - excellent results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an A grade in terms of cumulative points or percentage. Note: The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the amount of knowledge they have acquired. The tests are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a B grade in terms of cumulative points or percentage. C 80-73%, well - normal reliable work. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a C grade in terms of cumulative scores or percentages. D 72-66%, satisfactory - acceptable results. In both didactic tests the student demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to the grade D in the aggregate score or percentage. E 65-60%, enough. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an E in the aggregate score or percentage. Fx 59-0%, not enough. The student did not meet the required thresholds for passing the course. Scale of assessment (preliminary/final): 100/0	
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<p>Learning objectives and outcomes:  The aim of the course is to convey a wide range of views on man as philosophy has grasped him through its means in different historical periods and cultural contexts. In the course, students will learn not only the basic images, views and concepts of man in their historical-philosophical, but also in their ethical-axiological framework. They will learn about the mutual inspirations and intersections between philosophical and special-scientific conceptions of man. They will become familiar with the motives and arguments of philosophical critiques of scientific conceptions of man. The mission of the course is for students to learn to identify the value background of philosophical thematizations of man and to infer possible axiological implications arising from the acceptance of relevant scientific conceptions of man.</p>																				
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<p><b>Lecturers:</b> doc. PhDr. Branislav Malík, CSc.</p>																				
<p><b>Last change:</b> 08.11.2022</p>																				
<p><b>Approved by:</b></p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex008/22	<b>Course title:</b> Political and philosophical questions of history
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, 5 hours /semester, combined method Student workload: 5 hours of teaching, 18 hours of preparation for the midterm test, 20 hours of preparation of midterm assignments, 17 hours of self-study. Total: 60 hours. Method of education: problem-based interpretation and discussion of the topics covered.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weighting of interim/final assessment: 100/0 The interim assessment includes an interim written assignment on philosophical and political issues in history (40% of the mark) and an interim didactic test (60% of the mark). To pass the course, a minimum of 60% of the total mark is required. The rating is awarded on a scale: A 100-91%, excellent - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the score (percentage) of the intermediate task, corresponds to an A grade. Note: The score or percentage of the interim assignment reflects the degree to which the student's performance on the interim assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. Both the test and the interim written task are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the score (percentage) of the intermediate task, corresponds to a B grade. C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to a C grade. D 72-66%, satisfactory - acceptable performance. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms	

<p>of points or percentages, together with the score (percentage) of the intermediate task, corresponds to a D.</p> <p>E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to an E.</p> <p>Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.</p> <p>Scale of assessment (preliminary/final): 100/0</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes:</p> <p>Students will be introduced to political and philosophical issues in history that shape skills important in citizenship education. They will gain an overview and understanding of how philosophy tests its starting points against the backdrop of 19th and 20th century history, particularly in Europe, but also in other civilizations. In the course, students will gain a framework overview of Slovak and Czechoslovak political thought in the last two centuries. The listener will gain an overview of Slovakia's political movement and its move towards parliamentary democracy.</p>
<p><b>Class syllabus:</b></p> <p>Brief outline of the course:</p> <p>A unifying perspective is provided by portraits of several prominent figures and major currents of thought about politics in the historical constellation of nineteenth and twentieth century Europe (Kant, Hegel, Marx, Arendt, Aron, Hayek, Frankfurt School critical theory, critical rationalism) and in other civilizational circles. Touches with Slovak politics include portraits of Kollár, Štúr, Hečka, Palárik, Záborský, Vajanský, Štefánik, Šrobár, Štefánik, Dérer, Hodža, Masaryk, Beneš, Hlinka, Clementis, Dubček, Husák.</p>
<p><b>Recommended literature:</b></p> <p>GBÚROVÁ, M.: 2002 Dotyky spolitikou. Trenčín Q-EX. 224 s. ISBN 80-968594-8-X</p> <p>LYSÝ, J.: Bondyho Odysea na Slovensko. Praha. Machiavelli Press 2020. ISBN 978-80-88147-08-4</p> <p>LYSÝ J. 2006. Dejiny politického myslenia II., Bratislava: UK. ISBN 80-223-2242-3</p> <p>ČERNÍK, V., VICENÍK, J., VIŠŇOVSKÝ, E. 1997. Historické typy racionality. Bratislava: IRIS.324 s. ISBN 80-88778-45-X</p> <p>PEKNÍK a kol.: Republika Česko-Slovensko. Od monarchie k vlastnému štátu. Ilúzie verzus realita. I. časť, Bratislava 2021. ISBN978-80-224-1904-8 (súbor)</p> <p>PEKNÍK a kol.: Republika Česko-Slovensko. Od monarchie k vlastnému štátu. Ilúzie verzus realita. II. časť, Bratislava 2021. ISBN978-80-224-1891-1 (II. časť)</p> <p>VEYNE, P.: 2010. Jak se píšou dějiny. Červený Kostelec. Pavel Merhaut. 444 s. ISBN 978-80-87378-26-7</p> <p>SCOTUS VIATOR: Národnostná otázka vUhorsku. Bratislava SKSI SLOVAKIA PLUS. 533 s. ISBN 80-88750-07-5</p> <p>BALLESTREM, K., OTTMANN, H.: 1993 Politická filosofie 20. století. Praha OIKOYMENH. 302 s. ISBN 80-85241-52-8</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak and Czech language</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 7						
A	ABS	B	C	D	E	FX
42,86	0,0	0,0	28,57	14,29	0,0	14,29
<b>Lecturers:</b> prof. PhDr. Jozef Lysý, CSc.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex008/22	<b>Course title:</b> Political and philosophical questions of history
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, 5 hours /semester, combined method Student workload: 5 hours of teaching, 18 hours of preparation for the midterm test, 20 hours of preparation of midterm assignments, 17 hours of self-study. Total: 60 hours. Method of education: problem-based interpretation and discussion of the topics covered.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weighting of interim/final assessment: 100/0 The interim assessment includes an interim written assignment on philosophical and political issues in history (40% of the mark) and an interim didactic test (60% of the mark). To pass the course, a minimum of 60% of the total mark is required. The rating is awarded on a scale: A 100-91%, excellent - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the score (percentage) of the intermediate task, corresponds to an A grade. Note: The score or percentage of the interim assignment reflects the degree to which the student's performance on the interim assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. Both the test and the interim written task are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the score (percentage) of the intermediate task, corresponds to a B grade. C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to a C grade. D 72-66%, satisfactory - acceptable performance. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms	

of points or percentages, together with the score (percentage) of the intermediate task, corresponds to a D.  
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to an E.  
Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.  
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

Learning outcomes:

Students will be introduced to political and philosophical issues in history that shape skills important in citizenship education. They will gain an overview and understanding of how philosophy tests its starting points against the backdrop of 19th and 20th century history, particularly in Europe, but also in other civilizations. In the course, students will gain a framework overview of Slovak and Czechoslovak political thought in the last two centuries. The listener will gain an overview of Slovakia's political movement and its move towards parliamentary democracy.

**Class syllabus:**

Brief outline of the course:

A unifying perspective is provided by portraits of several prominent figures and major currents of thought about politics in the historical constellation of nineteenth and twentieth century Europe (Kant, Hegel, Marx, Arendt, Aron, Hayek, Frankfurt School critical theory, critical rationalism) and in other civilizational circles. Touches with Slovak politics include portraits of Kollár, Štúr, Hečka, Palárik, Záborský, Vajanský, Štefánik, Šrobár, Štefánik, Dérer, Hodža, Masaryk, Beneš, Hlinka, Clementis, Dubček, Husák.

**Recommended literature:**

GBÚROVÁ, M.: 2002 Dotyky spolitikou. Trenčín Q-EX. 224 s. ISBN 80-968594-8-X

LYSÝ, J.: Bondyho Odysea na Slovensko. Praha. Machiavelli Press 2020. ISBN 978-80-88147-08-4

LYSÝ J. 2006. Dejiny politického myslenia II., Bratislava: UK. ISBN 80-223-2242-3

ČERNÍK, V., VICENÍK, J., VIŠŇOVSKÝ, E. 1997. Historické typy racionality. Bratislava: IRIS.324 s. ISBN 80-88778-45-X

PEKNÍK a kol.: Republika Česko-Slovensko. Od monarchie k vlastnému štátu. Ilúzie verzus realita. I. časť, Bratislava 2021. ISBN978-80-224-1904-8 (súbor)

PEKNÍK a kol.: Republika Česko-Slovensko. Od monarchie k vlastnému štátu. Ilúzie verzus realita. II. časť, Bratislava 2021. ISBN978-80-224-1891-1 (II. časť)

VEYNE, P.: 2010. Jak se píšou dějiny. Červený Kostelec. Pavel Merhaut. 444 s. ISBN 978-80-87378-26-7

SCOTUS VIATOR: Národnostná otázka vUhorsku. Bratislava SKSI SLOVAKIA PLUS. 533 s. ISBN 80-88750-07-5

BALLESTREM, K., OTTMANN, H.: 1993 Politická filosofie 20. století. Praha OIKOYMENH. 302 s. ISBN 80-85241-52-8

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 7						
A	ABS	B	C	D	E	FX
42,86	0,0	0,0	28,57	14,29	0,0	14,29
<b>Lecturers:</b> prof. PhDr. Jozef Lysý, CSc.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex026/22	<b>Course title:</b> Practical Language: Presentation Skills
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: in-person, distance learning Scope (number of hours): 5 per semester Student workload: 50 hours in total Direct teaching = 5 h (combined form), home preparation for class (practice of presentation skills, filling in observation sheets) = 25 h, time spent preparing each part of the assessed presentation: Structure, organisation, and design of the presentation = 3 h The use of audio-visual material and its implementation in the presentation = 2 h Opening and closing parts of the presentation = 3 h Coherence and use of signpost language = 3 h Language used in the presentation (grammatical and lexical links, hesitations, compensatory mechanisms) = 4 h Non-verbal communication = 2 h Timing of the presentation = 3 h Teaching methods: Monological methods (lectures on presentation skills and strategies), performing methods (role-playing - presenter/debater and audience members), interview method (especially in the evaluation phase of classmates' work), case studies (successful and unsuccessful presentations and their causes), practical methods - presentation on a chosen topic	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (100%): The student will deliver a presentation of agreed length (20 - 40 min according to time availability and number of participants in the course) The following will be assessed during the presentation: Structure, organization, and design of the presentation - 15%	

Use of audio-visual material and its implementation in the presentation - 10%

Opening and closing parts of the presentation - 15%

Coherence of the presentation and use of “signpost language” - 15%

Language used in the presentation (grammatical and lexical devices, hesitations, compensatory mechanisms) - 20%

Non-verbal communication - 10%

Timing of the presentation - 15%

Grading:

100 - 95% A, 94 - 89% B, 88 - 83% C, 82 - 77% D, 76 - 70% E, 69%–0% FX

The student is allowed to ask for an extra final assessment date (if he/she has not attended the assessment for medical or other compelling reasons) but is not allowed to re-take the in-semester assignments. Completing the midterm assessment with any result is a prerequisite for taking the exam.

Grade A (excellent): The student is able to independently create and present a presentation on a given topic. The presentation will be well structured; audio-visual material will be applied appropriately. The student will be able to handle the introductory and concluding parts of the presentation fluently and without hesitation. Throughout the presentation, the student will use English fluently and without hesitation at C1 level and use non-verbal communication appropriately. The student accurately adheres to the timetable of the presentation.

Grade B (very good): The student is able to create and deliver a presentation on the topic with minimal assistance. The presentation is appropriately structured, with some satisfactory incorporation of audio-visual materials. With minimal assistance, the student will be able to handle the introductory and concluding parts of the presentation. Throughout the presentation, the student will use English fluently and without hesitation at C1 level and use non-verbal communication appropriately. The student adheres to the timetable of the presentation with only minor imperfections.

Grade C (good): The student is able to create and present a presentation on the given topic with the help of the teacher, while the presentation has minor deficiencies in structure. Audio-visual material will be partially satisfactorily incorporated in the presentation. The student will be able to handle the introductory and concluding parts of the presentation with help or with hesitation. Throughout the presentation, the student uses English at C1 level with minor hesitation and uses non-verbal communication appropriately. With only minor imperfections, the student adheres to the timetable set for the presentation.

Grade D (satisfactory): The student is able to create and present a presentation on the topic with intensive help from the teacher, while the presentation is deficient in structure. Audio-visual material will be partially satisfactorily incorporated. The student will be able to handle the introductory and concluding parts of the presentation with more intensive help or with hesitation. Throughout the presentation, the student uses English at C1 level with minor hesitations or minor linguistic errors and uses non-verbal communication appropriately. With only minor imperfections, the student adheres to the timetable set for the presentation.

Grade E (satisfactory): The student is able, with support and intensive help from the teacher, to create and deliver a presentation on the topic, while the presentation has weaknesses in structure. Audio-visual material will be partly satisfactorily incorporated. With support and intensive help, and with hesitation, the student will be able to handle the opening and closing parts of the presentation. During the presentation, the student uses English at C1 level with hesitation or more serious language errors and uses non-verbal communication appropriately. The student does not fully adhere to the timetable set for the presentation.

Scale of assessment (preliminary/final): Continuous assessment (100%): The student will deliver a presentation of agreed length (20 - 40 min according to time availability and number

of participants in the course) The following will be assessed during the presentation: Structure, organization, and design of the presentation - 15% Use of audio-visual material and its implementation in the presentation - 10% Opening and closing parts of the presentation - 15% Coherence of the presentation and use of “signpost language” - 15% Language used in the presentation (grammatical and lexical devices, hesitations, compensatory mechanisms) - 20% Non-verbal communication - 10% Timing of the presentation - 15%

### **Learning outcomes:**

Objectives and learning outcomes:

Students will acquire knowledge, skills and competences related to presenting in English.

Knowledge:

The student will become familiar with the latest trends in presentation skills in the English language.

The student will become familiar with presentation platforms, specifically Microsoft Powerpoint, Keynote and online platforms (e.g., Prezi). The student will learn the language necessary for a successful presentation (opening and closing of a presentation, signpost language, linguistic devices to increase the level of coherence of speech). The student will be familiar with the rules for using non-verbal communication and will become familiar with the structure and time management of presentations.

Skills:

The student will be able to use presentation platforms (Powerpoint and Keynote) of their choice.

The student will be able to work with online presentation platforms. The student will be able to use C1 level language necessary to present successfully (be able to use the language and phrases necessary to open a presentation, conclude a presentation, as well as language to increase the level of coherence of a presentation). The student can use verbal and non-verbal communication appropriately. The student will be able to use presentation strategies and compensatory mechanisms in presentation practice. The student will apply time management to his/her own presentation.

Competences:

The student will become a competent presenter. The student is able to practically apply (in his/her own presentation) all the acquired language tools and presentation strategies, is able to adequately argue, present and defend his/her opinions and attitudes while accepting and respecting the opinions of others, is able to communicate effectively, cooperate and solve problems in a team. The student has developed autonomy and responsibility for his/her further professional development

### **Class syllabus:**

Course contents:

Main themes of the course:

Introduction of the presentation, structure, conclusion of the presentation - technical essentials and the language, describing and presenting numerical data and graphs, techniques to engage the audience, Q and A section, working with voice, body language, visual aids, presentation platforms (MS Powerpoint, Keynote, online platforms)

Through the above knowledge, the student has adequately developed presentation skills, has developed analytical-critical thinking, can communicate and solve problems effectively. The student is a competent presenter in both academic and various commercial presentations. The student has developed speaking skills. Linguistically, the student has developed the skills to communicate fluently in English in a variety of specific situations at the C1 level.

### **Recommended literature:**

Compulsory reading:

POWELL, M. (2010). Dynamic Presentations. Cambridge University Press.

Recommended reading:

WILLIAMS, E. J. (2008). Presentations in English. Oxford: Macmillan.

The resources are available in Slovak bookshops and libraries.						
<b>Languages necessary to complete the course:</b> Language necessary to complete the course: English, Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 15						
A	ABS	B	C	D	E	FX
40,0	0,0	20,0	26,67	6,67	0,0	6,67
<b>Lecturers:</b> doc. PaedDr. Martina Šipošová, PhD.						
<b>Last change:</b> 16.10.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex008/22	<b>Course title:</b> Practical language C1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: in-person, distance learning Scope (number of hours): 5 per semester Student workload: 75 hours in total Direct teaching = 5 hours (combined form), home preparation (revision + home assignments) = 31 hours, reproduction of a video clip = 12 hours, Reading and Use of Language, part1 1-4 = 7 hours, vocabulary test = 3.5 hours, Test Reading and Use of English, part 1–4 = 13 hours, Listening comprehension, part 1 = 3.5 hours Teaching methods: Monological methods: explanations of lexical structures at C1 level (CEFR), dialogical methods (conversation on a given topic - lexically corresponds to C1 level - English profile is used as a guide to the language level), performing methods (guided role-play aimed at practising lexical and grammatical structures at C1 level. Guided self-study (home preparation - working with the text and video recordings)	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (100%): Reproduction of a#video clip, explanation of the new vocabulary (20%) Reading and Use of English part 1, 4 (20%) Test, vocabulary from the video clips (10%) Reading and Use of English part 1–4 (40%) Listening, part 1 (multiple choice) (10%) Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69 – 0% FX	

The student is allowed to re-sit the final test once (if he / she did not take part in the assessment for medical or other compelling reasons). Student is not allowed to re-take the in-semester assignments. The overall assessment is conditioned by completion of the in-semester assignment with any result. Grade A (excellent performance): The student can independently and correctly perform the assigned tasks and complete the assignments. The student can independently and correctly explain English vocabulary without hesitation and can fluently retell a listened or read text using C1 level vocabulary. The student can respond quickly and correctly in the Cambridge Advanced exam format, can complete the information correctly in the time allowed, select the correct one from the information and paraphrase the information with the given vocabulary.

Grade B (very good): The student can perform the tasks and complete the assignments correctly with minimal help from the teacher and team. With minimal help from the teacher and team, the student can explain English vocabulary correctly without hesitation or with minor hesitation and can fluently retell a listened or read text using C1 level vocabulary. The student can respond quickly and correctly in the Cambridge Advanced exam format, can complete the information correctly in the time allowed, select the correct one from the information and paraphrase using the given word.

Grade C (good): The student is able to complete the tasks and complete assignments with minor errors with the help of the teacher and team. With the help of the teacher and the team, the student can explain English vocabulary correctly with minor hesitation and can retell a listened or read text fluently but with excessive use of compensatory strategies (e.g., fillers) using C1 level vocabulary. The student can respond with hesitation but mostly correctly in the format of the Cambridge Advanced exam, can fill in information in the time allowed with fewer errors, select the correct one from the information and paraphrase using the given word.

Grade D (satisfactory): The student can, with intensive help from the teacher and team, perform the tasks and complete the assignments correctly or with minor errors. With intensive help from the teacher and the team, the student can explain English vocabulary with minor errors and hesitations and can retell a listened or read text using C1 (CEFR) level vocabulary with minor errors. The student can respond in the format of the Cambridge Advanced exam, can, with only intensive help while making minor errors, complete the information in the time allowed, select the correct one from the information and paraphrase using the given word.

Grade E (sufficient): The student can only partially complete the assigned tasks and complete assignments with support and intensive help from the teacher and team. With support and intensive help from the teacher and team, the student can partially and hesitantly explain vocabulary in English and can retell a listened or read text using C1 level vocabulary with minor errors. The student can partially respond in the Cambridge Advanced exam format and only with support and intensive help they can partially complete the information, select the correct one and paraphrase using the word in the time allowed.

Scale of assessment (preliminary/final): Continuous assessment (100%): Reproduction of a#video clip, explanation of the new vocabulary (20%) Reading and Use of English part 1, 4 (20%) Test, vocabulary from the video clips (10%) Reading and Use of English part 1–4 (40%) Listening, part 1 (multiple choice) (10%)

### **Learning outcomes:**

Objectives and learning outcomes:

From the learning objectives declared in the graduate's profile, this course aims to acquire the following knowledge, skills, and competences:

Knowledge:

The student will expand his/her vocabulary, know grammatical and lexical structures at C1 level. The student will learn the differences and similarities between language structures in the mother tongue (Slovak) and the structures in the target language (English). The student knows the structural and contextual differences between written and spoken speech. The student has knowledge of

language skills and compensatory strategies. The student will acquire the knowledge necessary to pass the Cambridge Advanced examination.

**Skills:**

The student will be proficient in grammatical and lexical structures at C1 level in spoken and written communication. The student will gain confidence and improve all (receptive and productive language skills). The student will be able to apply the above aspects in communication. The student will develop correct pronunciation. He/she will master the strategies and principles of successful communication and learn to perceive the importance of the communicative context as a compensatory mechanism.

**Competences:**

The student will acquire communicative competence in the English language. The student will be able to understand a wide range of challenging long sentences and fully discern their meaning. He/she will be able to express ideas in a coherent and spontaneous manner without a significant search for expressions. The student will be able to use language effectively and flexibly for social, academic, and professional purposes. The student will be able to argue, present and defend his/her opinions appropriately. The student will be able to produce clear, well-structured, and detailed texts on complex topics. The student is able to communicate effectively, collaborate and solve problems as a team

**Class syllabus:**

Course contents:

Main themes of the course:

Complete Advanced, Lessons 8–14: Media and its uses, At full speed, The lifelong process, Living somewhere else, The living world, Health and lifestyle, Moving and living abroad. Cambridge Advanced Listening papers 1–4, Reading and Use of English papers 1–7, speaking parts 1–4.

Through the above content, the student is linguistically prepared for teaching practice, has developed the skills to communicate fluently in English in a variety of specific situations at C1 level. The student knows the principles and importance of the application of digital technologies in foreign language education. The student can communicate effectively and has developed presentation and argumentation skills.

**Recommended literature:**

Compulsory readings:

BOOK-HART, G. and HAINES, S. (2014). Complete Advanced. Cambridge University Press.

O'DELL, F. and BLACK, M. (2015). Advanced Trainer. Cambridge University Press.

O'DELL, F. and BLACK, M. (2020). Advanced Trainer 2. Cambridge University Press.

Recommended readings:

MCCARTHY, M. and O'DELL, F. (2017). English Vocabulary in Use Advanced. Cambridge University Press.

MCCARTHY, M. and O'DELL, F. (2017). English Collocations in Use Advanced. Cambridge University Press.

The resources are available in the Slovak bookshops and libraries

**Languages necessary to complete the course:**

Language necessary to complete the course: English, Slovak

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 22						
A	ABS	B	C	D	E	FX
36,36	0,0	40,91	13,64	0,0	0,0	9,09
<b>Lecturers:</b> Mgr. Patricia Kotlebová, PhD.						
<b>Last change:</b> 16.10.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KAJL/M-ANGex046/22		<b>Course title:</b> Pragmalinguistics				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex029/22	<b>Course title:</b> Pre-primary Didactics of English Language
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: in-person, distance learning Scope (number of hours): 5 per semester Student workload: 50 hours in total Direct teaching = 5 hours (combination of direct teaching and internet communication), continuous home preparation = 26 hours (revision, self-studying, doing homework), creation of a lesson plan focused on the use of the method of “storytelling” and drama, including also the preparation of the necessary materials = 11 hours, a presentation on a selected innovative method applied in teaching pupils of pre-primary education = 8 hours Teaching methods: Brief explanation of the particular topics/subject matter, solving problem-solving tasks and assignments, dialogic methods (debate, discussion, colloquium), brainstorming, mind maps, case studies, the methods of inscenation	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KAJL/M-ANGex002/22 - English Language Didactics	
<b>Recommended prerequisites:</b> M-ANGex032 English Language Didactics	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (100%): Creation of a lesson plan focused on the use of the method of storytelling and drama (45 points) Preparation of materials for the lesson based on using storytelling and drama, e.g. creation of cards, puppets etc. (20 points) A presentation on a selected innovative method applied in teaching pupils in pre-primary education (35 points) Grading: 100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX	

Grade A (excellent): The student is able to independently create his/her own lesson plan by applying the method of “storytelling” and drama, demonstrates an excellent level of analysis and synthesis of knowledge in the search for and processing of information about the selected innovative method.

Grade B (very good): The student, with minimal help from the teacher, is able to create his/her own lesson plan by applying the method of “storytelling” and drama, demonstrates a very good level of analysis and synthesis of knowledge in the search for and processing of information about the selected innovative method.

Grade C (good): The student, with the help of the teacher, is able to create, with minor errors, his/her own lesson plan by applying the method of “storytelling” and drama, demonstrates, despite minor errors, a good level of analysis and synthesis of knowledge in the search for and processing of information about the selected innovative method.

Grade D (satisfactory): The student only with the intensive help of the teacher can create a lesson plan by applying the method of storytelling and drama, only with the intensive help of the teacher, the student can apply the analysis and synthesis of knowledge in the search for and processing of information about the selected innovative method.

Grade E (sufficient): The student only with the support and intensive help of the teacher can partially create a lesson plan by applying the method of storytelling and drama, the student only with very intensive help and support of the teacher can apply the analysis and synthesis of knowledge in the search for and processing of information about the selected innovative method.

Scale of assessment (preliminary/final): Continuous assessment (100%): Creation of a lesson plan focused on the use of the method of storytelling and drama (45 points) Preparation of materials for the lesson based on using storytelling and drama, e.g. creation of cards, puppets etc. (20 points) A presentation on a selected innovative method applied in teaching pupils in pre-primary education (35 points)

### **Learning outcomes:**

Learning objectives and outcomes

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

- The student knows the theoretical principles of designing and planning English language teaching in pre-primary education, knows the individual characteristics of pupils in pre-primary education, knows the principles of the student-centred approach and understands their importance for making learning and teaching English in pre-primary education more effective.

- The student knows the methods of foreign language teaching applied in teaching English in pre-primary education.

Skills:

- The student is familiar with relevant didactic publications and materials, can analyse and select them with regard to teaching objectives and specifics of preschool learners, can create a lesson plan by applying innovative methods and can demonstrate how he/she would teach preschool learners using the method of "storytelling" and drama.

- The student is able to apply the acquired theoretical knowledge while solving didactic tasks and problem-solving tasks and is able to analyse, evaluate and create teaching materials, analyse and evaluate study programmes for a given age category.

Competences:

- The student has adequately developed analytical, critical, pedagogical and psychological thinking, thanks to which he/she is able to use the acquired knowledge adequately when teaching English.

- The student is able to solve didactic tasks in cooperation with his schoolmates when working in a team, has adequately developed presentation and argumentation skills, through which he/she can present his/her opinions.

**Class syllabus:**

Course contents:

Main themes of the course:

Developmental characteristics of preschool pupils; speech development; second language acquisition, bilingualism - through brainstorming, students will present their opinions about teaching English to preschool pupils. They solve problem-solving tasks aimed at evaluating the appropriateness of different types of tasks and assignments in teaching of preschool pupils. Through a brief explanation of the subject matter, they are introduced to the theoretical knowledge of bilingualism and analyse specific case studies of bilingual families and present their views on bilingual education. Through videos depicting speech development at different stages of development, students try to describe the particular stages of speech development and the impact this has on learning of English as a foreign language. They discuss it in groups.

Montessori method and language development; the use of art (songs, art education) in teaching English - through videos about the Montessori method, discussion and mind maps, students will draw out the main principles of the Montessori method and its use in teaching English. They will design an English lesson with implemented elements of Montessori pedagogy. Building on the knowledge of the multisensory approach from the course "Didactics of English Language for Young Learners", they will evaluate the contribution of art when learning English and through experiential learning, students will become familiar with different activities that can be used in teaching English and they will evaluate them.

Innovative methods of teaching English in pre-primary education (WattsEnglish, Helen Doran, Hocus Lotus, English Immersion Club, etc.) - each student, through the study of the literature, will prepare a presentation on the selected innovative method, in which he/she will present its theoretical and methodological background, will prepare a demonstration of this method and then will discuss its positives and negatives with his/her schoolmates.

Storytelling and drama in English language teaching in pre-primary education - through a mind map students will write down what a story should contain (introduction, core, conclusion, characters, setting, etc.), they will get familiar with simple English stories that are suitable for pupils in pre-primary education. They will practise different dramatic techniques and try to perform a story. They will then create their own story with the necessary activities, using drama, and perform it in front of their classmates, who will evaluate it.

**Recommended literature:**

Compulsory readings:

LOJOVÁ, G. (2011). Individuálne osobitosti pri učení sa cudzích jazykov 1. Niektoré psychologické aspekty učenia sa a vyučovania cudzích jazykov. Bratislava: Univerzita Komenského v Bratislave. (selected chapters)

LOJOVÁ, G. (2019). Učme cudzí jazyk efektívnejšie. Prístup zameraný na žiaka. Bratislava: Univerzita Komenského v Bratislave.

MONTESSORIOVÁ, M. (2012). Tajuplné dĕtství. Praha: TRITON.

PHILIPS, S. (1999). Drama with Children. Oxford University Press.

REILLY, V. and WARD, S. M. (1997). Very Young Learners. Oxford University Press.

WRIGHT, A. (1995). Storytelling with Children. Oxford University Press.

Recommended readings:

KONČEKOVÁ, L. (2010). Vývinová psychológia. Prešov: Vydavateľstvo Michala Vaška.

KROLL, J. F. and de GROOT, A. M. B. (2005). Handbook of Bilingualism: Psycholinguistic approaches. Oxford University Press.

WRIGHT, A. (2002). Art and Crafts with Children. Oxford University Press.

**Languages necessary to complete the course:**

Languages necessary to complete the course: English, Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 12						
A	ABS	B	C	D	E	FX
25,0	0,0	25,0	33,33	8,33	0,0	8,33
<b>Lecturers:</b>						
<b>Last change:</b> 16.10.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex027/22	<b>Course title:</b> Preparation for CA Test
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: in-person, distance learning Number of hours: 5 per semester Student workload: 50 hours in total Direct teaching = 5 h (a combination of in-person and online teaching), continuous home preparation (revision + homework) = 25 h, preparation for course assessments = 20 h Teaching methods: The choice of methods will follow the format of the Cambridge Advanced tests. Monologic methods (explaining strategies to pass the exam according to each skill and part of the exam), dialogic methods (mainly in the Cambridge Advanced speaking part of the exam - parts 1–4 but also in other parts mainly discussion based on the read or heard text, staging methods - guided role-play (examiner and examinee/examined), practical exercises (doing practice exercises, activities and tasks in the format of the Cambridge Advanced test), guided self-study (regular home preparation by students (working with sample tests)	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (100%): Short in-semester tests: Listening part 1, 2 (multiple choice, fill-in tasks) – 20% Reading and Use of English part 1, 2 (multiple choice, fill-in tasks) – 20% Final test at the end of the semester in the form of Cambridge Advanced Listening parts 1–4 (multiple choice, fill-in tasks, matching the statement to the speaker) – 20% Reading and Use of English, part 1 (multiple choice, fill-in tasks, word formation, paraphrasing using the given word, multiple choice, adding the correct missing paragraph, matching the text) – 40%	

## Grading:

100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX

A student is entitled to ask for an alternative date of final assessment (in case of medical or other compelling reasons); in-semester assignments cannot be resat.

Passing the midterm assessment with any result is a prerequisite for passing the exam.

**Grade A (excellent):** The student can independently and correctly perform the assigned tasks and develop assignments. The student is able to respond fluently and without hesitation using C1 level vocabulary. The student is able to respond quickly and correctly orally, completing the information correctly, selecting the correct one from the information and paraphrasing using the given word in the time allowed.

**Grade B (very good):** The student is able to perform assigned tasks and produce assignments correctly with minimal assistance from the instructor and team. With minimal assistance from the instructor and/or team, the student can respond using C1 level vocabulary. The student is able to complete the information quickly and correctly orally, complete the information correctly in the time allotted, select the correct one from the information, and paraphrase using the given word.

**Grade C (good):** The student is able to perform assigned tasks and produce assignments correctly with the help of the teacher and team. The student is able to respond using C1 level vocabulary with the help of the teacher and/or team. The student is able to respond orally with minor hesitations and minor errors, completing information correctly, selecting the correct one from the information and paraphrasing using the word in the time allowed.

**Grade D (satisfactory):** The student can, with intensive help from the teacher and/or team, perform the assigned tasks and produce assignments partially correctly and with hesitation. With intensive help from the teacher and/or team, the student can respond using C1 level vocabulary. The student can respond orally with hesitation and minor errors, can complete information partially correctly, select the correct one from the information and paraphrase using the given word in the given time.

**Grade E (sufficient):** The student can only partially perform the given tasks and produce assignments correctly and with significant hesitation, with support and intensive help from the teacher and/or team. With support and intensive help from the teacher and/or the team, the student can respond using C1 level vocabulary with significant hesitation. The student can respond orally with hesitation and only partially correctly, can complete information partially correctly, select the correct one from the information and paraphrase using the given word in the given time.

**Scale of assessment (preliminary/final):** Continuous assessment (100%): Short in-semester tests: Listening part 1, 2 (multiple choice, fill-in tasks) – 20% Reading and Use of English part 1, 2 (multiple choice, fill-in tasks) – 20% Final test at the end of the semester in the form of Cambridge Advanced Listening parts 1–4 (multiple choice, fill-in tasks, matching the statement to the speaker) – 20% Reading and Use of English, part 1 (multiple choice, fill-in tasks, word formation, paraphrasing using the given word, multiple choice, adding the correct missing paragraph, matching the text) – 40%

## Learning outcomes:

Objectives and learning outcomes:

Based on the objectives declared in the profile of a#graduate, this course aims for a student to develop the following knowledge, skills, and competences:

**Knowledge:**

The student knows and understands the tendencies of the development of the contemporary English language, knows the principles and strategies of linguistic analysis of authentic English text, knows the differences and similarities in the structure and functions of linguistic resources. The student will become familiar with strategies for successfully passing the Cambridge Advanced test, the student will learn the format of testing. The student will learn C1 level grammatical and lexical structures to apply in Cambridge Advanced tests.

**Skills:**

The student will develop and deepen core language skills (reading comprehension, listening comprehension, writing and speaking) as well as the ability to paraphrase a text (e.g. Reading and Use of English, Part 4), work with vocabulary (e.g. Reading and Use of Language, Part 3). The student also understands the similarities, differences, and interferences between the native and target languages. The student will be able to identify information and work with it correctly in Cambridge Advanced test tasks.

**Competences:**

The student will become a competent user of the language at C1 level. The student will have developed the necessary skills and strategies to pass the Cambridge Advanced (C1) test, be able to argue, present and defend his/her opinions and attitudes appropriately, while accepting and respecting the opinions of others.

**Class syllabus:****Course contents:****Main themes of the course:**

Cambridge Advanced Test, Listening Comprehension Parts 1–4, Reading Comprehension (Reading and Use of Language Parts 5, 6, 7), Writing, Speaking and Grammar combined with Vocabulary (Reading and Use of English Parts 1–4)

Through the above, the student has developed the skills to communicate fluently in English in a variety of specific situations at C1 level. Due to the nature of the course content, the student has developed critical-analytical thinking, mainly focused on solving test problems, but also on standard communication. The student is able to generalise the methodology of the Cambridge Advanced examination and all its parts and to draw theoretical and practical didactical connections. In selecting appropriate materials for preparation for the Cambridge Advanced exam, the student will be able to analyse and evaluate teaching materials reflecting the teaching objective, the conditions and the particularities of the specific educational context.

**Recommended literature:****Compulsory reading:**

O'DELL, F. and BLACK, M. (2015). Advanced Trainer. Cambridge University Press.

**Recommended reading:**

O'DELL, F. and BLACK, M. (2020). Advanced Trainer 2. Cambridge University Press.

The sources are available in Slovak bookstores and libraries.

**Languages necessary to complete the course:**

Languages necessary to complete the course: English, Slovak

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

Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
0,0	0,0	50,0	16,67	16,67	16,67	0,0

**Lecturers:** PaedDr. Peter Bojo, PhD.

**Last change:** 16.10.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex024/22	<b>Course title:</b> Processing and interpretation of statistical data
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment, the weighting of the interim and final assessment is 100/0. The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving focused on understanding and interpreting statistical concepts. During the semester, students will submit 5 assignments of 6 points each, which will be focused on solving statistical assignments using MS EXCEL and JASP software from individual topics (descriptive statistics, correlation and regression analysis, sampling, hypothesis testing), and at the end of the semester, the student will submit and present a term paper for 40 points. The term paper will include an independent statistical treatment and interpretation of quantitative research (own or from data taken, for example, from thesis, rigor or PhD theses). The student will submit the thesis electronically in MS Word and MS EXCEL, and prepare the presentation in MS PowerPoint or Prezi. The student will demonstrate through the development and presentation of the term project that he/she is able to independently statistically evaluate quantitative research and interpret them. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 3 points on any of the 5 assignments. To pass the course, a score of at least 60% is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results), the student has excellent knowledge of the theoretical knowledge of statistical data processing and can interpret it correctly and clearly; he/she solves problems in a creative way, can react promptly and spontaneously during lectures and systematically prepares assignments for seminars, the student is proactive, asks questions in the context of the problem being solved. He is active in seminars. He brings his own experience and insights from practice to the teaching. His oral and written expression is correct, citationally correct, grammatically flawless. B (90-81%, very good - above average standard), the student has mastered the theoretical knowledge of statistical data processing and can interpret it correctly and clearly with minor deficiencies, has acquired key competences, can respond promptly during lectures to the teacher's	

challenges, the student is self-initiative and asks questions in the context of the problem addressed. His/her written expression in the term paper is correct, grammatically sound and creative. He brings his own experiences and insights from practice to the teaching. The results of his activities are of good quality, with minor shortcomings.

C (80-73%, good - normal reliable work), the student knows the theoretical knowledge of statistical data processing and can interpret them at an average, i.e. good level, has acquired theoretical knowledge and skills using MS EXCEL and JASP software in solving problems, can respond to the teacher's challenges. He/she does not take initiative himself/herself, does not ask questions in the context of the problem solved. His communication style is not disruptive, but he is unsure of his answer and his speech does not have significant disruptive elements. He transfers experience from practice with problems. His, grammatical speech is of lesser quality.

D (72-66%, Satisfactory - Acceptable performance), the student has mastered the material at a satisfactory level. He/she knows the theory with minor gaps, but cannot apply it to the solution of practical experiences, he/she needs help in interpreting the obtained statistical data. He is not very active during teaching, does not bring new solutions, takes the role of a passive observer. Memorisation rather than critical thinking prevails in the student. Analysis from practice is less constructive. His/her written expression has some inaccuracies to more serious deficiencies.

E (65-60%, sufficient - the results meet the minimum criteria), the student has a low level of theoretical knowledge of statistical data processing, responds to the teacher's instructions and prompts with considerable inaccuracies; the student himself is not proactive and does not ask questions in the context of the problem addressed. Applies theoretical knowledge with considerable problems; in practical terms, does not have recommendations for correct solution options. The student is rather in the position of a passive recipient of knowledge and is not active in the seminars. The student is not creative, he relies on numerous quotations without his own opinion. His grammatical expression is not flawless and stylistically correct.

Fx (59-0%, Insufficient - extra work required) this grade will be given if the student fails to meet any of the required minimum criteria and is not allowed to take the final test. This means that the student has not mastered the knowledge and skills to a degree that would enable him/her to meet at least the minimum criteria for a passing grade.

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

**Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

Upon completion of the course, the student will be able to appropriately choose a statistical method in quantitative research. The student will acquire skills in data processing and evaluation and will be able to use MS EXCEL and JASP software appropriately. Understand the meaning of the statistical data obtained and be able to evaluate and interpret the statistical outputs obtained in quantitative research.

**Class syllabus:**

Brief outline of the course:

Introduction to types of variables and basic statistical theory. Mastering the creation of descriptive statistics files in MS Excel and JASP. Ability to test statistical hypotheses using parametric tests. Analysis of variance - ANOVA. Correlation and regression analysis.

1. Descriptive statistics - description of the statistical population
2. Descriptive statistics - data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables

6. Probability distribution 7. Selective enquiry 8. Estimates of the characteristics of the base set 9. Hypothesis testing 10. Semester project presentation						
<b>Recommended literature:</b> Recommended reading: CHAJDIAK, J. (2013). Štatistika jednoducho v Exceli, Bratislava, Statis, 341 s. ISBN 978-80-855-974-0 NEUBAUER, J., SEDLAČÍK, M., KRÍŽ, O. (2016). Základy statistiky. Praha, Grada, 280 s. ISBN 978-80-247-5786-5 RIMARČÍK, M. (2007). Štatistika pre prax. Košice, Marián Rimarčík, 200 s. ISBN 8096981311						
<b>Languages necessary to complete the course:</b> slovak and czech						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Lilla Koreňová, PhD.						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex024/22	<b>Course title:</b> Processing and interpretation of statistical data
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment, the weighting of the interim and final assessment is 100/0. The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving focused on understanding and interpreting statistical concepts. During the semester, students will submit 5 assignments of 6 points each, which will be focused on solving statistical assignments using MS EXCEL and JASP software from individual topics (descriptive statistics, correlation and regression analysis, sampling, hypothesis testing), and at the end of the semester, the student will submit and present a term paper for 40 points. The term paper will include an independent statistical treatment and interpretation of quantitative research (own or from data taken, for example, from thesis, rigor or PhD theses). The student will submit the thesis electronically in MS Word and MS EXCEL, and prepare the presentation in MS PowerPoint or Prezi. The student will demonstrate through the development and presentation of the term project that he/she is able to independently statistically evaluate quantitative research and interpret them. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 3 points on any of the 5 assignments. To pass the course, a score of at least 60% is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results), the student has excellent knowledge of the theoretical knowledge of statistical data processing and can interpret it correctly and clearly; he/she solves problems in a creative way, can react promptly and spontaneously during lectures and systematically prepares assignments for seminars, the student is proactive, asks questions in the context of the problem being solved. He is active in seminars. He brings his own experience and insights from practice to the teaching. His oral and written expression is correct, citationally correct, grammatically flawless. B (90-81%, very good - above average standard), the student has mastered the theoretical knowledge of statistical data processing and can interpret it correctly and clearly with minor deficiencies, has acquired key competences, can respond promptly during lectures to the teacher's	

challenges, the student is self-initiative and asks questions in the context of the problem addressed. His/her written expression in the term paper is correct, grammatically sound and creative. He brings his own experiences and insights from practice to the teaching. The results of his activities are of good quality, with minor shortcomings.

C (80-73%, good - normal reliable work), the student knows the theoretical knowledge of statistical data processing and can interpret them at an average, i.e. good level, has acquired theoretical knowledge and skills using MS EXCEL and JASP software in solving problems, can respond to the teacher's challenges. He/she does not take initiative himself/herself, does not ask questions in the context of the problem solved. His communication style is not disruptive, but he is unsure of his answer and his speech does not have significant disruptive elements. He transfers experience from practice with problems. His, grammatical speech is of lesser quality.

D (72-66%, Satisfactory - Acceptable performance), the student has mastered the material at a satisfactory level. He/she knows the theory with minor gaps, but cannot apply it to the solution of practical experiences, he/she needs help in interpreting the obtained statistical data. He is not very active during teaching, does not bring new solutions, takes the role of a passive observer. Memorisation rather than critical thinking prevails in the student. Analysis from practice is less constructive. His/her written expression has some inaccuracies to more serious deficiencies.

E (65-60%, sufficient - the results meet the minimum criteria), the student has a low level of theoretical knowledge of statistical data processing, responds to the teacher's instructions and prompts with considerable inaccuracies; the student himself is not proactive and does not ask questions in the context of the problem addressed. Applies theoretical knowledge with considerable problems; in practical terms, does not have recommendations for correct solution options. The student is rather in the position of a passive recipient of knowledge and is not active in the seminars. The student is not creative, he relies on numerous quotations without his own opinion. His grammatical expression is not flawless and stylistically correct.

Fx (59-0%, Insufficient - extra work required) this grade will be given if the student fails to meet any of the required minimum criteria and is not allowed to take the final test. This means that the student has not mastered the knowledge and skills to a degree that would enable him/her to meet at least the minimum criteria for a passing grade.

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

### **Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

Upon completion of the course, the student will be able to appropriately choose a statistical method in quantitative research. The student will acquire skills in data processing and evaluation and will be able to use MS EXCEL and JASP software appropriately. Understand the meaning of the statistical data obtained and be able to evaluate and interpret the statistical outputs obtained in quantitative research.

### **Class syllabus:**

Brief outline of the course:

Introduction to types of variables and basic statistical theory. Mastering the creation of descriptive statistics files in MS Excel and JASP. Ability to test statistical hypotheses using parametric tests. Analysis of variance - ANOVA. Correlation and regression analysis.

1. Descriptive statistics - description of the statistical population
2. Descriptive statistics - data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables

6. Probability distribution 7. Selective enquiry 8. Estimates of the characteristics of the base set 9. Hypothesis testing 10. Semester project presentation						
<b>Recommended literature:</b> Recommended reading: CHAJDIAK, J. (2013). Štatistika jednoducho v Exceli, Bratislava, Statis, 341 s. ISBN 978-80-855-974-0 NEUBAUER, J., SEDLAČÍK, M., KRÍŽ, O. (2016). Základy statistiky. Praha, Grada, 280 s. ISBN 978-80-247-5786-5 RIMARČÍK, M. (2007). Štatistika pre prax. Košice, Marián Rimarčík, 200 s. ISBN 8096981311						
<b>Languages necessary to complete the course:</b> slovak and czech						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Lilla Koreňová, PhD.						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex010/22	<b>Course title:</b> Professional ethics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, 5 hours /semester, combined method Student workload: 5 hours teaching; 17 hours self-study; 12 hours of seminar preparation, 26 hours colloquium preparation. 60 hours in total. Learning methods: In addition to monological methods of explanation, explanation and lecturing, dialogical methods of discussion, interview as well as work with text, group work, presentation and analysis of case studies, solving moral dilemmas and others are represented.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weighting of interim and final marks: 100/0 Intermin assessment: 30% classroom activity; 70% colloquium. Assessment is given on a scale: A (100-91%, excellent - outstanding results; students have performed excellently during the semester, actively participated in the teaching and showed interest in the subject, their theoretical knowledge of professional ethics is at a high level, they can apply the acquired knowledge without any problems), B (90-81%, very good - above average standard; students performed very well during the semester, participated in the teaching, their theoretical knowledge of professional ethics is at a very good level, they are able to apply the acquired knowledge), C (80-73%, good - normal reliable work; students performed standardly well during the semester, their theoretical knowledge of professional ethics is at a good level, they are able to apply the acquired knowledge to a limited extent), D (72-66%, satisfactory - acceptable performance; students have moderate deficiencies in their theoretical knowledge of professional ethics; they have difficulty applying the knowledge they have acquired), E (65-60%, satisfactory - results meet the minimum criteria; students have only minimal involvement in the learning process; they have significant deficiencies in theoretical knowledge of professional ethics; they have significant problems applying the knowledge acquired),	

Fx (59-0%, insufficient - extra work required).  
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

Learning outcomes:

After completing the course, the student will be able to: define the relationship between theoretical and applied ethics, name and explain the basic paradigms of normativity in the field of applied ethics, define the basic tasks and concepts of professional ethics, explain the theoretical and methodological aspects of professional ethics and teacher ethics, distinguish between different types of ethical codes, explain the principles of the creation of codes of ethics, explain the paradox of moral dilemmas in the teaching profession and determine their place in the framework of the professional ethics of teachers. By completing the course, the student develops the following transferable competencies: communication skills, interpersonal skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and learning skills, reasoning in context.

Learning objectives:

To familiarize students with the basic principles of professional ethics as well as teacher ethics

**Class syllabus:**

Applied ethics; Different forms of normativity in applied ethics (libertarianism, contractualism, virtue ethics, utilitarianism, ethics of duty); Professional ethics as a form of applied ethics; Teacher's professional ethics; Code of ethics; Resolution of moral dilemmas.

**Recommended literature:**

Compulsory readings:

Klimeková, A.: Etika, mravná výchova a profesná etika. Prešov: Lana, 2005.

Recommended readings:

Bohunická, L.: Rozličné podoby normativity v aplikovanej etike. In: Človek, dejiny, hodnoty 3 : jako filozofický, socio-kulturní, politický, historický a pedagogický fenomén. - Ostrava: Ostravská univerzita, 2007, s. 271-275.

Dorotíková, S.: Profesní etika učitelství. Praha: Univerzita Karlova, 2003.

Gluchmanová, M. – Gluchman, V.: Učitel'ská etika. Prešov: FF PF, 2008.

Göbelová, T.: Profesní hodnoty a etické principy v práci učitele. Ostrava: Ostravská univerzita v Ostravě, 2015.

Lorenzová, J.: Kontexty vzdělávání v postmoderní situaci. Praha: Univerzita Karlova, 2016.

Malankievičová, S.: Profesijná etika. Prešov: Filozofická fakulta Prešovskej univerzity, 2008.

Pelcová, N.: Fenomén výchovy a učitel'ská etika povolání. Praha: Karolinum, 2014.

Remišová, A.: Aplikovaná etika. In: Filozofia, roč. 54, 1999, č. 4, s. 228-237.

Remišová, A.: Profesijné etické kódexy. In: Filozofia, roč. 55, 2000, č. 3, s. 218-228.

Remišová, A.: Etika a ekonomika. Bratislava: Kalligram, 2011, s. 22-54.

Zaviš, M.: Potreba etickej prísahy pre vedcov. In: Fyzika a etika IV. Nitra: Univerzita Konštantína Filozofa, 2010. S. 234-247.

Návrh etického kódexu učiteľa: <http://sku.sk/download/eticky-kodex-ucitela/>

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 7						
A	ABS	B	C	D	E	FX
85,71	0,0	0,0	0,0	0,0	0,0	14,29
<b>Lecturers:</b> Mgr. Michal Bizoň, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex010/22	<b>Course title:</b> Professional ethics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, 5 hours /semester, combined method Student workload: 5 hours teaching; 17 hours self-study; 12 hours of seminar preparation, 26 hours colloquium preparation. 60 hours in total. Learning methods: In addition to monological methods of explanation, explanation and lecturing, dialogical methods of discussion, interview as well as work with text, group work, presentation and analysis of case studies, solving moral dilemmas and others are represented.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weighting of interim and final marks: 100/0 Intermin assessment: 30% classroom activity; 70% colloquium. Assessment is given on a scale: A (100-91%, excellent - outstanding results; students have performed excellently during the semester, actively participated in the teaching and showed interest in the subject, their theoretical knowledge of professional ethics is at a high level, they can apply the acquired knowledge without any problems), B (90-81%, very good - above average standard; students performed very well during the semester, participated in the teaching, their theoretical knowledge of professional ethics is at a very good level, they are able to apply the acquired knowledge), C (80-73%, good - normal reliable work; students performed standardly well during the semester, their theoretical knowledge of professional ethics is at a good level, they are able to apply the acquired knowledge to a limited extent), D (72-66%, satisfactory - acceptable performance; students have moderate deficiencies in their theoretical knowledge of professional ethics; they have difficulty applying the knowledge they have acquired), E (65-60%, satisfactory - results meet the minimum criteria; students have only minimal involvement in the learning process; they have significant deficiencies in theoretical knowledge of professional ethics; they have significant problems applying the knowledge acquired),	

Fx (59-0%, insufficient - extra work required).  
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

Learning outcomes:

After completing the course, the student will be able to: define the relationship between theoretical and applied ethics, name and explain the basic paradigms of normativity in the field of applied ethics, define the basic tasks and concepts of professional ethics, explain the theoretical and methodological aspects of professional ethics and teacher ethics, distinguish between different types of ethical codes, explain the principles of the creation of codes of ethics, explain the paradox of moral dilemmas in the teaching profession and determine their place in the framework of the professional ethics of teachers. By completing the course, the student develops the following transferable competencies: communication skills, interpersonal skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and learning skills, reasoning in context.

Learning objectives:

To familiarize students with the basic principles of professional ethics as well as teacher ethics

**Class syllabus:**

Applied ethics; Different forms of normativity in applied ethics (libertarianism, contractualism, virtue ethics, utilitarianism, ethics of duty); Professional ethics as a form of applied ethics; Teacher's professional ethics; Code of ethics; Resolution of moral dilemmas.

**Recommended literature:**

Compulsory readings:

Klimeková, A.: Etika, mravná výchova a profesná etika. Prešov: Lana, 2005.

Recommended readings:

Bohunická, L.: Rozličné podoby normativity v aplikovanej etike. In: Človek, dejiny, hodnoty 3 : jako filozofický, socio-kulturní, politický, historický a pedagogický fenomén. - Ostrava: Ostravská univerzita, 2007, s. 271-275.

Dorotíková, S.: Profesní etika učitelství. Praha: Univerzita Karlova, 2003.

Gluchmanová, M. – Gluchman, V.: Učitel'ská etika. Prešov: FF PF, 2008.

Göbelová, T.: Profesní hodnoty a etické principy v práci učitele. Ostrava: Ostravská univerzita v Ostravě, 2015.

Lorenzová, J.: Kontexty vzdělávání v postmoderní situaci. Praha: Univerzita Karlova, 2016.

Malankievičová, S.: Profesijná etika. Prešov: Filozofická fakulta Prešovskej univerzity, 2008.

Pelcová, N.: Fenomén výchovy a učitel'ská etika povolání. Praha: Karolinum, 2014.

Remišová, A.: Aplikovaná etika. In: Filozofia, roč. 54, 1999, č. 4, s. 228-237.

Remišová, A.: Profesijné etické kódexy. In: Filozofia, roč. 55, 2000, č. 3, s. 218-228.

Remišová, A.: Etika a ekonomika. Bratislava: Kalligram, 2011, s. 22-54.

Zaviš, M.: Potreba etickej prísahy pre vedcov. In: Fyzika a etika IV. Nitra: Univerzita Konštantína Filozofa, 2010. S. 234-247.

Návrh etického kódexu učiteľa: <http://sku.sk/download/eticke-kodex-ucitela/>

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 7						
A	ABS	B	C	D	E	FX
85,71	0,0	0,0	0,0	0,0	0,0	14,29
<b>Lecturers:</b> Mgr. Michal Bizoň, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex005/22	<b>Course title:</b> Psychological Aspects of Foreign Language Learning
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5(L+S) Teaching mode: in-person, distance learning Scope (number of hours): 5 per semester Student workload: 75 hours in total Direct teaching = 5 hours, preparation for continuous assessment = 30 hours, preparation of two seminar papers = 16 hours, preparation for the final assessment = 24 hours (final seminar paper = 8 hours, final test = 16 hours) Teaching methods: Explanation, work with scientific text, guided discussion, group work, brainstorming, heuristic methods, problem-solving tasks, application of theoretical knowledge in practice, introspective analysis of experiences, critical analysis of experienced teaching approaches	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (40%): 2 seminar papers - topics adapted to the group and their level of knowledge and educational-psychological thinking (2 x 20%) To be allowed to write a final test, students have to achieve min 60% of continuous assessment (=24%). Final assessment (60%): Final seminar paper: "My own learning styles and English language learning strategies" (developing metacognitive awareness) (20%) Final test is focused on acquired theoretical knowledge and its application to English language learning and teaching (40%) In the seminar papers learners present and justify their opinions underpinned by acquired theoretical knowledge, critical analysis of experienced teaching approaches and introspective analysis of	

their impact on the effectiveness of language learning as well as on their behaviour and personal development. In addition, some suggestions for effective interventions are provided.

Grading:

100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX

The final assessment reflects the level of students' knowledge, level of their pedagogical-psychological-linguistic thinking; skills to apply theoretical knowledge to the practice of foreign language teaching, analyse and solve problems; level of their presentation and argumentation skills, as well as their competences to utilize the knowledge for their professional and personal development in accordance with the principles of well-being.

Scale of assessment (preliminary/final): Continuous assessment (40%): 2 seminar papers - topics adapted to the group and their level of knowledge and educational-psychological thinking (2 x 20%) To be allowed to write a final test, students have to achieve min 60% of continuous assessment (=24%). Final assessment (60%): Final seminar paper: "My own learning styles and English language learning strategies" (developing metacognitive awareness) (20%) Final test is focused on acquired theoretical knowledge and its application to English language learning and teaching (40%) In the seminar papers learners present and justify their opinions underpinned by acquired theoretical knowledge, critical analysis of experienced teaching approaches and introspective analysis of their impact on the effectiveness of language learning as well as on their behaviour and personal development. In addition, some suggestions for effective interventions are provided.

### **Learning outcomes:**

Objectives and learning outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills, and competences:

Knowledge:

Students acquire knowledge of the impact of relevant psychological disciplines on the methodology of English language teaching.

They acquire basic knowledge of the psychology of foreign language learning and teaching, and neurodidactics, which is essential for developing professional skills and personal characteristics of English language teachers; they understand its importance for humanistic education, as well as for solving problems reflecting individual differences of learners.

They understand learning mechanisms as well as the determining impact of cognitive and affective components on the effectiveness of language learning.

Skills:

Students can work with professional texts, critically analyse the latest findings and their relevance for English language teaching in Slovakia.

They develop their analytical-critical and pedagogical-psychological-linguistic thinking, which is fundamental for their pedagogical flexibility, creativity, empathy, and other personality characteristics.

They develop skills to apply acquired theoretical knowledge in foreign language teaching practice, analyse the sources of educational problems and suggest appropriate interventions.

They develop English language communicative competence (C1 level) and can fluently communicate about professional issues.

Competences:

Students develop their metacognitive awareness, autonomy, and effective self-study strategies; they are responsible for their professional development.

They develop their presentation and argumentation skills, ability to formulate, justify and defend their opinions and attitudes.

They develop professional and personal characteristics fundamental for humanistic teaching approaches and for solving educational problems reflecting social and ethical responsibility. They can effectively communicate in English, work in team, and cooperate in solving educational problems. They have predispositions to actively participation in professional events in foreign language education.

**Class syllabus:**

Course contents:

Main themes of the course:

1. The Learner-centred approach – synthesising knowledge related to linguodidactics acquired in their previous study, students develop their skills to apply theoretical knowledge in foreign language teaching practice; they deepen their skills and competences fundamental for the humanization of foreign language teaching; they develop their presentation and argumentation skills in English as well as their cooperation and team-work skills.

2. The basis of neurodidactics – brain-compatible foreign language learning – students learn about and understand the impact of neuroscience on the methodology of English language teaching, which is fundamental for the development of their professional skills.

3. Individual and developmental learners' differences in foreign language learning (age, aptitude, intelligence, learning styles, learning strategies, personality, affective components) – students acquire basic knowledge in the psychology of foreign language learning and teaching; they understand the determining impact of cognitive and affective components on the effectiveness of language learning; they develop their analytical-critical and pedagogical-psychological-linguistic thinking, which is fundamental for their pedagogical flexibility, creativity, and empathy; they develop their metacognitive awareness and autonomy; they deepen their skills to work with professional sources, critically analyse information and evaluate its relevance for English language teaching in Slovakia.

4. Psychological aspects of developing linguistic (grammar) competence – based on acquired theoretical knowledge, students understand the psychological mechanisms of foreign language grammar learning, they understand causal relationships and sources of pedagogical problems; they develop their skills to apply theoretical knowledge in pedagogical practice.

Teaching these topics using the methods above significantly contributes to achieving the set goals and learning outcomes listed in the profile of a graduate.

**Recommended literature:**

Compulsory readings:

LOJOVÁ, G. (2004). Teória a prax vyučovania gramatiky cudzích jazykov. Bratislava: Monitor Promotion.

LOJOVÁ, G. (2005, 2011, 2014, 2017). Individuálne osobitosti pri učení sa cudzích jazykov I. Bratislava: Vydavateľstvo UK.

LOJOVÁ, G. and VLČKOVÁ, K. (2011). Styly a#strategie vo výuce cizích jazyku. Praha: Portál.

Williams, M., Mercer, S. and Ryan, S. (2015). Exploring psychology in language learning and teaching. Oxford: OUP.

Recommended readings:

DÖRNYEI, Z. (2005). The Psychology of the Language Learner. Lawrence Erlbaum Associates, Publishers.

DÖRNYEI, Z. (2009). The Psychology of Second Language Acquisition. Oxford: OUP.

LOJOVÁ, G. (2019). Učme cudzí jazyk efektívnejšie: Prístup zameraný na žiaka. Bratislava: Vydavateľstvo UK.

Williams, M. a Burden, R. (1997). Psychology for Language Teachers, Cambridge: CUP.

LOJOVÁ, G. (2021). SúčasnÉ smerovanie v psychológii učenia sa a vyučovania cudzích jazykov. Philologia, 31, no. 1: 7–20.  
The publications are available in Slovak libraries and bookshops.

**Languages necessary to complete the course:**

Languages necessary to complete the course:  
English and Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 25

A	ABS	B	C	D	E	FX
12,0	0,0	4,0	16,0	16,0	32,0	20,0

**Lecturers:** prof. PhDr. Gabriela Lojová, PhD.

**Last change:** 16.10.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex018/22	<b>Course title:</b> Psychological analysis of school educational situations
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for passing the course: 100% of continuous assessment Continuous assessment includes the evaluation of the completion of continuous tasks and assignments, which are carried out in an individual or group form. These are mainly experiential activities and exercises aimed at dealing with school educational situations. Using role-play and cooperative games, the student practises various strategies and techniques for coping with pupils' inappropriate behaviour (max. 30 points). In small groups during class, they develop a proposal for a prevention or intervention program aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them, and are able to apply their knowledge in meaningful ways to create assignments. A grade of B means that the students achieved above average results throughout the semester, were able to study independently, are able to navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school	

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.

A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.

A grade of D means that students were less prepared during the semester, have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.

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

A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.

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

### **Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

The goal is to increase sensitivity to inter-individual differences and group dynamics in the context of dealing with school educational situations and to learn specific strategies and techniques for dealing with these situations.

Students after completing the course:

- understand and orient themselves to the basic background and possible reasons for pupil behaviour at school
- know the different forms of inappropriate behaviour at school
- understand the processes of group dynamics in the school classroom
- know the procedures for dealing with different types of inappropriate behaviour at school
- know the intervention methods used in the prevention and resolution of various educational situations

Upon completion of the course, students will be able to:

- identify inappropriate behaviour of the pupil in the educational environment
- to address the occurrence of various forms of inappropriate pupil behaviour
- sensitively take into account inter-individual differences in group dynamics when dealing with school situations
- design and implement an intervention programme aimed at preventing inappropriate behaviour among pupils
- design and implement an intervention programme to address pupil misbehaviour

Students are competent after completing the course:

- to think analytically and critically when designing prevention and intervention programmes
- communicate adequately in cooperation with the pupil's parents or the pupil himself/herself

### **Class syllabus:**

Brief outline of the course:

1. The basic background of inappropriate behaviour of a child at school and its possible causes.
2. Selected types of inappropriate student behaviour in the educational environment and the possibilities of their identification.
3. The influence of family environment and sibling constellation on children's inappropriate behavior at school.

4. The impact of different types of parenting styles in the family and school environment on child behavior.
5. Dreikurs' theory of mistaken behavioral goals (attention, power, revenge, failure avoidance).
6. Intervention techniques appropriate for addressing particular types of inappropriate behavior.
7. Prevention techniques applicable to the prevention of particular types of inappropriate behaviour. Planning prevention strategies.
8. The dynamics of the school classroom as a social group and its impact on student behavior.
9. Classroom management strategies and techniques.
10. Family and school cooperation. Interview with parents.
11. Practical skills training of students in dealing with educational situations in school.

**Recommended literature:**

Compulsory reading:

BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton. 208 s., ISBN 978-80-7387-432-2

CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6

Recommended reading.

FONTANA, D. (2010). Psychologie ve školní praxi. Praha: Portál. 384 s. ISBN

978-80-262-0741-2

LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVÍČOVÁ, K., SABOVÁ, L., SOKOLOVÁ,

L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN

978-80-223-3655-0

SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede?

Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online) 1338-0982.

ŠRAMOVÁ, B., DEPTOVÁ, T., HAMRANOVÁ, A., POLIAKOVÁ, E.. (2019). Násilie

v intímnych vzťahoch dospievajúcich. Metodika pre prácu v oblasti prevencie. Univerzita Komenského v Bratislave. 189 s. ISBN 978-80-223-4849-2

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

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

**Past grade distribution**

Total number of evaluated students: 88

A	ABS	B	C	D	E	FX
85,23	0,0	10,23	1,14	1,14	0,0	2,27

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

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex018/22	<b>Course title:</b> Psychological analysis of school educational situations
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for passing the course: 100% of continuous assessment Continuous assessment includes the evaluation of the completion of continuous tasks and assignments, which are carried out in an individual or group form. These are mainly experiential activities and exercises aimed at dealing with school educational situations. Using role-play and cooperative games, the student practises various strategies and techniques for coping with pupils' inappropriate behaviour (max. 30 points). In small groups during class, they develop a proposal for a prevention or intervention program aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them, and are able to apply their knowledge in meaningful ways to create assignments. A grade of B means that the students achieved above average results throughout the semester, were able to study independently, are able to navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school	

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.

A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.

A grade of D means that students were less prepared during the semester, have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.

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

A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.

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

### **Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

The goal is to increase sensitivity to inter-individual differences and group dynamics in the context of dealing with school educational situations and to learn specific strategies and techniques for dealing with these situations.

Students after completing the course:

- understand and orient themselves to the basic background and possible reasons for pupil behaviour at school
- know the different forms of inappropriate behaviour at school
- understand the processes of group dynamics in the school classroom
- know the procedures for dealing with different types of inappropriate behaviour at school
- know the intervention methods used in the prevention and resolution of various educational situations

Upon completion of the course, students will be able to:

- identify inappropriate behaviour of the pupil in the educational environment
- to address the occurrence of various forms of inappropriate pupil behaviour
- sensitively take into account inter-individual differences in group dynamics when dealing with school situations
- design and implement an intervention programme aimed at preventing inappropriate behaviour among pupils
- design and implement an intervention programme to address pupil misbehaviour

Students are competent after completing the course:

- to think analytically and critically when designing prevention and intervention programmes
- communicate adequately in cooperation with the pupil's parents or the pupil himself/herself

### **Class syllabus:**

Brief outline of the course:

1. The basic background of inappropriate behaviour of a child at school and its possible causes.
2. Selected types of inappropriate student behaviour in the educational environment and the possibilities of their identification.
3. The influence of family environment and sibling constellation on children's inappropriate behavior at school.

4. The impact of different types of parenting styles in the family and school environment on child behavior.
5. Dreikurs' theory of mistaken behavioral goals (attention, power, revenge, failure avoidance).
6. Intervention techniques appropriate for addressing particular types of inappropriate behavior.
7. Prevention techniques applicable to the prevention of particular types of inappropriate behaviour. Planning prevention strategies.
8. The dynamics of the school classroom as a social group and its impact on student behavior.
9. Classroom management strategies and techniques.
10. Family and school cooperation. Interview with parents.
11. Practical skills training of students in dealing with educational situations in school.

**Recommended literature:**

Compulsory reading:

BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton. 208 s., ISBN 978-80-7387-432-2

CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6

Recommended reading.

FONTANA, D. (2010). Psychologie ve školní praxi. Praha: Portál. 384 s. ISBN

978-80-262-0741-2

LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVÍČOVÁ, K., SABOVÁ, L., SOKOLOVÁ,

L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN

978-80-223-3655-0

SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede?

Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online)

1338-0982.

ŠRAMOVÁ, B., DEPTOVÁ, T., HAMRANOVÁ, A., POLIAKOVÁ, E.. (2019). Násilie

v intímnych vzťahoch dospievajúcich. Metodika pre prácu v oblasti prevencie. Univerzita

Komenského v Bratislave. 189 s. ISBN 978-80-223-4849-2

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

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

**Past grade distribution**

Total number of evaluated students: 88

A	ABS	B	C	D	E	FX
85,23	0,0	10,23	1,14	1,14	0,0	2,27

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

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex001/22	<b>Course title:</b> Relevant problems of citizenship
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Lecture + seminar per semester 5 hours, combined Student workload: 5 hours teaching, 17 hours guided self-study; 40 hours project work, 58 hours exam preparation. Total 120 hours of work. Teaching methods: - Lecture: lecture combined with discussion of the topic covered; various examples are given for each subject area. Critical reflection and awareness of the possibility of applying this knowledge to school or life practice is essential. Emphasis on discussion, critical reflection on relevant materials (monographs, journals, videos, news, etc.), cooperation. Outcome - submission of project and examination in the examination period.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 50% of the interim evaluation + 50% of the final evaluation A group project (2-3 students) analyzing a specific civic issue in contemporary Europe against the backdrop of recent political science, cultural-historical and sociological literature. The project will analyze the nature of the problem, its causes, its impact on Slovakia. One of the assessment criteria will be the students' ability to search relevant literature and work with information. Intermediate assessment: annotation and project - max 50 points. Final assessment: project defense, exam on topics covered in lectures - max 50 points. 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 results), the student reflects correctly and actively both critically and creatively. knowledge, including its meaningful integration into life reality and pedagogical practice. B (93-86%, very good - above average standard), the student reflects appropriately critically on the knowledge, including their meaningful integration into life reality and pedagogical practice.	

<p>C (85-76%, good - normal reliable work), the student performs at a standard level during the semester, the theoretical knowledge is at a good level, but the ability to critically apply this knowledge is lacking.</p> <p>D (75-68%, satisfactory - acceptable performance), the student was less well prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information.</p> <p>E (67-60%, satisfactory - results meet minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze the knowledge, and is only minimally able to apply the knowledge.</p> <p>Fx (59-0%, insufficient - additional work is required).</p> <p>Scale of assessment (preliminary/final): 50/50</p>
<p><b>Learning outcomes:</b></p> <p>Students will develop an independent view of civil society, political, cultural, and economic movements in contemporary Europe. Students will be able to perceive global contexts. They will be able to apply their knowledge to issues of school citizenship education. The course will deepen the theoretical understanding of citizenship from the undergraduate studies so that students will be able to apply theory to contemporary processes in the world and be able to think theoretically about citizenship independently, with an emphasis on theoretical reflection on the present.</p> <p>The chosen learning methods will contribute to the further development of competences (cognitive area: critical thinking, thinking in context, argumentation; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).</p> <p>Course objectives: The student will be able to orientate himself/herself in the current issues of citizenship, global contexts, the influence of media and media education in citizenship education. The student will be able to work effectively as a member of a team. The student can work with information and communication technologies, to think critically and in context. The course contributes to the progressive development of important professional competences of future teachers in accordance with the profile of the graduate.</p>
<p><b>Class syllabus:</b></p> <ol style="list-style-type: none"> <li>1. Civil society, the state, and the school. Historical forms of citizenship.</li> <li>2. Opportunities for guidance towards active citizenship in and out of the school environment.</li> <li>3. Europe and citizenship, globalization.</li> <li>4. Current socio-political situation at home and abroad.</li> </ol>
<p><b>Recommended literature:</b></p> <p>BECK, U. 2011. Riziková spoločnosť. Na ceste k jinej modernej. Praha : SLON. ISBN 978-80-7419-047-6</p> <p>MALÍK, B. 2012. Politická antropológia. Futurológia bez budúcnosti. Bratislava : Iris. ISBN 978-80-81530-02-9</p> <p>SAKTOROVÁ, Ľ. 2021. Globálna občianska spoločnosť v kontexte medzinárodných vzťahov a medzinárodného práva. Praha : Leges. ISBN 9788075024725.</p> <p>SOPÓCI, J. 2000. Sociálne inštitúcie a sociálna zmena. Bratislava : Univerzita Komenského. ISBN 80-223-1453-0</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak and Czech language</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 7						
A	ABS	B	C	D	E	FX
85,71	0,0	14,29	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PhDr. Erich Mistrík, CSc.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex001/22	<b>Course title:</b> Relevant problems of citizenship
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Lecture + seminar per semester 5 hours, combined Student workload: 5 hours teaching, 17 hours guided self-study; 40 hours project work, 58 hours exam preparation. Total 120 hours of work. Teaching methods: - Lecture: lecture combined with discussion of the topic covered; various examples are given for each subject area. Critical reflection and awareness of the possibility of applying this knowledge to school or life practice is essential. Emphasis on discussion, critical reflection on relevant materials (monographs, journals, videos, news, etc.), cooperation. Outcome - submission of project and examination in the examination period.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 50% of the interim evaluation + 50% of the final evaluation A group project (2-3 students) analyzing a specific civic issue in contemporary Europe against the backdrop of recent political science, cultural-historical and sociological literature. The project will analyze the nature of the problem, its causes, its impact on Slovakia. One of the assessment criteria will be the students' ability to search relevant literature and work with information. Intermediate assessment: annotation and project - max 50 points. Final assessment: project defense, exam on topics covered in lectures - max 50 points. 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 results), the student reflects correctly and actively both critically and creatively. knowledge, including its meaningful integration into life reality and pedagogical practice. B (93-86%, very good - above average standard), the student reflects appropriately critically on the knowledge, including their meaningful integration into life reality and pedagogical practice.	

<p>C (85-76%, good - normal reliable work), the student performs at a standard level during the semester, the theoretical knowledge is at a good level, but the ability to critically apply this knowledge is lacking.</p> <p>D (75-68%, satisfactory - acceptable performance), the student was less well prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information.</p> <p>E (67-60%, satisfactory - results meet minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze the knowledge, and is only minimally able to apply the knowledge.</p> <p>Fx (59-0%, insufficient - additional work is required).</p> <p>Scale of assessment (preliminary/final): 50/50</p>
<p><b>Learning outcomes:</b></p> <p>Students will develop an independent view of civil society, political, cultural, and economic movements in contemporary Europe. Students will be able to perceive global contexts. They will be able to apply their knowledge to issues of school citizenship education. The course will deepen the theoretical understanding of citizenship from the undergraduate studies so that students will be able to apply theory to contemporary processes in the world and be able to think theoretically about citizenship independently, with an emphasis on theoretical reflection on the present.</p> <p>The chosen learning methods will contribute to the further development of competences (cognitive area: critical thinking, thinking in context, argumentation; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).</p> <p>Course objectives: The student will be able to orientate himself/herself in the current issues of citizenship, global contexts, the influence of media and media education in citizenship education. The student will be able to work effectively as a member of a team. The student can work with information and communication technologies, to think critically and in context. The course contributes to the progressive development of important professional competences of future teachers in accordance with the profile of the graduate.</p>
<p><b>Class syllabus:</b></p> <ol style="list-style-type: none"> <li>1. Civil society, the state, and the school. Historical forms of citizenship.</li> <li>2. Opportunities for guidance towards active citizenship in and out of the school environment.</li> <li>3. Europe and citizenship, globalization.</li> <li>4. Current socio-political situation at home and abroad.</li> </ol>
<p><b>Recommended literature:</b></p> <p>BECK, U. 2011. Riziková spoločnosť. Na ceste k jinej modernej. Praha : SLON. ISBN 978-80-7419-047-6</p> <p>MALÍK, B. 2012. Politická antropológia. Futurológia bez budúcnosti. Bratislava : Iris. ISBN 978-80-81530-02-9</p> <p>SAKTOROVÁ, Ľ. 2021. Globálna občianska spoločnosť v kontexte medzinárodných vzťahov a medzinárodného práva. Praha : Leges. ISBN 9788075024725.</p> <p>SOPÓCI, J. 2000. Sociálne inštitúcie a sociálna zmena. Bratislava : Univerzita Komenského. ISBN 80-223-1453-0</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak and Czech language</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 7						
A	ABS	B	C	D	E	FX
85,71	0,0	14,29	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PhDr. Erich Mistrík, CSc.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex016/22	<b>Course title:</b> Religious studies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with a 100% interim assessment, which includes: a presentation of the selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment). For successful completion of the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results; students performed excellently during the semester, actively participated in the teaching and showed interest in the subject, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a high level), B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a very good level), C (80-73%, good - normal reliable work; students performed standardly well during the semester, were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of religious studies is at a good level), D (72-66%, satisfactory - acceptable results; students have limited ability to work independently with the literature and are able to process and present the acquired knowledge with problems; they have slight deficiencies in theoretical knowledge of religious studies), E (65-60%, sufficient - the results meet the minimum criteria; students have significant problems in working independently with the literature as well as in processing and presenting the acquired knowledge, they have significant deficiencies in theoretical knowledge of religious studies), Fx (59-0%, insufficient - extra work required). Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning outcomes and transferable competences:	

Learning objectives and outcomes:

The course will provide students with background information and orientation in the history and present of religions and sufficient background to understand religion as a significant spiritual component of the life of society. By completing the course, students will gain the ability to analyze religion in its interconnectedness as a personal, historical, cultural, ethical, social, and transcendent phenomenon. It will orient them to the world's major religious systems as well as new religious movements. They will be able to use the acquired knowledge effectively in the pedagogical process as part of civics, with emphasis on education for religious and, in general, attitudinal tolerance. By completing the course, students will develop transferable competencies such as communication skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.

Learning objectives:

To provide students with the basic information needed to understand religion as a phenomenon that plays a significant role in the life of the individual as well as in society and to familiarize them primarily with the world's dominant religious systems, which are the largest both in terms of number of adherents and geographic representation.

### **Class syllabus:**

Brief outline of the course:

1. Religious studies as a discipline and its key concepts.
2. Hypotheses about the origins of religion; the religious scene of today.
3. Primitive religions: manism and totemism.
4. Ancient religions: Egyptian, Canaanite, Greek, Roman, Celtic and Slavic.
5. Ethnic religions: Taoism, Confucianism and Shintoism.
6. Judaism: doctrine and practice.
7. Christianity: doctrine and practice.
8. Islam: teaching and practice.
9. Hinduism: doctrine and practice.
10. Buddhism: teaching and practice.

### **Recommended literature:**

Compulsory reading:

ZAVIŠ, M. (2008). Repetitóriium z religionistiky 1. Bratislava: Univerzita Komenského, 96 s., ISBN 978-80-223-2554-7

Recommended reading:

ELIADE, M. (1995). Dejiny náboženských predstáv a ideí I. Bratislava: Agora, 398 s., ISBN 80-967210-1-1

ELIADE, M. (1997). Dejiny náboženských predstáv a ideí II. Bratislava: Agora, 424 s., ISBN 80-967210-2-X

ELIADE, M. (199+75). Dejiny náboženských predstáv a ideí I-III. Bratislava: Agora, 294 s., ISBN 80-967210-3-8

GLASSENAPP, H.(2009). Päť svetových náboženstiev. Bratislava: Talentum, 488 s., ISBN 9788088979609

HORYNA, B. (1994). Úvod do religionistiky. Praha: Oikoymenh., 134 s., ISBN 80-85241-64-1

KEENE, M. (2003). Svetové náboženstvá, Bratislava: Ikar, 192 s., ISBN 80-711-8480-2

KOMOROVSKÝ, J. (2000). Religionistika. Veda o náboženstvách sveta a jej pomocné disciplíny. Bratislava: Univerzita Komenského, 154 s. 80-223-0823-4.

KÜNG, H. (2007). Po stopách svetových náboženstiev. Brno: CDK. 179 s. ISBN 80-7325-059-4

ZAVIŠ, M. (2005). New Age – pragmatický synkretizmus dneška/New Age – Pragmatic Syncretism of Today. In: New Age. Bratislava: Ústav pre vzťahy štátu a cirkví, 2005. S. 662-673. ISBN 80-89096-19-0

ZAVIŠ, M. (2013). Paradigma osobnosti kresťanského učiteľa v minulosti a dnes. Bratislava: Univerzita Komenského v Bratislave, 139 s., ISBN 978-80-223-3218-7

**Languages necessary to complete the course:**

Language required for the course: slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 5

A	ABS	B	C	D	E	FX
60,0	0,0	40,0	0,0	0,0	0,0	0,0

**Lecturers:** prof. PaedDr. ThDr. Monika Zaviš, PhD., Mgr. Michal Bizoň, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex016/22	<b>Course title:</b> Religious studies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with a 100% interim assessment, which includes: a presentation of the selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment). For successful completion of the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results; students performed excellently during the semester, actively participated in the teaching and showed interest in the subject, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a high level), B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a very good level), C (80-73%, good - normal reliable work; students performed standardly well during the semester, were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of religious studies is at a good level), D (72-66%, satisfactory - acceptable results; students have limited ability to work independently with the literature and are able to process and present the acquired knowledge with problems; they have slight deficiencies in theoretical knowledge of religious studies), E (65-60%, sufficient - the results meet the minimum criteria; students have significant problems in working independently with the literature as well as in processing and presenting the acquired knowledge, they have significant deficiencies in theoretical knowledge of religious studies), Fx (59-0%, insufficient - extra work required). Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning outcomes and transferable competences:	

Learning objectives and outcomes:

The course will provide students with background information and orientation in the history and present of religions and sufficient background to understand religion as a significant spiritual component of the life of society. By completing the course, students will gain the ability to analyze religion in its interconnectedness as a personal, historical, cultural, ethical, social, and transcendent phenomenon. It will orient them to the world's major religious systems as well as new religious movements. They will be able to use the acquired knowledge effectively in the pedagogical process as part of civics, with emphasis on education for religious and, in general, attitudinal tolerance. By completing the course, students will develop transferable competencies such as communication skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.

Learning objectives:

To provide students with the basic information needed to understand religion as a phenomenon that plays a significant role in the life of the individual as well as in society and to familiarize them primarily with the world's dominant religious systems, which are the largest both in terms of number of adherents and geographic representation.

### **Class syllabus:**

Brief outline of the course:

1. Religious studies as a discipline and its key concepts.
2. Hypotheses about the origins of religion; the religious scene of today.
3. Primitive religions: manism and totemism.
4. Ancient religions: Egyptian, Canaanite, Greek, Roman, Celtic and Slavic.
5. Ethnic religions: Taoism, Confucianism and Shintoism.
6. Judaism: doctrine and practice.
7. Christianity: doctrine and practice.
8. Islam: teaching and practice.
9. Hinduism: doctrine and practice.
10. Buddhism: teaching and practice.

### **Recommended literature:**

Compulsory reading:

ZAVIŠ, M. (2008). Repetitóriium z religionistiky 1. Bratislava: Univerzita Komenského, 96 s., ISBN 978-80-223-2554-7

Recommended reading:

ELIADE, M. (1995). Dejiny náboženských predstáv a ideí I. Bratislava: Agora, 398 s., ISBN 80-967210-1-1

ELIADE, M. (1997). Dejiny náboženských predstáv a ideí II. Bratislava: Agora, 424 s., ISBN 80-967210-2-X

ELIADE, M. (199+75). Dejiny náboženských predstáv a ideí I-III. Bratislava: Agora, 294 s., ISBN 80-967210-3-8

GLASSENAPP, H.(2009). Päť svetových náboženstiev. Bratislava: Talentum, 488 s., ISBN 9788088979609

HORYNA, B. (1994). Úvod do religionistiky. Praha: Oikoymenh., 134 s., ISBN 80-85241-64-1

KEENE, M. (2003). Svetové náboženstvá, Bratislava: Ikar, 192 s., ISBN 80-711-8480-2

KOMOROVSKÝ, J. (2000). Religionistika. Veda o náboženstvách sveta a jej pomocné disciplíny. Bratislava: Univerzita Komenského, 154 s. 80-223-0823-4.

KÜNG, H. (2007). Po stopách svetových náboženstiev. Brno: CDK. 179 s. ISBN 80-7325-059-4

ZAVIŠ, M. (2005). New Age – pragmatický synkretizmus dneška/New Age – Pragmatic Syncretism of Today. In: New Age. Bratislava: Ústav pre vzťahy štátu a cirkví, 2005. S. 662-673. ISBN 80-89096-19-0

ZAVIŠ, M. (2013). Paradigma osobnosti kresťanského učiteľa v minulosti a dnes. Bratislava: Univerzita Komenského v Bratislave, 139 s., ISBN 978-80-223-3218-7

**Languages necessary to complete the course:**

Language required for the course: slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 5

A	ABS	B	C	D	E	FX
60,0	0,0	40,0	0,0	0,0	0,0	0,0

**Lecturers:** prof. PaedDr. ThDr. Monika Zaviš, PhD., Mgr. Michal Bizoň, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KEOV/M-VOBex021/22		<b>Course title:</b> Reorientation of education and training to sustainable development				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> per week: per level/semester: 5s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3., 5.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. ThDr. Monika Zaviš, PhD.						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KEOV/M-VOBex021/22		<b>Course title:</b> Reorientation of education and training to sustainable development				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> per week: per level/semester: 5s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4., 6.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. ThDr. Monika Zaviš, PhD.						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex019/22	<b>Course title:</b> Research and project work in citizenship education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, 5 hours per semester, combined method Student workload: 5 hours of teaching, 17 hours of guided self-study, 15 hours of preparation of intermediate assignments, 14 hours of preparation for seminar, total 50 hours Teaching methods: Lecturing, work with technical text, practical demonstrations of working with software	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with an assessment, 100% of the interim assessment, which includes approximately 4 assignments (40%), the development of a project proposal according to the given criteria (40%) and its presentation (20%). Students will use the e-learning environment moodle for their studies. To pass the course, a minimum of 60% marks is required. Grades are awarded on a scale of A (excellent - outstanding results), B (very good - above average standard), C (good - normal reliable work), D (satisfactory - acceptable results), E (adequate - results meet minimum criteria) and Fx (inadequate - extra work required). Grading (ECTS): A: 100-91%, B 90-81%, C 80-73%, D 72-66%, E 65-60%, FX 59-0%. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students will gain the basic skills and knowledge to put together their own research plan and project. They will practice the basic possibilities of quantitative and qualitative data processing using software (SPSS, Statistica, Atlas-ti,...). They will acquire the basic skills of preparing a research report and presenting research results in the field of citizenship education.	
<b>Class syllabus:</b> Scientific research and analysis. Measurement in educational research. Quantitative and qualitative approach - possibilities of linking in research. Technology, information technology and research, possibilities of data processing. Data processing software in quantitative and qualitative research. Research project, its phases. Preparation of a research report, presentation of research results.	
<b>Recommended literature:</b>	

GAVORA, P. a kol. Elektronická učebnica pedagogického výskumu. [online]. Bratislava : Univerzita Komenského, 2010. Dostupné na: <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4.

HENDL, J.: Kvalitativní výzkum. Praha : Portál, 2005. ISBN 978-80-7367-485-4.

HENDL, J.: Přehled statistických metod zpracování dat. Praha : Portál, 2006. 696 s. ISBN 978-80-7367-482-3.

CHRÁSKA, M.: Metody pedagogického výzkumu. Praha : Grada, 2007. 265 s. ISBN 80-2471-369-4.

PUNCH, K. F.: Úspěšný návrh výzkumu. Praha : Portál, 2008. 232 s.

ISBN 978-80-7367-468-7

**Languages necessary to complete the course:**

Slovak and Czech 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:** Mgr. Katarína Minarovičová, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex019/22	<b>Course title:</b> Research and project work in citizenship education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, 5 hours per semester, combined method Student workload: 5 hours of teaching, 17 hours of guided self-study, 15 hours of preparation of intermediate assignments, 14 hours of preparation for seminar, total 50 hours Teaching methods: Lecturing, work with technical text, practical demonstrations of working with software	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with an assessment, 100% of the interim assessment, which includes approximately 4 assignments (40%), the development of a project proposal according to the given criteria (40%) and its presentation (20%). Students will use the e-learning environment moodle for their studies. To pass the course, a minimum of 60% marks is required. Grades are awarded on a scale of A (excellent - outstanding results), B (very good - above average standard), C (good - normal reliable work), D (satisfactory - acceptable results), E (adequate - results meet minimum criteria) and Fx (inadequate - extra work required). Grading (ECTS): A: 100-91%, B 90-81%, C 80-73%, D 72-66%, E 65-60%, FX 59-0%. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students will gain the basic skills and knowledge to put together their own research plan and project. They will practice the basic possibilities of quantitative and qualitative data processing using software (SPSS, Statistica, Atlas-ti,...). They will acquire the basic skills of preparing a research report and presenting research results in the field of citizenship education.	
<b>Class syllabus:</b> Scientific research and analysis. Measurement in educational research. Quantitative and qualitative approach - possibilities of linking in research. Technology, information technology and research, possibilities of data processing. Data processing software in quantitative and qualitative research. Research project, its phases. Preparation of a research report, presentation of research results.	
<b>Recommended literature:</b>	

GAVORA, P. a kol. Elektronická učebnica pedagogického výskumu. [online]. Bratislava : Univerzita Komenského, 2010. Dostupné na: <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4.

HENDL, J.: Kvalitativní výzkum. Praha : Portál, 2005. ISBN 978-80-7367-485-4.

HENDL, J.: Přehled statistických metod zpracování dat. Praha : Portál, 2006. 696 s. ISBN 978-80-7367-482-3.

CHRÁSKA, M.: Metody pedagogického výzkumu. Praha : Grada, 2007. 265 s. ISBN 80-2471-369-4.

PUNCH, K. F.: Úspěšný návrh výzkumu. Praha : Portál, 2008. 232 s. ISBN 978-80-7367-468-7

**Languages necessary to complete the course:**

Slovak and Czech 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:** Mgr. Katarína Minarovičová, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex011/22	<b>Course title:</b> Semantics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: in-person, distance learning Scope (number of hours): 5 per semester Student workload: 50 hours in total Direct teaching = 5 h, home preparation (revision + homework) = 15 h, preparing for in-semester assignments = 8 h, theoretical-application test during the semester = 7 h, theoretical-application test at the end of the semester = 15 h Teaching methods: Monological methods (explanation), dialogical methods and practical methods (guided exercises and open communication situations), problem-based methods (creating mind maps on given topics), guided self-study (working with the text to identify and explain semantic problems)	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements Continuous assessment (100 percent): 10 home assignments in the form of exercises and short open-ended essay assignments. Each assignment is worth 2 percent. (20%) Theoretical-application test during the semester (20%) Theoretical-application test at the end of the semester (60%) Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX Grade A (excellent performance): The student can independently respond to questions and complete assignments. The student is familiar with semantic theories and independently develops practical exercises. The student can independently identify and compare semantic categories in a text. Grade B (very good): The student can respond to questions and complete assignments with minimal assistance. The student is familiar with semantic theories and completes practical exercises with	

minimal assistance from the instructor or team. The student is able to identify and compare semantic categories in a text with minimal assistance.

Grade C (good): The student can respond to questions and develop assignments with assistance. The student is familiar with semantic theories and does practical exercises with the help of the teacher or the team. The student can identify and compare semantic categories in a text with help.

Grade D (satisfactory): The student can respond to questions and develop assignments with intensive help. The student is partially familiar with semantic theories and develops practical exercises with intensive help from the teacher or team... The student can identify and compare semantic categories in a text with intensive help.

Grade E (sufficient): The student can respond to questions and develop assignments with support and intensive help. The student is partially familiar with semantic theories but makes more serious errors. The student is able to identify and compare semantic categories in a text with support and intensive help from the teacher or the team.

Scale of assessment (preliminary/final): Continuous assessment (100 percent): 10 home assignments in the form of exercises and short open-ended essay assignments. Each assignment is worth 2 percent. (20%) Theoretical-application test during the semester (20%) Theoretical-application test at the end of the semester (60%)

### **Learning outcomes:**

Objectives and learning outcomes:

From the learning objectives declared in the graduate's profile, this course aims to acquire the following knowledge, skills, and competences:

Knowledge:

The student masters the basic content of semantics and related disciplines and the fundamentals of semantic analysis; the student deepens his/her knowledge of the vocabulary of the English language, understands the importance of polysemy, and masters the fundamentals of lexical semantics, prototypical semantics, and understands the relationships between semantics and other linguistic disciplines (especially lexicology, morphology, and syntax). The student knows the semantic relations between lexemes and can apply them in communication. The student is familiar with the semantic literature and understands the trends in the development of the contemporary English language. The student knows the differences and similarities in the meanings and functions of language structures of the native (Slovak) and target (English) languages and understands the different interpretations of extralinguistic reality.

Skills:

The student can identify semantic relationships in a text. The student will be able to practically use neutral and stylistically marked vocabulary. The student can identify and correctly point out functional and semantic differences between English and Slovak, can work with interlingual relations and interpret different extralinguistic realities, can semantically analyse authentic English texts. The student is able to apply an extensive vocabulary at C1 level and has developed the skills to communicate fluently in English on semantic topics, knows how to use information and communication technologies and can look up the meanings of vocabulary in dictionaries and databases.

Competences:

The student has adequately developed analytical-critical thinking, can critically evaluate similarities and differences in the meanings of words, phrases and sentences, which allows him/her to use the acquired knowledge for his/her personal, professional and social development, is able to argue adequately, present semantic theories, can communicate effectively, cooperate and solve problems in a team, knows how to use Internet resources, can actively search for information in corpora, knows the principles and possibilities of the application of digital technologies.

**Class syllabus:**

Course contents:

Main themes of the course:

Typology of meaning, lexical semantics, semasiology and onomasiology, prototype theory, semantic word formation, semantics of figurative language, analysis of semantic fields, word linking, sentence semantics, pragmatics, speech act theory

The above knowledge will contribute to the overall readiness of the graduate for the teaching profession. The student is familiar with the basic content and methodology of semantics and related linguistic disciplines, he / she is familiar with the broader cultural and social contexts. The student is able to work with professional texts, is familiar with the semantic literature, can observe, and critically analyse various semantic topics and problems. The student is able to implement these problems in his/her pedagogical activities, especially with regard to lexical semantics and areas where semantics meets other linguistic or linguodidactic areas of inquiry. The student has developed the skills to communicate fluently in English in a variety of specific situations at C1 level. The student can communicate effectively on semantic problems and has adequately developed presentation and argumentation skills.

**Recommended literature:**

Compulsory readings

HURFORD, J. R. and HEASLEY, B. (1995). Semantics: A Coursebook. Cambridge University Press.

Recommended readings

CRUSE, D. A. (1986). Lexical Semantics. Cambridge University Press.

HATCH, E. and BROWN, C. (1995). Vocabulary, Semantics and Language Education. Cambridge University Press.

LYONS, J. (1995). Linguistic Semantics. An Introduction. Cambridge University Press.

The resources are available in the Slovak bookshops and libraries.

**Languages necessary to complete the course:**

Language necessary to complete the course: English, Slovak

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

Total number of evaluated students: 3

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

**Lecturers:**

**Last change:** 16.10.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex009/22	<b>Course title:</b> Social philosophy
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, 5 hours per semester, combined method Student workload: 5 hours teaching, 18 hours to prepare for the test, 20 hours of work on assignments, 17 hours of self-study. Total 60 hours. Teaching methods: Heuristic method and discussion on the covered topics.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weighting of continuous/final evaluation: 100/0 The continuous evaluation includes the completion of two assignments (40% of the grade) and a test (60% of the grade). A minimum of 60% of the total score is required to pass the course. Grading scale: A 100-91%, well done - excellent results. In the 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 assignments, corresponds to an A grade. Note: The score or percentage on the assignments reflects the degree to which the student's performance on the assignment is consistent with the established criteria stated for each of the assignments. The didactic test contains tasks of varying cognitive difficulty, so that it stratifies students not only according to the extent of knowledge they have acquired. Both the test and the intermediate tasks are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In the 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 assignments, corresponds to a B grade. C 80-73%, good - normal reliable work. In the test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the scores (percentages) of the assignments, corresponds to a grade of C.	

D 72-66%, satisfactory - acceptable performance. In the test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the scores (percentages) of the assignments, corresponds to a grade D.

E 65-60%, sufficient. In the test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the scores (percentages) of the assignments, corresponds to an E.

Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.

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

### **Learning outcomes:**

The aim of the course is to introduce social philosophy and its possible use in the preparation of students of civics. The students need to know the society and factors that positively or negatively influence its overall habitus and functionality and are responsible for its integrity, change or development. This knowledge is important in their professional training and future professional and personal life. Emphasis will be placed on the specifics of the philosophical approach to the study of social reality and on answering the question of what is the added value of philosophical reflection to its deeper understanding. In the course, students will be encouraged to reflect on the theoretical and methodological underpinnings of established social-philosophical concepts of different provenance and to consider their argumentative underpinnings. The purpose of such work with students is to purposefully cultivate and develop their analytical, interpretive and argumentative skills. The students will learn about the factors that guarantee social order as well as the factors that are disruptive to society. The students will also learn about the basic social values on which a democratic society is built, their interdependence and the pitfalls in promoting them. The students will acquire an argumentative basis for defending democracy in confrontation with the views that are put forward as its alternatives. The students will also learn about the factors that must be taken into account in theoretical reflection on social reality. They will be guided to be able to apply the theoretical knowledge to civic everyday life. The course will be delivered in such a way that it will also contribute to the development of the professional-subject competence of the students - future teachers of civics. It will help to develop their professional competences, as it also contributes to the understanding of the importance of the socio-cultural environment for the development of the pupil's or student's personality.

The aim of the given assignments is for the student to be able to search for relevant sources of information, to take qualified opinions on them, to work creatively with them and to take evaluative attitudes towards them.

### **Class syllabus:**

In the course of social philosophy the specifics of the philosophical approach to the study of society and social phenomena will be discussed. Social philosophy will also be placed in the systematics of other social sciences. Its key concepts will be presented. The issues will be articulated through the prism of three key philosophical disciplines - ontology, axiology and gnoseology. Within the first thematic field, those factors that guarantee social order and create the insurance against social dysfunctions and the overall anomy of society will be analyzed in particular. Within the second, the underlying theme will be the social ideals and values that orient human social and political activities throughout human history. Of these, we will focus in particular on philosophical views of freedom, social equality and social justice. The content of the third of the announced topics will be the presentation of possible ways and methods of conceptualizing social reality and the specifics that must be taken into account when conceptualizing it. The possibilities of operationalizing the knowledge and methods administered by social philosophy to the civic everyday will also be evaluated.

### **Recommended literature:**

<p>MALÍK, B. 2021. Sociálna filozofia. Bratislava: Iris. ISBN 978-80-8200-089-7.  Recommended readings:  NOVOSÁD, F. – SMREKOVÁ, D. (ed.) 2013. Dejiny sociálneho a politického myslenia.  Bratislava: Kaligram. ISBN 978-80-8101-679-0</p>						
<p><b>Languages necessary to complete the course:</b>  Slovak or Czech language</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 5</p>						
A	ABS	B	C	D	E	FX
60,0	0,0	40,0	0,0	0,0	0,0	0,0
<p><b>Lecturers:</b> doc. PhDr. Branislav Malík, CSc.</p>						
<p><b>Last change:</b> 11.09.2023</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex009/22	<b>Course title:</b> Social philosophy
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, 5 hours per semester, combined method Student workload: 5 hours teaching, 18 hours to prepare for the test, 20 hours of work on assignments, 17 hours of self-study. Total 60 hours. Teaching methods: Heuristic method and discussion on the covered topics.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weighting of continuous/final evaluation: 100/0 The continuous evaluation includes the completion of two assignments (40% of the grade) and a test (60% of the grade). A minimum of 60% of the total score is required to pass the course. Grading scale: A 100-91%, well done - excellent results. In the 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 assignments, corresponds to an A grade. Note: The score or percentage on the assignments reflects the degree to which the student's performance on the assignment is consistent with the established criteria stated for each of the assignments. The didactic test contains tasks of varying cognitive difficulty, so that it stratifies students not only according to the extent of knowledge they have acquired. Both the test and the intermediate tasks are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In the 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 assignments, corresponds to a B grade. C 80-73%, good - normal reliable work. In the test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the scores (percentages) of the assignments, corresponds to a grade of C.	

D 72-66%, satisfactory - acceptable performance. In the test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the scores (percentages) of the assignments, corresponds to a grade D.

E 65-60%, sufficient. In the test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the scores (percentages) of the assignments, corresponds to an E.

Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.

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

### **Learning outcomes:**

The aim of the course is to introduce social philosophy and its possible use in the preparation of students of civics. The students need to know the society and factors that positively or negatively influence its overall habitus and functionality and are responsible for its integrity, change or development. This knowledge is important in their professional training and future professional and personal life. Emphasis will be placed on the specifics of the philosophical approach to the study of social reality and on answering the question of what is the added value of philosophical reflection to its deeper understanding. In the course, students will be encouraged to reflect on the theoretical and methodological underpinnings of established social-philosophical concepts of different provenance and to consider their argumentative underpinnings. The purpose of such work with students is to purposefully cultivate and develop their analytical, interpretive and argumentative skills. The students will learn about the factors that guarantee social order as well as the factors that are disruptive to society. The students will also learn about the basic social values on which a democratic society is built, their interdependence and the pitfalls in promoting them. The students will acquire an argumentative basis for defending democracy in confrontation with the views that are put forward as its alternatives. The students will also learn about the factors that must be taken into account in theoretical reflection on social reality. They will be guided to be able to apply the theoretical knowledge to civic everyday life. The course will be delivered in such a way that it will also contribute to the development of the professional-subject competence of the students - future teachers of civics. It will help to develop their professional competences, as it also contributes to the understanding of the importance of the socio-cultural environment for the development of the pupil's or student's personality.

The aim of the given assignments is for the student to be able to search for relevant sources of information, to take qualified opinions on them, to work creatively with them and to take evaluative attitudes towards them.

### **Class syllabus:**

In the course of social philosophy the specifics of the philosophical approach to the study of society and social phenomena will be discussed. Social philosophy will also be placed in the systematics of other social sciences. Its key concepts will be presented. The issues will be articulated through the prism of three key philosophical disciplines - ontology, axiology and gnoseology. Within the first thematic field, those factors that guarantee social order and create the insurance against social dysfunctions and the overall anomy of society will be analyzed in particular. Within the second, the underlying theme will be the social ideals and values that orient human social and political activities throughout human history. Of these, we will focus in particular on philosophical views of freedom, social equality and social justice. The content of the third of the announced topics will be the presentation of possible ways and methods of conceptualizing social reality and the specifics that must be taken into account when conceptualizing it. The possibilities of operationalizing the knowledge and methods administered by social philosophy to the civic everyday will also be evaluated.

### **Recommended literature:**

MALÍK, B. 2021. Sociálna filozofia. Bratislava: Iris. ISBN 978-80-8200-089-7.  
Recommended readings:  
NOVOSÁD, F. – SMREKOVÁ, D. (ed.) 2013. Dejiny sociálneho a politického myslenia.  
Bratislava: Kaligram. ISBN 978-80-8101-679-0

**Languages necessary to complete the course:**

Slovak or Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 5

A	ABS	B	C	D	E	FX
60,0	0,0	40,0	0,0	0,0	0,0	0,0

**Lecturers:** doc. PhDr. Branislav Malík, CSc.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex018/22	<b>Course title:</b> Society and religions
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, per semester 5 hours combined method Student workload: Teaching = 5 hours; 10 hours preparation for presentation; 28 hours preparation for final colloquium, 17 hours guided self-study. Total 60 hours of student work. Teaching methods: During the common lessons, these are mainly monological methods of lecturing, interpretation and explanation, which are appropriately supplemented by dialogical methods such as interview, discussion, polemic; occasionally we apply situational methods of case study. In the framework of individual self-study, it is mainly about working with a professional text, reading comprehension, subsequent creative formulation of the key content of that text, elaboration of a presentation with a didactically relevant text-image basis in PowerPoint accompanied by verbal explication of the issue from memory.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with a 100% interim assessment, which includes: a presentation of a selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment). For successful completion of the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade is required. The grade is awarded on a scale: A (100-91%, excellent - excellent results; students have performed excellently during the semester, they have actively participated in the teaching and shown interest in the subject, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of the subject is at a high level), B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of the subject is at a very good level),	

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

**Learning outcomes:**

This course will provide students with background information and orientation to the history and present of religions in the diversity of their organizational, especially institutionalized, forms in the context of a changing society. They will be able to use the acquired knowledge effectively in the teaching process as part of civics, with the addition of self-study to understand different religious aspirations by attending lectures, self-study of required and recommended readings, and preparation of presentations or verbal articulation of their findings in a colloquium, they will be mentally and knowledgeably prepared to behave in today's multicultural and multireligious society as responsible citizens who are able to think critically and to accept the otherness of religious beliefs with respect for the other, without falling into populist forms of xenophobia or religiophobia. By taking the course, students develop transferable competencies such as communication skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and learning skills, and thinking in context.

**Learning Objectives:**

To provide students with the basic information necessary to understand religion as a social phenomenon of the past and present, which is one of the important determinants of the quality of life of the individual and of society as a whole. The student should have an overview of the typology of religions, organizational forms and legislative anchorage of the status of registered churches and religious societies in the Slovak Republic.

**Class syllabus:**

1. Definition of the concepts of religion, spirituality and religiosity.
2. Religion as a determinant of the quality of life of the individual and society.
3. Typology of religions.
4. Organizational forms of living religions today.
5. Historical roots of the status of religion in the context of a changing society.
6. Selected ethnic religions.
7. Anchoring of religious freedom and the status of religious institutions in the legislation of the Slovak Republic.
8. Registered churches and religious societies in the Slovak Republic

**Recommended literature:**

Compulsory readings:

Hejna, D.: Náboženství a společnost. Praha: Grada Publishing, a.s., 2010.

Recommended readings:

Čeplíková, M.: Štát, cirkvi a právo na Slovensku - História a súčasnosť. Košice: UPJŠ, 2005.

Juran, J. a kol.: Právna úprava postavenia cirkví a ich registrácie v SR. In: Európa a nové náboženské hnutia. Bratislava: ÚVŠC, 2003.

Lužný, D.: Náboženství a moderní společnost. Brno: Masarykova univerzita, 1999.

Lysý, J. a kol.: Globálne rozvojové vzdelávanie. Bratislava: Album, 2007.  
 Mistřík, E. a kol.: Občan a občianstvo. Veľký Biel: Pope Print, 2001.  
 Moravčíková, M. - Cipár, M.: Cisárovo - Cisárovi. Bratislava: ÚVŠC, 2003.  
 Registrované cirkvi a náboženské spoločnosti v SR. Dostupné na:  
<https://www.culture.gov.sk/posobnost-ministerstva/cirkvi-a-nabozenske-spolocnosti/registracia-cirvii/registrovane-cirkvi-a-nabozenske-spolocnosti/>  
 Robbers, G. (ed.): Stát a cirkvev v zemích EU. Praha: Academia, 2002.  
 Zaviš, M.: Výchova a vzdelávanie v učení a praxi Bahájskeho spoločenstva. In: Alternatívna religiozita a vzdelávanie. Trnava: Pedagogická fakulta, 2020. S. 76-101.  
 Zaviš, M.: Slovak Muslims and their perception of social environment in Slovakia. In: Čas nám daný: zborník vedeckých štúdií pre prof. Pavla Procházku k jeho 70. narodeninám. Banská Bystrica: Katedra teológie a katechetiky, 2021. S. 311-324.

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 3

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

**Lecturers:** prof. PaedDr. ThDr. Monika Zaviš, PhD., Mgr. Michal Bizoň, PhD.

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBex018/22	<b>Course title:</b> Society and religions
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Seminar, per semester 5 hours combined method Student workload: Teaching = 5 hours; 10 hours preparation for presentation; 28 hours preparation for final colloquium, 17 hours guided self-study. Total 60 hours of student work. Teaching methods: During the common lessons, these are mainly monological methods of lecturing, interpretation and explanation, which are appropriately supplemented by dialogical methods such as interview, discussion, polemic; occasionally we apply situational methods of case study. In the framework of individual self-study, it is mainly about working with a professional text, reading comprehension, subsequent creative formulation of the key content of that text, elaboration of a presentation with a didactically relevant text-image basis in PowerPoint accompanied by verbal explication of the issue from memory.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with a 100% interim assessment, which includes: a presentation of a selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment). For successful completion of the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade is required. The grade is awarded on a scale: A (100-91%, excellent - excellent results; students have performed excellently during the semester, they have actively participated in the teaching and shown interest in the subject, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of the subject is at a high level), B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of the subject is at a very good level),	

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

**Learning outcomes:**

This course will provide students with background information and orientation to the history and present of religions in the diversity of their organizational, especially institutionalized, forms in the context of a changing society. They will be able to use the acquired knowledge effectively in the teaching process as part of civics, with the addition of self-study to understand different religious aspirations by attending lectures, self-study of required and recommended readings, and preparation of presentations or verbal articulation of their findings in a colloquium, they will be mentally and knowledgeably prepared to behave in today's multicultural and multireligious society as responsible citizens who are able to think critically and to accept the otherness of religious beliefs with respect for the other, without falling into populist forms of xenophobia or religiophobia. By taking the course, students develop transferable competencies such as communication skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and learning skills, and thinking in context.

**Learning Objectives:**

To provide students with the basic information necessary to understand religion as a social phenomenon of the past and present, which is one of the important determinants of the quality of life of the individual and of society as a whole. The student should have an overview of the typology of religions, organizational forms and legislative anchorage of the status of registered churches and religious societies in the Slovak Republic.

**Class syllabus:**

1. Definition of the concepts of religion, spirituality and religiosity.
2. Religion as a determinant of the quality of life of the individual and society.
3. Typology of religions.
4. Organizational forms of living religions today.
5. Historical roots of the status of religion in the context of a changing society.
6. Selected ethnic religions.
7. Anchoring of religious freedom and the status of religious institutions in the legislation of the Slovak Republic.
8. Registered churches and religious societies in the Slovak Republic

**Recommended literature:**

Compulsory readings:

Hejna, D.: Náboženství a společnost. Praha: Grada Publishing, a.s., 2010.

Recommended readings:

Čeplíková, M.: Štát, cirkvi a právo na Slovensku - História a súčasnosť. Košice: UPJŠ, 2005.

Juran, J. a kol.: Právna úprava postavenia cirkví a ich registrácie v SR. In: Európa a nové náboženské hnutia. Bratislava: ÚVŠC, 2003.

Lužný, D.: Náboženství a moderní společnost. Brno: Masarykova univerzita, 1999.

Lysý, J. a kol.: Globálne rozvojové vzdelávanie. Bratislava: Album, 2007.  
 Mistřík, E. a kol.: Občan a občianstvo. Veľký Biel: Pope Print, 2001.  
 Moravčíková, M. - Cipár, M.: Cisárovo - Cisárovi. Bratislava: ÚVŠC, 2003.  
 Registrované cirkvi a náboženské spoločnosti v SR. Dostupné na:  
<https://www.culture.gov.sk/posobnost-ministerstva/cirkvi-a-nabozenske-spolocnosti/registracia-cirvii/registrovane-cirkvi-a-nabozenske-spolocnosti/>  
 Robbers, G. (ed.): Stát a cirkve v zemích EU. Praha: Academia, 2002.  
 Zaviš, M.: Výchova a vzdelávanie v učení a praxi Bahájskeho spoločenstva. In: Alternatívna religiozita a vzdelávanie. Trnava: Pedagogická fakulta, 2020. S. 76-101.  
 Zaviš, M.: Slovak Muslims and their perception of social environment in Slovakia. In: Čas nám daný: zborník vedeckých štúdií pre prof. Pavla Procházku k jeho 70. narodeninám. Banská Bystrica: Katedra teológie a katechetiky, 2021. S. 311-324.

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 3

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

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

**Last change:** 11.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex012/22	<b>Course title:</b> Sociolinguistics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: in-person, distance learning Scope (number of hours): 5 per semester Student workload: 56 hours in total Direct teaching = 5 h, home preparation for class (revision + homework) = 19 h, first continuous practical test = 9 h, second continuous practical test = 8 h, theoretical test = 15 h Teaching methods: Explanation of the material, individual practice of the sociolinguistic phenomena, pair work, didactic games, discussion of the topics, sociolinguistic analysis of short authentic texts, comparison of the sociolinguistic variability of linguistic units in different languages, strategies for the acquisition of socially, contextually and geographically determined lexis	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (100 percent): 1. in-semester practical test (30 percent) 2. in-semester practical test (20 percent) Theoretical test (50 percent) Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX Grade A (excellent): The student knows the different varieties and strata of language and can demonstrate the differences between them through a rich variety of practical examples, has a good command of the theoretical foundations of sociolinguistic research and can use them to design basic research parameters, can identify differences between language varieties in terms of social, situational and geographical variables, knows and can apply linguistic communicative functions, has a rich theoretical knowledge of sociolinguistics.	

Grade B (very good): The student knows the different varieties and strata of language and can demonstrate the differences between them on practical examples, knows the theoretical foundations of sociolinguistic research and can use them in designing the basic parameters of research, can identify the differences between language varieties in terms of social, situational and geographical variables, knows and can apply linguistic communicative functions, has extensive theoretical knowledge in the field of sociolinguistics.

Grade C (good): The student knows the different varieties and strata of language and can demonstrate the differences between them in some practical examples, knows the theoretical foundations of sociolinguistic research and can use them partially in designing the basic parameters of research, can identify the basic differences between language varieties in terms of social, situational and geographical variables, knows and can apply the basic linguistic communicative functions, has a good theoretical knowledge in the field of sociolinguistics.

Grade D (satisfactory): The student knows some varieties and strata of language and can demonstrate the differences between them on practical examples, knows the most basic principles of sociolinguistic research and can partially use them in designing the main parameters of research, can identify some differences between language varieties in terms of social, situational and geographical variables, knows and can apply some linguistic communicative functions, has a good theoretical knowledge in the field of sociolinguistics.

Grade E (sufficient): The student knows the basic varieties and strata of language and can demonstrate the differences between them on a small number of examples, knows the most basic principles of sociolinguistic research and can use them partially in designing the main parameters of research, can identify only some differences between language varieties in terms of social, situational and geographical variables, knows some linguistic communicative functions, has sufficient theoretical knowledge in the field of sociolinguistics.

Assessment conditions:

The overall assessment is conditioned by completing in-semester assignments with any result.

The student is allowed to ask for an extra date for the interim assessment tests if he/she has not attended the assessment for medical or other serious reasons but is not allowed to ask for the re-take of the interim assessment.

Scale of assessment (preliminary/final): Continuous assessment (100 percent): 1. in-semester practical test (30 percent) 2. in-semester practical test (20 percent) Theoretical test (50 percent)

### **Learning outcomes:**

Objectives and learning outcomes:

From the learning objectives declared in the graduate's profile, this course aims to acquire the following knowledge, skills, and competences:

Knowledge:

The student will learn about the social aspects of language, understand the nature of language variability in terms of social variables (social class, age, gender, ethnicity, culture, etc.), situational variables (medium, field, style, genre, speaker relationship, etc.), and geographical variables, and acquire knowledge about the use and variability of contemporary English.

Skills:

The student knows the differences between different varieties and layers of language and can demonstrate them with practical examples, can design a basic procedure for the empirical investigation of a selected sociolinguistic variable, can correctly identify and use linguistic resources determined socially, situationally and geographically, can practically apply the acquired theoretical knowledge in the analysis of a coherent authentic text, can work with and critically analyse a professional text, can use the acquired knowledge in an appropriate and adequate way in pedagogical practice.

Competences:

The student learns to work independently and as a team in solving sociolinguistic problems and tasks, is able to communicate on topics related to empirical research and linguistic variability, is able to search for and use digital resources and aids for his/her further independent development, is familiar with professional texts, is able to link the acquired theoretical knowledge with the subject of research in other linguistic fields, is able to apply the acquired knowledge in an appropriate way in practice.

**Class syllabus:**

Course contents

Main themes of the course:

Relationship between language and society, language varieties, communicative competence, sociolinguistic research - variables and hypotheses, language and social variables, language and situational variables, language and geographical variables, functions of language

Through the above content, the student learns about the variability of languages, their structural-functional and sociolinguistically determined characteristics, learns the ways of applying theoretical knowledge through practical analysis of sociolinguistic phenomena, develops his/her communicative and sociolinguistic skills and vocabulary at the C1 level, can read professional literature in English, learns to work independently and as a team to solve linguistic issues and problems, and is prepared to apply the acquired knowledge and skills appropriately in pedagogical practice.

**Recommended literature:**

Compulsory readings:

PAVLÍK, R. (2010). Exercises in Sociolinguistics. Bratislava: Z-F Lingua.

PAVLÍK, R. (2006). Elements of Sociolinguistics. Bratislava: Univerzita Komenského.

Recommended readings:

HOLMES, J. (2013). An Introduction to Sociolinguistics. 4th edition. London – New York: Routledge.

WARDHAUGH, R. and FULLER, J. M. (2015). An Introduction to Sociolinguistics. 7th edition. Malden – Oxford: Wiley-Blackwell.

These resources are available in Slovak libraries and/or bookstores.

**Languages necessary to complete the course:**

Language necessary to complete the course: English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 23

A	ABS	B	C	D	E	FX
13,04	0,0	13,04	21,74	8,7	26,09	17,39

**Lecturers:** PaedDr. Peter Bojo, PhD.

**Last change:** 16.10.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZex026/22			<b>Course title:</b> Strategies for developing student creativity			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4., 6.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Barbora Jaslovská, PhD., doc. Mgr. Martin Kuruc, PhD., Mgr. Peter Ostradický, PhD., Mgr. Adriana Poliaková, PhD.						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZex026/22		<b>Course title:</b> Strategies for developing student creativity				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3., 5.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Barbora Jaslovská, PhD., doc. Mgr. Martin Kuruc, PhD., Mgr. Peter Ostradický, PhD., Mgr. Adriana Poliaková, PhD.						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGex030/22	<b>Course title:</b> Teaching Grammar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 5S Teaching mode: in-person, distance learning Scope (number of hours): 5 per semester Student workload: 50 hours in total Direct teaching = 5 hours (combination of direct teacher-student contact and communication via the Internet), continuous home study = 26 hours (revision, self-study, working on home assignments), designing a lesson plan aimed at teaching a particular grammar structure inductively= 8 hours, essay writing = 4 hours, designing a test aimed at testing grammar = 7 hours Teaching methods: Brief explanation of the material, problem solving tasks and assignments, dialogical methods (debate, discussion, colloquium), brainstorming, mind-mapping, case studies, introspective analysis of students' own (pedagogical) experiences	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (100 points/percent): Designing a lesson plan aimed at teaching a particular grammar structure inductively (30 points); creating appropriate teaching materials and aids for the lesson plan (10 points); an essay focused on presenting a student's own experience of learning and teaching grammar in which the experience is analysed critically evaluated, proposing suggestions for appropriate intervention based on the knowledge gained and reflection on the experience (30 points); designing a grammar test aimed at testing grammar based on a textbook accredited by the Ministry of Education and Science with regard to a particular ISCED and language level (30 points) Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX	

Grade A (excellent performance): The student is able to independently create an English lesson plan by applying the inductive method, demonstrates an excellent level of analysis of grammar teaching and the methods applied in analysing his/her own experience, is able to independently determine the objectives of a grammar test, create it and justify his/her approach.

Grade B (very good): The student is able to create an English lesson plan by applying the inductive method with minimal help from the teacher, demonstrates an excellent level of analysis of grammar instruction and methods used in analysing his/her own experiences, is able to determine the objectives of a grammar test with minimal help from the teacher, create it and justify his/her procedure.

Grade C (good): The student, with the help of the teacher, is able to create an English lesson plan with minor errors by applying the inductive method of teaching grammar, demonstrates a good level of analysis of teaching grammar and the methods applied by analysing his/her own experience, is able to set the objectives of a grammar test with the help of the teacher, create it with minor errors and justify his/her procedure with the help of the teacher.

Grade D (satisfactory): The student, only with intensive help from the teacher and with more deficiencies, is able to create an English lesson plan by applying the inductive method. The student demonstrates a satisfactory level of analysis of the grammar teaching and methods applied with a greater number of shortcomings in the analysis of his/her own experience, can, with intensive help from the teacher, set the objectives of a grammar test, create it with minor errors and justify his/her approach with the help of the teacher.

Grade E (sufficient): The student can only partially create an English lesson plan by applying the inductive method with the support and intensive help of the teacher, can only partially analyse the methods of teaching grammar in AJ lessons based on his/her own experience, can set the objectives of a grammar test with the intensive help of the teacher, create it with a larger number of errors and partially justify his/her procedure.

Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Designing a lesson plan aimed at teaching a particular grammar structure inductively (30 points); creating appropriate teaching materials and aids for the lesson plan (10 points); an essay focused on presenting a student's own experience of learning and teaching grammar in which the experience is analysed critically evaluated, proposing suggestions for appropriate intervention based on the knowledge gained and reflection on the experience (30 points); designing a grammar test aimed at testing grammar based on a textbook accredited by the Ministry of Education and Science with regard to a particular ISCED and language level (30 points)

### **Learning outcomes:**

Objectives and learning outcomes:

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

Students know the principles of pedagogical diagnosis necessary for designing a grammar test, they know various English teaching methods as well as digital technologies applied in English grammar teaching and learning taking into account developmental-psychological characteristics of learners. Students are familiar with recommended approaches and methods of English grammar teaching which are appropriate for pupils with special educational needs.

Skills:

Students are able to apply the acquired theoretical knowledge in English grammar teaching by designing their own lesson plans, are able to propose concrete solutions to problem situations that may arise in grammar lessons. Students are able to propose suggestions for appropriate intervention based on the acquired knowledge, are able to use digital technologies in order to make English grammar teaching more effective.

**Competences:**

Having developed and improved students' presentation and argumentation skills, they are able to present and justify actually implemented procedures in designing a particular grammar test.

Students are able to evaluate their own experience of English grammar teaching and learning due to their metacognitive awareness.

**Class syllabus:****Course contents:****Main themes of the course:**

1. Theoretical foundations of English grammar learning and teaching and Johnson's Model – through brainstorming and mind mapping students present their findings, which is followed by a more in-depth introduction to the theoretical foundations of foreign language grammar teaching. Students analyse, compare and evaluate learning theories, linguistic theories and theories of language and grammar teaching and acquisition.

2. The role of grammar in different teaching methods (GTM, TPR, CLT, etc.); inductive and deductive approaches to grammar teaching; the role of grammar in communication – through discussions (based on previously acquired knowledge) students justify and evaluate the role of grammar in different methods, they reflect on how the view of grammar teaching has changed over time; through introspective analysis students evaluate their own experiences of English grammar learning and teaching and suggest suggestions for appropriate intervention.

3. Individual and developmental-psychological characteristics of learners in learning English grammar – students discuss ways of presenting and practising relevant grammar structures taking into account a particular age and language level as well as special educational needs of various groups of learners.

4. Pedagogical diagnosis applied in grammar assessment – through a short explanation of the curriculum students get acquainted with the basic principles of pedagogical diagnosis and the methods applied in assessing the level of acquisition of grammatical phenomena by learners, students design a grammar test aimed at testing selected grammar structures at a particular age group and language level. Students design solutions for different problem situations that may arise in grammar lessons.

5. Teaching English grammar to pupils with special educational needs by applying a multisensory approach – through group work students design activities for a selected grammar structure by utilising a multisensory approach and implementing appropriate information and communication technologies, students justify their approach.

**Recommended literature:****Compulsory readings:**

HANKEROVÁ, K. (2015). Anglická gramatika pútavo a#komunikatívne. Aktivity pre primárne vzdelávanie. Bratislava: Z-F Lingua.

HLAVA, T., ŠIPOŠOVÁ, M. and HANKEROVÁ, K. (2020). Vzt'ahy a#interakcie deklaratívnej a#procedurálnej roviny vo výučbe anglickej gramatiky. Bratislava: Univerzita Komenského v#Bratislave. (selected chapters)

LOJOVÁ, G. (2004). Teória a#prax vyučovania gramatiky cudzích jazykov. Bratislava: Lingos.

LOJOVÁ, G. a#kol. (2015). Deklaratívne a#procedurálne vedomosti vo výučbe anglického jazyka. Bratislava: Univerzita Komenského v#Bratislave. (selected chapters)

PURPURA, J. E. (2013). Assessing Grammar. Cambridge University Press. (selected chapters)

REPKA, R. and ŠIPOŠOVÁ, M. (2016). Communicative approach and the Teaching of English Language Means to Slovak Learners. Bratislava: Z-F Lingua. (selected chapters)

ŠIPOŠOVÁ, M. and HANKEROVÁ, K. (2019). Communicative Activities for Teaching Grammar in Context. Bratislava: Z-F Lingua.

<p>ŠIPOŠOVÁ, M. and JURÍKOVÁ, I. (2021). Výučba gramatiky angličtiny na úrovni A2 u#žiacov s#dyslexiou. Bratislava: UK v#Bratislave. [online]  <a href="https://www.fedu.uniba.sk/fileadmin/pdf/Veda/5_OP_ludske_zdroje/metodiky_ucprax/kajl/AFX7_Vyucba_gramatiky_AJ_na_urovni_A2_u_ziacov_s_dyslexiou_Siposova_Jurikova.pdf">https://www.fedu.uniba.sk/fileadmin/pdf/Veda/5_OP_ludske_zdroje/metodiky_ucprax/kajl/AFX7_Vyucba_gramatiky_AJ_na_urovni_A2_u_ziacov_s_dyslexiou_Siposova_Jurikova.pdf</a></p> <p>Recommended readings:  KATZ, S. and BLYTH, C. (2009). What is grammar? In Katz, S. &amp; Blyth, C., eds. AAUSC 2008 Volume, Conceptions of L2 grammar: Theoretical Approaches and their Application in the L2 Classroom (pp. 2–14). Boston, MA: Heinle Cengage Learning.  LOJOVÁ, G. (2014). Individuálne osobitosti pri učení sa cudzích jazykov I. Bratislava: Univerzita Komenského v#Bratislave.  NIJAKOWSKA, J. et al. (2014). Dyslexia for Teachers of English as a Foreign Language. DysTEFL2 materials.</p>						
<p><b>Languages necessary to complete the course:</b>  Languages necessary to complete the course: English, Slovak</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 1</p>						
A	ABS	B	C	D	E	FX
0,0	0,0	100,0	0,0	0,0	0,0	0,0
<p><b>Lecturers:</b></p>						
<p><b>Last change:</b> 16.10.2023</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZex005/22	<b>Course title:</b> Teaching practice 1 (A)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 2t <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment). The student will attend a pre-practicum seminar with the practice methodologist of the approbation subject (A), will complete within 2 weeks 30 hours of practice in the approbation subject (A), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems	

of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

Scale of assessment (preliminary/final): 100% priebežného hodnotenia

### **Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

The aim of pedagogical practice 1A is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (A) in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing the pedagogical practice 1 A, the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing the pedagogical practice 1 A, the student can apply the requirements of school documentation when designing a teaching unit, can process the preparation for the lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.  
 Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.  
 Final colloquium of pedagogical practice 1 (A):  
 The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil

**Recommended literature:**

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6

IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4

KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľské praxe – súčasné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8

KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6

National curriculum for ISCED 2 and ISCED 3

Pedagogical documentation according to subject specialization.

**Languages necessary to complete the course:**

Language required for the course:

Slovak, English and Czech (in the case of language subject approbations also the target language)

**Notes:**

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

**Past grade distribution**

Total number of evaluated students: 95

A	ABS	B	C	D	E	FX
73,68	0,0	5,26	4,21	3,16	4,21	9,47

**Lecturers:**

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZex005/22	<b>Course title:</b> Teaching practice 1 (A)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 2t <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment). The student will attend a pre-practicum seminar with the practice methodologist of the approbation subject (A), will complete within 2 weeks 30 hours of practice in the approbation subject (A), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems	

of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

Scale of assessment (preliminary/final): 100% priebežného hodnotenia

### **Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

The aim of pedagogical practice 1A is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (A) in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing the pedagogical practice 1 A, the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing the pedagogical practice 1 A, the student can apply the requirements of school documentation when designing a teaching unit, can process the preparation for the lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.  
 Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.  
 Final colloquium of pedagogical practice 1 (A):  
 The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil

**Recommended literature:**

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6

IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4

KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľské praxe – súčasné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8

KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6

National curriculum for ISCED 2 and ISCED 3

Pedagogical documentation according to subject specialization.

**Languages necessary to complete the course:**

Language required for the course:

Slovak, English and Czech (in the case of language subject approbations also the target language)

**Notes:**

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

**Past grade distribution**

Total number of evaluated students: 95

A	ABS	B	C	D	E	FX
73,68	0,0	5,26	4,21	3,16	4,21	9,47

**Lecturers:**

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZex006/22	<b>Course title:</b> Teaching practice 1 (B)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 2t <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment). The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (B), will complete within 2 weeks 30 hours of practice in the approbation subject (B), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems	

of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

Scale of assessment (preliminary/final): 100%

### **Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

The aim of pedagogical practice 1 (B) is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (B) in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing pedagogical practice 1 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing pedagogical practice 1 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.  
Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.

Final colloquium of pedagogical practice 1 (B):

The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

**Recommended literature:**

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitelů. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6

IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4

KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8

KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitelů. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6

IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4

KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8

KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6

National curriculum for ISCED 2 and ISCED 3  
Pedagogical documentation according to subject specialization.

**Languages necessary to complete the course:**

Slovak, English and Czech (in the case of language subject approbations also the target language)

**Notes:**

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

<b>Past grade distribution</b>						
Total number of evaluated students: 94						
A	ABS	B	C	D	E	FX
77,66	0,0	1,06	5,32	4,26	5,32	6,38
<b>Lecturers:</b>						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZex006/22	<b>Course title:</b> Teaching practice 1 (B)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 2t <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment). The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (B), will complete within 2 weeks 30 hours of practice in the approbation subject (B), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems	

of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

Scale of assessment (preliminary/final): 100%

### **Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

The aim of pedagogical practice 1 (B) is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (B) in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing pedagogical practice 1 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing pedagogical practice 1 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.  
Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.

Final colloquium of pedagogical practice 1 (B):

The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

**Recommended literature:**

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitelů. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6

IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4

KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8

KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitelů. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6

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National curriculum for ISCED 2 and ISCED 3

Pedagogical documentation according to subject specialization.

**Languages necessary to complete the course:**

Slovak, English and Czech (in the case of language subject approbations also the target language)

**Notes:**

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

<b>Past grade distribution</b>						
Total number of evaluated students: 94						
A	ABS	B	C	D	E	FX
77,66	0,0	1,06	5,32	4,26	5,32	6,38
<b>Lecturers:</b>						
<b>Last change:</b> 08.11.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZex007/22	<b>Course title:</b> Teaching practice 2 (A)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 3t <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment). The student will attend a pre-practise seminar with the apprenticeship methodologist (A), complete 45 hours of practice, including 10 hours of tutorials, 20 hours of outcomes and 15 hours of analysis with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

Scale of assessment (preliminary/final): 100%

### **Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

The aim of pedagogical practice 2 (A) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (A). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing pedagogical practice 2 (A), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school.

After completing pedagogical practice 2 (A), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practice seminar, definition of requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.  
Final colloquium of teaching practice 2 (A):  
The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (A) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil

**Recommended literature:**

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitel'a. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6

IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľ'ov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľ'stva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4

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Pedagogical documentation according to subject specialization.

**Languages necessary to complete the course:**

Slovak, English and Czech (in the case of language subject approbations also the target language)

**Notes:**

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

**Past grade distribution**

Total number of evaluated students: 84

A	ABS	B	C	D	E	FX
88,1	0,0	4,76	2,38	1,19	1,19	2,38

**Lecturers:**

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZex007/22	<b>Course title:</b> Teaching practice 2 (A)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 3t <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment). The student will attend a pre-practise seminar with the apprenticeship methodologist (A), complete 45 hours of practice, including 10 hours of tutorials, 20 hours of outcomes and 15 hours of analysis with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

Scale of assessment (preliminary/final): 100%

### **Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

The aim of pedagogical practice 2 (A) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (A). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing pedagogical practice 2 (A), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school.

After completing pedagogical practice 2 (A), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practice seminar, definition of requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

<p>Final outcome stage: reflection on own preparation and teaching with the trainee teacher.  Final colloquium of teaching practice 2 (A):  The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (A) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil</p>														
<p><b>Recommended literature:</b>  Recommended reading:  ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4  DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitel'a. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6  IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľ'ov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7  KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľ'stva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4  KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľ'ské praxe – súčasné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8  KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitel'ství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6  Pedagogical documentation according to subject specialization.</p>														
<p><b>Languages necessary to complete the course:</b>  Slovak, English and Czech (in the case of language subject approbations also the target language)</p>														
<p><b>Notes:</b>  Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).</p>														
<p><b>Past grade distribution</b>  Total number of evaluated students: 84</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>88,1</td> <td>0,0</td> <td>4,76</td> <td>2,38</td> <td>1,19</td> <td>1,19</td> <td>2,38</td> </tr> </tbody> </table>	A	ABS	B	C	D	E	FX	88,1	0,0	4,76	2,38	1,19	1,19	2,38
A	ABS	B	C	D	E	FX								
88,1	0,0	4,76	2,38	1,19	1,19	2,38								
<p><b>Lecturers:</b></p>														
<p><b>Last change:</b> 08.11.2022</p>														
<p><b>Approved by:</b></p>														

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZex008/22	<b>Course title:</b> Teaching practice 2 (B)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 3t <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment). The student will attend a pre-practise seminar with the apprenticeship methodologist (B), complete 45 hours of practice, including 10 hours of tutorials, 20 hours of outcomes and 15 hours of analyses with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating 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% priebežného hodnotenia

### **Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

The aim of pedagogical practice 2 (B) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (B). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing pedagogical practice 2 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school.

After completing pedagogical practice 2 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

<p>Final outcome stage: reflection on own preparation and teaching with the trainee teacher.</p> <p>Final colloquium of teaching practice 2 (B):</p> <p>The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (B) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.</p>														
<p><b>Recommended literature:</b></p> <p>Recommended reading:</p> <p>ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4</p> <p>DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitel'a. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6</p> <p>IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľ'ov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7</p> <p>KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľ'stva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4</p> <p>KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľ'ské praxe – súčasné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8</p> <p>KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitel'ství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6</p> <p>Pedagogical documentation according to subject specialization.</p>														
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak, English and Czech (in the case of language subject approbations also the target language)</p>														
<p><b>Notes:</b></p> <p>Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).</p>														
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 83</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>81,93</td> <td>0,0</td> <td>9,64</td> <td>1,2</td> <td>3,61</td> <td>2,41</td> <td>1,2</td> </tr> </tbody> </table>	A	ABS	B	C	D	E	FX	81,93	0,0	9,64	1,2	3,61	2,41	1,2
A	ABS	B	C	D	E	FX								
81,93	0,0	9,64	1,2	3,61	2,41	1,2								
<p><b>Lecturers:</b></p>														
<p><b>Last change:</b> 08.11.2022</p>														
<p><b>Approved by:</b></p>														

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZex008/22	<b>Course title:</b> Teaching practice 2 (B)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 3t <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment). The student will attend a pre-practise seminar with the apprenticeship methodologist (B), complete 45 hours of practice, including 10 hours of tutorials, 20 hours of outcomes and 15 hours of analyses with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating 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% priebežného hodnotenia

### **Learning outcomes:**

Learning outcomes and transferable competences:

Learning objectives and outcomes:

The aim of pedagogical practice 2 (B) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (B). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing pedagogical practice 2 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing pedagogical practice 2 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.  
 Final colloquium of teaching practice 2 (B):  
 The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (B) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

**Recommended literature:**

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitel'a. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6

IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľ'ov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľ'stva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4

KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľ'ské praxe – súčasné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8

KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitel'ství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6

Pedagogical documentation according to subject specialization.

**Languages necessary to complete the course:**

Slovak, English and Czech (in the case of language subject approbations also the target language)

**Notes:**

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

**Past grade distribution**

Total number of evaluated students: 83

A	ABS	B	C	D	E	FX
81,93	0,0	9,64	1,2	3,61	2,41	1,2

**Lecturers:**

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex015/22	<b>Course title:</b> Textbook and educational resources creation and evaluation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment). During the semester, the student's task is to solve continuously assigned tasks and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated with points. The maximum possible number of points for all assignments combined is 30. The rating is awarded on a scale: A final grade of A (excellent - outstanding results) requires at least 28 points, a grade of B (very good - above average standard) requires at least 25 points, a grade of C (good - normal reliable work) requires at least 22 points, a grade of D (satisfactory - acceptable results) requires at least 20 points, and a grade of E (satisfactory - results meet the minimum criteria) requires at least 18 points. A grade of FX (Inadequate - extra work required) will be awarded to students scoring 17 points or less. To pass the course, a minimum score of 60% is required. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning outcomes and transferable competences: Learning objectives and outcomes: After completing the course, students will be able to explain the functions and individual elements of the textbook structure, describe the system of its creation and the current textbook policy in the Slovak Republic. They will be able to analyse, critically reflect on and discuss the elements of quality of a particular textbook defined in individual assignments. Students will be able to explain the background to the creation of various educational resources and define the specifics of the creation and use of digital educational resources in teaching. They will be able to search for digital educational content in its central repositories and open educational resources. Students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills while solving, presenting and discussing the results of ongoing assignments. Students will be able to use the acquired knowledge and skills creatively in the study of other didactic disciplines and in their future teaching practice.	

**Class syllabus:**

Brief outline of the course:

Textbook as a specific type of teaching aid. Functions and structure of a textbook. The system of textbook production and textbook policy in the Slovak Republic. Analysis and evaluation of textbook quality. Basis for the development of teaching texts, textbooks and other educational resources. Specifics of creation and use of digital educational resources in teaching. Use of central repositories of digital educational content and open educational resources.

**Recommended literature:**

Recommended reading:

GAVORA, P., et al. How to develop students' reading comprehension. Nitra: Enigma, 2008.

KNECHT, P., JANIK, T. et al. Textbooks from the perspective of pedagogical research. Brno: Paido, 2008.

MAŇÁK, J., KNECHT, P. Textbook evaluation. Brno: Paido, 2007.

MAŇÁK, J., KLAPKO, D. Textbooks under the magnifying glass. Brno: Paido, 2006.

NOGOVÁ, M. et al. The procedure of creating and publishing textbooks. Bratislava : ŠPÚ, 2005.

PŠENÁKOVÁ, I. Creation of didactic interactive materials and criteria of their quality evaluation. Trnava: Faculty of Education, Trnava University of Technology, 2021.

**Languages necessary to complete the course:**

slovak and czech

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

Total number of evaluated students: 0

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

**Lecturers:** Mgr. Štefánia Ferková, PhD., Mgr. Adriana Poliaková, PhD., Ing. Mgr. Jozef Strakoš, PhD.

**Last change:** 08.11.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZex015/22	<b>Course title:</b> Textbook and educational resources creation and evaluation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment). During the semester, the student's task is to solve continuously assigned tasks and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated with points. The maximum possible number of points for all assignments combined is 30. The rating is awarded on a scale: A final grade of A (excellent - outstanding results) requires at least 28 points, a grade of B (very good - above average standard) requires at least 25 points, a grade of C (good - normal reliable work) requires at least 22 points, a grade of D (satisfactory - acceptable results) requires at least 20 points, and a grade of E (satisfactory - results meet the minimum criteria) requires at least 18 points. A grade of FX (Inadequate - extra work required) will be awarded to students scoring 17 points or less. To pass the course, a minimum score of 60% is required. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning outcomes and transferable competences: Learning objectives and outcomes: After completing the course, students will be able to explain the functions and individual elements of the textbook structure, describe the system of its creation and the current textbook policy in the Slovak Republic. They will be able to analyse, critically reflect on and discuss the elements of quality of a particular textbook defined in individual assignments. Students will be able to explain the background to the creation of various educational resources and define the specifics of the creation and use of digital educational resources in teaching. They will be able to search for digital educational content in its central repositories and open educational resources. Students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills while solving, presenting and discussing the results of ongoing assignments. Students will be able to use the acquired knowledge and skills creatively in the study of other didactic disciplines and in their future teaching practice.	

**Class syllabus:**

Brief outline of the course:

Textbook as a specific type of teaching aid. Functions and structure of a textbook. The system of textbook production and textbook policy in the Slovak Republic. Analysis and evaluation of textbook quality. Basis for the development of teaching texts, textbooks and other educational resources. Specifics of creation and use of digital educational resources in teaching. Use of central repositories of digital educational content and open educational resources.

**Recommended literature:**

Recommended reading:

GAVORA, P., et al. How to develop students' reading comprehension. Nitra: Enigma, 2008.

KNECHT, P., JANIK, T. et al. Textbooks from the perspective of pedagogical research. Brno: Paido, 2008.

MAŇÁK, J., KNECHT, P. Textbook evaluation. Brno: Paido, 2007.

MAŇÁK, J., KLAPKO, D. Textbooks under the magnifying glass. Brno: Paido, 2006.

NOGOVÁ, M. et al. The procedure of creating and publishing textbooks. Bratislava : ŠPÚ, 2005.

PŠENÁKOVÁ, I. Creation of didactic interactive materials and criteria of their quality evaluation. Trnava: Faculty of Education, Trnava University of Technology, 2021.

**Languages necessary to complete the course:**

slovak and czech

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

Total number of evaluated students: 0

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

**Lecturers:** Mgr. Štefánia Ferková, PhD., Mgr. Adriana Poliaková, PhD., Ing. Mgr. Jozef Strakoš, PhD.

**Last change:** 08.11.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KEOV/M-VOBšt006/16	<b>Course title:</b> Theory of citizenship education
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<b>Last change:</b> 16.07.2022	
<b>Approved by:</b>	

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZex012/22			<b>Course title:</b> Training of teachers' social skills			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 5s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3., 5.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 15						
A	ABS	B	C	D	E	FX
93,33	0,0	0,0	0,0	0,0	0,0	6,67
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZex012/22			<b>Course title:</b> Training of teachers' social skills			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 5s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4., 6.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 15						
A	ABS	B	C	D	E	FX
93,33	0,0	0,0	0,0	0,0	0,0	6,67
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b>						